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Preconditions for the development of Corporate Governance in the Education System

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Abstract

In this article, the authors analyze the origins of the development of governance activities to determine the role and essence of corporate governance in the education system. Various approaches to the concept of "governance" are considered. Governance, by the authors, is analyzed as an important part of the modern education system, which currently requires the organization of an effective system of relationships between all participants in the educational process, which also includes stakeholders through whom the interests of the state, parents, employers, and pupils themselves are realized.

Keywords: governance, corporate governance of education, education system, stakeholders.

Аннотация

В данной статье авторы анализируют истоки развития управленческой деятельности для определения роли и сущности корпоративного управления в системе образования. Рассматриваются различные подходы к понятию «управление». Управление, авторами, анализируется как важная часть современной системы образования, которая требует в настоящий период организации эффективной системы взаимоотношений между всеми участниками образовательного процесса, куда также входят и заинтересованные лица, с помощью которых реализуются интересы государства, родителей, работодателей, а также самих учащихся.

Ключевые слова: управление, корпоративное управление образованием, система образования, заинтересованные лица.

The processes taking place in Kazakhstan in our time have an impact on changes in all spheres of activity. The market economy determines the rights to freedom of activity of each subject of ownership. The market also confronts the interests of representatives of the education system, forcing the latter to constantly take risks, to revise even the most successful previous decisions. In these circumstances, educational institutions are forced to predict and make timely changes in the structure of their organization in order to survive in the fierce competition. Due to the fact that the success in the market of educational services is determined by the consumer, namely the state, employers, parents, the manufacturer, i.e. educational institutions are interested in the formation and development of the younger generation, which would be competitive.

The market economy places high demands on modern education, and the management system changes accordingly. Market demands for quality have not only increased, but have completely changed the nature of education and its management. In the XXI century, the engine of economic development is corporate governance, which has a direct impact on the management of the education system. Thus, to determine the role and essence of corporate governance in the education system, it is necessary to analyze the origins of management in education.

The theory of scientific management was developed in the early twentieth century by F. Taylor [1]. Management, according to the principles of the administration, should be based on the four “great” principles: development of the true scientific basis of production, scientific selection of executives, their scientific training, close cooperation between the administration and the executives. The merit of F. Taylor and his followers, that they virtually have shown, as governance, which is undertaken on scientific principles, allows obtain stronger performance, than governance, based on common sense and experience, and this has spawned widespread “movement for scientific governance”.

Henri Fayol [2], in his research studied the proper management activities and ways of rational organization of the system. According to his theory, to manage means to foresee (i.e. to take into account the future and to develop a program of actions), organize, manage (i.e. to bind, unite, harmonize all actions and all efforts) and control (i.e. to take care that everything is done according to the established rules and separate orders). Henri Fayol proposed to follow the principles that will make the management effective, including the division of labor, power and responsibility, centralization (the presence of a “think tank”) and others. These principles are also implemented in corporate governance, where the division of powers, functions, and “measures of subjectivity” of state and public structures is possible.

In the 30-ies of XX century in the science of management formed a new approach, which reflected a different understanding of the role of the “human factor” in the organization. This was a fundamental difference from the previous management theory, which was based on the mechanical model of the organization.

E. Mayo [3], an American sociologist and psychologist, developed a theory of management called “the theory of human relations”. Norms, values, beliefs, network of internal relations in groups and between them take the central place in this theory. Created recommendations for the heads is widespread in the practice of management (leadership style, type of behavior, incentives, etc.). This approach reflects the positive relations of the subjects in the management of the education system, and this is one of the main resources for building corporate relations.

In the early 50-ies of XX century there is a systematic approach to management, this approach was associated with the development of the theory of systems and the desire to combine the advantages of rationalistic and behavioral approaches. In this approach to management, the organization is considered as a system, i.e. a set of related and interacting parts, in which there is a whole that has its own qualities, different from the qualities of its constituent parts [2].

In the 80s of the twentieth century, the popular theory of management, known as the theory of “7 – S” became popular (T. Peters, R. Waterman). This theory proposes the coordination of seven interrelated components of the organization, which are aimed at ensuring its effectiveness: strategy, structure, system, personnel, skills, values, management style [4]. According to this theory, organizations that ensure harmony between these components can function and develop effectively. Management is considered as a holistic process of implementation of management functions: planning, organization, management, control. These ideas make it possible to consider the management functions that can form the basis of corporate governance.

In addition, a situational approach is developed, in which the situation is understood as the whole set of circumstances and conditions that encourage or force decisions and take management actions (or management under the circumstances).

The situational approach focuses on the fact that the suitability of different management methods is determined by the specific situation. The most effective method in a particular situation is the method that best suits the situation, the most adapted to it [2].

Increased interest in the theory of social management influenced their development in the field of education. Consequently, in the second half of 70-80-ies of XX century the activity of research in the field of management activities in the education system increases [5].

The gradual transition from traditional school science to the development of scientific bases of management, theoretical understanding of the observed processes and phenomena begins.

In the meantime, there are no other unified approaches to the concept of “management” in modern research (Yu.A. Konarzhevskiy, K.A. Nefedova, P.I. Tretyakov, T.I. Shamova and others).

For example, V.G. Afanasyev understands management as actions, operations performed in the process of successive stages of the management cycle [6].

According to A.Ya. Nayn, management is a purposeful impact of the subject of management on the object to transfer it from one state to another [7].

A.M. Moiseev asserts that management as a process is a method, technology, methodology, mechanism for the implementation of the plan in time, the successive change of states, stages, phases of development, a set of actions of the head for achieving results [8].

P.I. Tretyakov considers management as a purposeful activity of subjects of management of various levels, which provide optimal functioning and development of the controlled system (subject), its transfer to a new, higher quality level to achieve the goal with the necessary optimal pedagogical conditions, methods, means and impacts [9].

From the point of view of some researchers (V.S. Lazarev, M.M. Potashnik and others) management is a purposeful activity of all subjects providing formation, stabilization, optimum functioning and obligatory development of pedagogical system [5].

At present, many scientists rightly point out that corporate governance is necessary and real not only in the economic, industrial sphere, but also in the sphere of complex social phenomena, such as education. Education should be considered as a management process—management of educational activities, management of the formation of the human personality, one or another of its qualities, where an important aspect is the interaction of all participants in the educational process who are interested in high quality education. The modern level of scientific knowledge requires the use of the general theory of management in the organization of the pedagogical process.

Thus, management is an important part of the modern education system, which requires at the present time the organization of an effective system of relationships between all participants in the educational process, which also includes stakeholders, through which the interests of the state, parents, employers, as well as the students themselves are realized.

This system of relations between the managers of the educational institution and the state, as well as other interested parties, on issues related to ensuring the effectiveness of the educational institution and ensuring the interests of the state and all interested parties make the corporate governance in education.

Thus, at present, the subject of research of many scientists is the definition of the concepts of “management”, “education management”, “corporate education management”, which entails different, sometimes contradictory approaches. In the analysis of management, many authors emphasize that this is not just a conscious activity, but the kind of its variety, which is associated with the development of solutions, with the organization aimed at the implementation of these decisions, with the regulation of the system in accordance with the goal, with the summing up of activities, with the systematic receipt, processing and use of information by all stakeholders of the educational process, which is an important point of corporate governance.

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