Educational administration between reality and hope

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ABSTRACT: The pedagogical administration has undergone a certain transformation in relation to the changes in the Moroccan education system. From a classical action model to a modern and multifunctional conception of the pedagogical manager, which needs a redefinition of the referential framework for administrative executives. The different reforms in the Moroccan education system have led to changes in educational administration in a process of decentralization / deconcentration, towards a new model of good leadership and participative management seeking efficiency and results-based management. The implementation of new management methods in schools is highly dependent on the levels of competence required for good leadership. The study proves that there is an awareness of the importance of modern management tools and their impact on academic performance. Pedagogical administration is a major pillar in the Moroccan education system for a quality school.

KEYWORDS: educational administration; Moroccan education system; governance; leadership; Strategic vision.

INTRODUCTION
The educational administration does many tasks. The specified tasks have been devised in Decree 2.02.376, and thus many tasks have been created, which are divided between administrative, financial and communicative and between what is educational, and to varying degrees of importance. But the more we talk about the administration, the more the mind goes to the purely administrative work, not bearing in mind the basic objective for which this administration was found, namely education and the sense of evoking the pedagogic dimension in the administrative activity. Knowledge of the pedagogical and educational aspects by the heads of educational institutions , besides the administrative aspects, is very important first because of its direct correlation with the effectiveness of teachers and administrative staff on one hand, and with the level and learners’ performance on the other hand, and the achievement of the goals of the teaching learning process. Thus, this will lead to increase the effectiveness of the institution for the benefit of learners. Hence, a great problem has been raised, centered on the presence of the educational and pedagogical aspects within the priorities of the educational manager, and the way to concretize its practices on the real ground.

PROBLEMATIC
The development of the Moroccan school in general, from independence till nowadays, and the attempt to adapt education to the urgent requirements of social, economic and cultural reality, requires an insight into the educational administration, which is no longer an end in itself, but has become a gateway to reform and a means to achieve the objectives of the teaching learning process. In a purely social and human sense, so the work was to refine the administrative persona and to enrich his qualifications is what makes the administrative practice to the spotlight. Moreover, the set of transformations that have been associated with major reforms and successive education system has tried to move the educational administration from the stage of classical management, to the stage of multifunctional modern management. This shift is dependent on a reconsideration of the function itself and the management approaches it adopts. If the practice of the former educational administration makes the headmaster a decision-maker, this approach is no longer compatible with the transformation aimed by the reform steps: The application of the National Charter for Education and Training, the strategic vision 2015/2030 then the emergency program 2009/2012. This transformation aims to consolidate decentralization in the management of regional and local education, in order to achieve quality. These three reform steps revolve around a new approach that establishes a transition from traditional governance, which depend on the implementation of the daily and routine administrative procedures, to a perspective that aims to consolidate participatory governance as a strategic choice to establish a culture of management through results.

Also, the educational administration is considered one of the most important elements of the educational system, which is responsible for the roles of leadership and training. It is a system deviated from the state general administration. Therefore, we find that the practice of decentralization in this sensitive sector did not come from scratch, but with the aim of engaging in advanced regionalism and comprehensive development that Morocco anticipates. The educational administration is considered a gateway to the desired reform. It has become necessary to work on refining the personality of the educational director through the basic and continuous training, in order to enrich his skills, qualifications and leadership qualities, and to make him able to rationalize the educational and administrative organization. Also, he should be able to separate the administrative work from his own interests and commit himself to total neutralism. To this end, it is necessary to qualify the administrative and enable him with the mechanisms of educational management.

THE DEVELOPMENT OF EDUCATIONAL ADMINISTRATION THEORIES
There are many approaches to the study of educational administration. These approaches can be classified in the following schools:
• **Classical school:** Taylor's theory, which links the performance or success of the individual in his work with wages or rewards to raise productive efficiency, and ignores the individual differences between workers. It focuses on power and official laws and results, but neglected the human element and sound human relations. It overlooked the psychological, social needs of the individual and worker, and considered them as a tool of production.

• **School of Humanism and Behaviorism:** shows great importance to the psychological and social aspects in terms of the individual's values, beliefs, emotions and attitudes that have a significant impact on productivity. The individual is considered as a social human being who interacts with the social environment, and is affected by its behavior. The individual's feeling and sense of belonging to this group helps him meet the group. However, there are many criticisms of this school; such as the excessive attention to human relations at the expense of work performance and at the expense of other aspects of the institution. Also, the impact of the external environment on the behavior of the institution was overlooked. This means, the institution was taken as an independent and isolated unit, not as part of an integrated social system.

• **Modern school:** A moderation direction between scientific school and the school of human relations, it calls for trying to balance the interests of individuals and the interest of the organization, and is interested in work and workers at the same time. It is concerned with the practical aspect by taking into account the humanitarian aspects. Modern management has adopted a new discourse based on encouraging and motivating human resources. It has employed a number of approaches such as: contextual approach, participatory management, strategic planning, project work, assessment in its developmental dimension, goal planning and results management.

**INVESTIGATION AND ANALYSIS**

Good governance is a mechanism adopted in the process of controlling, directing and managing an economic, social, syndical institution in order to develop and improve its performance, develop its human resources and improve its direction, in a way that makes it able to compete positively and ready to meet challenges. To answer these questions, and to make our analysis stems from the reality, we relied on questionnaires addressed to the headmasters of institutions in order to analyse the degree of control of the necessary competencies for an adequate management of an educational institution. The sample included 120 headmasters distributed over 3 levels: 60 primary schools, 30 middle schools, and 30 high schools. The targeted institutions exist in the regions of Casablanca - Settat. The results of these questionnaires will be presented in this research based on the answers to the following questions:

- First question is about the effect of administrative controls on the cost of academic achievement.
- Second question is about the impact of the attendance of the administration on the quality of the education.
- Second question is about the impact of continuous training in the field of educational governance on raising the cost of learning achievement.

The answer to these questions is given in the following statements (fig. 1, 2 and 3).

The study shows the strong impact (more than 90%) to adjust the administrative procedures and the attendance of the administration and then the continuous training in the field of educational governance to increase the cost of academic. If this is the case of the real situation of the institutions that were based on good and effective governance in their management, how can...
Moroccan school also resort to this good and new governance method to develop its performance and develop its human resources and improve its product? Does it really depend on this governance to achieve success? What are the specifications that will make the head of this school exploit governance effectively and efficiently? To answer these questions, we have consulted the opinion of the directors of the educational institutions about their priorities and needs from the continuous training in the field of educational governance. The result is indicated in the following statements (fig. 4 and 5):

The survey shows that principals of educational institutions are convinced that participatory management, results management and communication are among the most important measures of good educational governance, which they translate as priorities for their needs from continuous training.

The role of good governance in promoting Moroccan school: The National Charter for Education and Training has affirmed in many of its pillars and principles the need to upgrade Moroccan school and make it a lively and mature school through the adoption of good governance in management. The emergency program 2009/2012 accelerated the pace of applying various procedures and measures related to the process of improving the cost and quality of education and make it play the following basic roles and functions:

1. To enable students to acquire the necessary knowledge, skills and attitudes that help them develop their personality and achieve their balance and facilitate their access to new information in the various scientific fields and fields of knowledge they require in carrying out their research activities and practices.
2. To transfer knowledge and information to them and to help them adapt positively and interactively with the various scientific, artistic and technical heritage and benefit from all this in the development of their basic competencies and improve their learning process and their research methods and output.
3. Develop their personal competencies and motivate their autonomy by relying on accomplishing the activities and tasks that are assigned to do efficiently and perfectly, and urge them to achieve special projects.
4. Their openness to others and their integration into the socio-economic environment and urging them to engage effectively in society. Also, making human relations with various individuals and groups.
5. Monitoring and orienting them to achieve more and helping them major in the branches that fit their abilities and respond to their concerns and tendencies. Evaluating their education and their basic competencies and making them overcome the major difficulties that obstruct their learning process and prevent the completion or the achievements of their tasks.
6. To address and control the students’ behavior and practices that is contrary to the values and principles within and outside the school. Also, striving to consolidate the values of citizenship, human rights and the principles of balanced health. Refining their personalities and respecting others is also something necessary to consider. These students are mainly urged to develop the spirit of initiative and creativity, and provide them with the appropriate conditions to exploit their energies and develop their technical, physical and artistic capabilities.
7. Encouraging students to innovate and produce creativity by providing them with the means, and by providing space and suitable atmosphere for their creative activities, especially those based on laboratory experiments, which will definitely develop their innovative scientific and technological competencies.
8. Facilitating various tools, techniques and approaches that these students can use to carry out their applied work, guided activities; practical exercises perform the duties at hand. Having such technical and pedagogical tools and their management and practice will contribute to the development of their basic competencies and the development of their performance.
9. To organize relationships that must prevail among these students and to strengthen their collective work and develop the values of cooperation, solidarity, participation and tolerance. To facilitate establish strong links with different individuals and groups and to push them to positive engagement in the Socio-professional environment as well as interactive integration into the society. This will contribute to the comprehensive and sustainable development of our society and to an active participation in the prosperity and progress of our country.

10. Helping them balance between them and the previous and subsequent generations and to work on sharing information and knowledge and exchanging experiences and bridging the gaps between them, which already prevent them from achieving such integration, cohesion and harmony that should be shared among them.

If these are the most important roles and functions that Moroccan school must play and seek to achieve, so what are the principles and foundations upon which to build the good governance that should be used to manage the affairs of that school? The adoption of good governance in the management of Moroccan school and achieving the determined objectives and doing the duties expected of them can only be done if that governance has the following principles and foundations:

a. **A strict and controlled measure based on the following mechanisms and tools**: democracy, transparency and clarity, simplification of concepts, and enacting laws in and out of school, raising the quality of services, motivation and encouragement.

b. **Involvement and participation**: Involve all the working team in the school and urge them to contribute to its management and improve their performance and work on the development of the educational output. A rational use of human and financial resources, in addition to the need to seek partnerships with external parties and with interests in education. Also, openness to various civic activities and benefiting from its services and interventions and signing agreements of exchanging experience and interest with rural or urban groups and syndical, professional and cultural boards or assemblies.

c. **Negotiation and Consensus**: giving priority to addressing issues and problems with the various parties working in the school or associated with them, to negotiate positively and encourage a constructive dialogue in which views, attitudes of others are respected, and make everyone engage in administrative work and achieve fruitfully and effectively.

d. **The overall vision**: define a clear and accurate vision for the objectives that school community need to achieve, and the roles and functions that must be exercised effectively and efficiently, the vision should be endowed with the values and educational principles that everyone believes in. It is through this pattern that we can figure out how to employ their ideas and perceptions and their professional experiences for the sake of the completion and implementation of the educational project, which is open to all ancient and contemporary pedagogical trends. They can, also, achieve the objectives behind the administrative, educational and managerial practices. Many researchers and those interested in education and training have proved that the success or failure of an educational institution is mainly due to the comprehensive vision that the administrative staff and the educational team have in this measure. Therefore, this vision must be practical, concrete. A vision that can be described and tracked.

e. **Wise Leadership**: Ensuring wise leadership is essential to good governance, but how can this leadership be achieved and practiced on the ground? If the leader of the educational institution has the ability to mobilize all the staffs working in the institution and practice with self-confidence, perfection and strong charisma, then he has that sufficient leadership and control, confidence of his actions.

f. **Effective communication**: The acquisition of the verbal and non-verbal communication by the leader and director of the educational institution is sufficient to enable him to mobilize his administrative and educational staffs towards effective and constructive work, and to push them towards positive involvement in accomplishing the institution project's goals and objectives. Without this competency, the director cannot communicate effectively with others, and cannot understand and interact with them and cannot convey his ideas, attitudes and messages.

g. **Other competencies**:

- Compatibility: approaching different point of view
- Tension absorption: the ability to settle conflict.
- Listening: More than hearing.
- Understanding the other.

These are the most important principles, on which good governance is based on, in the process of managing a successful Moroccan school capable of facing the challenges. But what are the basic competencies that the headmaster should have?

**Basic competencies in the management of educational administration in accordance with good governance**: The adoption of good governance in the management of the Moroccan school in an effective manner can only be achieved if the headmaster of that school has the following basic competencies:
The ability of this director to adapt his educational management with the strategic vision of the educational system:
This ability enables him to perform the following tasks:
✓ Distinguishing the priorities and challenges of regulation that are related to the internal and external environment of its institution
✓ Extracting the strategic elements of interest to his institution
✓ Adopting strategies and means to help him overcome organizational challenges that impede his managerial duties.
✓ Contributing to the strategic planning.
✓ Consulting the decision makers and those responsible for the administration, seeking guidance and instructions.

The ability to manage change and deal with innovations concerning the reform of the educational system:
By mobilizing this, he can accomplish the following operations:
✓ Obtain the information and necessary data to manage his institution in an effective and successful manner.
✓ Identify and set up a work program that can accommodate change and deal with emergencies.
✓ Inform the educational staff and stakeholders about the need to adapt with various changes.
✓ Integration and adaptation to new situations.
✓ Assessment of the impact of changes to the institutions' resources and processes.
✓ Its aim to develop and improve the institution.
✓ His interest in new technologies.
✓ To come up with new ideas on the basis of the development of the administration in the institution.
✓ To acknowledge the contribution of innovators and to adopt them.

The ability to develop the knowledge and potential of the staff towards improving the performance of the institution:
This competency enables him to accomplish the following:
✓ Identify priority needs to meet the institutions’ challenges
✓ Set a plan to develop the competencies of the staffs working in the institution and make sure to follow its efficiency.
✓ Encourage the work and the skilled and constantly evolving tasks of staff
✓ Directing talents towards the institution's awareness service.
✓ Review the competencies expected from the institution.
✓ Provide examples and models for updating these competencies.

The ability to mobilize staffs and working groups of the institution towards participatory management:
This competency enables him to accomplish the following:
✓ Animate and conduct educational and assessment meetings within the institution.
✓ Building a dynamic educational team that contributes to improving the performance of the institution.
✓ Directing individuals' efforts.
✓ Ensure fair distribution of tasks among team members.
✓ Provide a comfortable atmosphere for members of the team to achieve their harmony and compatibility.
✓ Rational settlement of arguments and conflicts within the institution.
✓ Ensuring respect for the implementation of decisions and laws.

The ability to manage the results of the institution according to the available resources and basic objectives of priority:
This competency enables him to practice the following operations:
✓ Promote results-based management and project management.
✓ Determine the expected outcomes of the institution and quantitative indicators for each educational level.
✓ Preparing and building work plans.
✓ Predict the financial, physical and human resources of the institution.
✓ Distribution of responsibility among all regarding the expected results of the institution.
✓ Rational employment of time.
✓ Follow the results of the institution and show interest.
✓ Evaluate the results obtained according to needs and trends.

The ability to create a cultural development centered around equal opportunities and gender equality:
This competency will enable him to:
✓ Analyse the status of the current institution.
✓ Develop mechanisms and measures that facilitate equal opportunities and gender equality.
✓ Directing women's resources towards improving the performance of the institution.
✓ Adopting behaviors related to professional performance.

The ability to use Information communication and technology (ICT):
This competency enables him to perform these tasks:
• Analysis of the needs of the institution.
• Investment of the means and potential of the institution.
• Select technologies or contribute to the choice of equipment.
• Work to install technologies within the institution or perform this task as appropriate.
• Evaluate the results of the institution.
• Work to improve the competencies of the team working in the institution.

The ability to manage human resources:
This competency will make him:
• Determine the needs of students and the staffs working in the institution.
• Distribute responsibilities and tasks among educational teams.
• Coordinate the work between the various elements working in the institution.
• Addressing problems related to work relations.
• Ensure monitoring work and functions inside the institution.
• Evaluating the competencies and performance of the staffs working in the institution.
• Suggest promotions for the staffs of the institution.

The capacity for tolerance and ability to maintain the composure especially the time of anger and anxiety: This help him control his actions and behavior and adjust himself whatever the situation is, and continues to work and practice despite the existence of pressures and constraints and difficulties that contribute to create an atmosphere of anxiety and tension.

CONCLUSION
Lastly, it should be noted that the reform process, initiated with the 2015/2030 strategic vision of the Higher Council for Education and Scientific Research, has made good leadership a strategic choice for a good performance of the Moroccan school. Moreover, the awareness of school directors of the importance of acquiring managerial skills and modern management tools through a continuous training is a step forward in the reform process, for a school of success. Improving the quality of the Moroccan school necessarily involves the mobilization and commitment of the pedagogical administration, considered as a major pillar of the reform of the Moroccan education system, with the aim of activating ways of promotion and stimulation of excellence for a quality school for all.

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