

THE HEALTH OF THE SCHOOL ORGANIZATION

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Abstract: *The highlight of the contribution of scholastic organization expressed through its capacity of successfully developing and operating. In an efficient school the teacher must realize an optimal communication, manifest an emphatically behavior, favorise information exchange, create a favorable work climate, a positive affective state, a permissive relation which will encourage the creative thinking of students, by appreciating original answers. School organization from an interpretative analysis perspective evidentiates the importance of permanent pedagogic assistance of “the actors of education”, (academicals, educational, didactical, vocational, interpersonal, personal etc.) obtainable in a managerial sense from the highest levels of decision-making all the way to the structures of the class of students, conceived as “socializing instances”.*

The internal cohesion of the collective which makes up a school organization, expressed through its members attraction for the life of the organization and through the each of their availability to yield portion of the graduations, the opinions and personal advantages in the favors of the group that’s constituting the organization, represents another important condition for the health of a certain organization. School development is the target of every school organization that wants to survive contemporaneity.

Key words: *health, school values.*

1. Introduction

When we’re talking about school, the word that should synthesize our thoughts, our feelings, our attitudes, our projects and practical demarches, is responsibility. It’s a permanent sentiment which shouldn’t lose its intensity not even when neither students nor teachers are concerned.

In an efficient school the teacher should establish optimal communication, manifest an empathic behavior, favorite information exchange, create a favorable working environment, a positive affective state a permissive relation to encourage the students’ creative thinking, by appreciating their original answers and solliciting unconventional proposals.

An open climate doesn’t mean lack of discipline. An atmosphere devoid of stiffness, of stereotypes, doesn’t represent the absence of order and logic. The ideal school has the decisive role in determining, forming and manifesting creative skills, by linking the idea of new with the term “valor”.

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Learning is considered to be a helping relation which excludes judging and it's based on trust. The teacher's primary concern should be that of helping without imposing. Through evaluation, the learning quality is increased, so is self-esteem, the autocratically spirit and the self-trust of students, by transforming the red pencil (symbol of the teacher's skill) into a magic wand for students becoming partners.

The "health" theme, as far as school origination goes, extremely important on a global scale, especially for Romania, in which in the past two decades the educational downfall hasn't been stables.

2. The School Organization

The school organization is defining, on a conceptual scale, of the base unit of the educational system, projected as "institutional factor of education", and specialized in realizing the learning process in conformity with the general and specific pedagogic objectives established at a level of educational politics.

The analysis of the school organization from an interpretative perspective, evidentiates the importance of permanent psych pedagogic assistance of the "actors of education" , (academicals, educational, didactical, vocational, interpersonal, personal etc.) obtainable in a managerial sense from the highest levels of decision-making all the way to the structures of the class of students, conceived as "socializing instances".

The management of complex school organization confers pedagogic substance to the functional structures of the institution and technological means of continuous adaptation to cultural, political and economic demands of the social environment. By conferring full responsibility of the pedagogic and didactic act, the complex school organization, specific to this historic stage of transition towards the cultural model of a computerized society, becomes by definition, an innovational school organization.

Defining school on a conceptual scale, Cristea (1998) considers it to be the base unit of the education system.

In the pedagogy manuals (Nicola, 1990, p. 67-69), school is considered to be the institutional factor of education. School is the organized social environment, specific for developing educational actions in conformity with pedagogic finalities established at school policy level.

School management, in the attempt of conferring a definition for school, considers the specialized institution in realizing the learning process as a modest structure of society which holds all the characteristics of an open system (Cerchez, 2002).

It is safe to say that the entire organizational structure of school is or aped by a pattern of pedagogic processes responsible for producing leading. This doesn't change the fact that school has similar characteristics with other organizations.

Analyzing the evolution of school organization through the perspective of the classic theory of organizations, we can assess the existence of a type of formal organization, oriented towards administrative management of existing resources:

- partitioning work in narrow fields, which exploits the technical side of working;
- vertical hierarchy which forces subordinates to be unconditionally obedient to power, to authority;
- instruments which drive the principle of reality to its final limit;
- standardization, passivity, inertia due to accentuating production tasks (Zlate, 1981, p. 23-26).

The cultural model suitable to the classic theory of organizations extrapolates the economic instruments specific of a strictly formal organization, conceived and projected by specialists, with a system of superior behavior (Petrescu, 1993, p. 72).

The specificity of school organization, in the context of this analysis, consists in the following:

- focus on teacher-magistrocentrism, which is considered to be the active element of the student / teacher relationships.
- the student is considered as the objects of education.

The pedagogic book-manifesto, which anticipated the paradigm of psychocentric pedagogy on a pedocentrist (child-focused, studied with the help of pedagogy) path, it's called "The Century of the Child" (1900).

The premise of Ellen Key's book, *The Century of the Child*, consists of the critique of the traditional learning system dominated by the "magistrocentrism paradigm", of the teacher-focused education, of excessive authoritarianism and unilateral guidance, that doesn't respect the nature of the student, his natural anatomical, physiological or psychological needs (motivational, sensory cognitive, affective etc.).

The base thesis of the book, which upholds or anticipates from a scientific point of view the paradigm of psychocentric or psychological (not only pedology) pedagogy, is expressed by Ellen Key in the following terms: "a totally new thing in our day and age is the study of child psychology and the theory of education with derives from it (Ilinca, 2015).

Romanian historian of the "pedagogical doctrines", Albulescu (2007), notices the plus brought by Ellen Key from a paradigmatic point of view, to "the preschool education theory", elaborated by Friedrich Fröbel, which ask the adults (kindergarten and parents) "to live for children". What is important is Ellen Key's new proposal, which is focusing on children and "to let them live" according to their natural, psychological availability: feelings, wishes, free action need (Albulescu, 2007, p. 192).

Next, we will highlight, some pedagogical important ideas for the educational/pedagogic psychocentrist paradigm, using the Albulescu analyze (as cited in Ilinca, 2015, p. 292):

- 1) In educational design must focus on child freedom; any intervention against this natural child freedom, anatomical-physiological and psychological represent or constitute "a pedagogical crime".
- 2) In educational organization and health, the teacher must heed child freedom, he should not impose anything from the outside; just have to create optimal pedagogical environment, useful psychological favorable for plenary manifestation of child free action.
- 3) The child, the student (of different stages), with his psychological qualities "must be thought by the teacher to comply to the laws of life and with the habits that are not contradictive of nature".
- 4) The purpose of education is designed in a similar manner to the psychocentrist paradigm, with special reference, particular, to the "educational freedom", but also to "the responsibility of personal will " according to what it is happening in school environment, social environment etc.
- 5) The methodology of "psychocentrist education", of "pedocentrist" inspiration, is similar to the Rousseau pedagogy, based on "an individualism that ignores the role of

- school education”, paying more attention to “family education” (which offers a formative natural environment).
- 6) The organization of school education request a new institution, which will follow to be frequented after finishing the family education, namely after 15 years old, rousseauist idea, sustained in pedocentrist spirit of the psychological protection, of sensitivity, affectivity, of motivation, child specific, qualities which must to be protect in the name of “a new individualism”.
 - 7) The principle of school education focus on: a) the personal work of the student throughout schooling; b) ensuring direct contact with natural concrete natural, psychosocial as a condition of school subjects learning through personal effort.
 - 8) The didactic, material base of school as “new institution”, is subordinated education thesis that respects and fully harnesses “the freedom of child”; includes workshops, gardens, and playground, all of them designed as sources of stimulation of individual student’s mental qualities.
 - 9) The reform of education/teaching is designed similar to psychocentrist paradigm priority based on “the knowledge and respect the child soul”, it is also considering the design of a superior pedagogical purpose: “the deepest transformation of the human nature (...), the education of the new generations has become a priority duty of the society”.

The neoclassic theory of organization gives a primary role of human, his problem, his psychological experiences and especially of the psychosocial phenomena which are arising due to interaction between the individuals. The new cultural model, proper to maturity stage of the industrial society, aimed at bureaucratic rationalization of productive enterprises.

What’s defining for school as organization are the following:

- Focus on student and his activity;
- Focus on global observation;
- Orientation interest which conduct the student conduit;
- The interest for social life of the students;
- Experimental exploration of the individual-environment report.

In the school organization there are two basic activities which are in a permanent interdependency. They have a different set of characteristics: the managerial-administrative activity and the pedagogic-educational activity, which are upheld by external normative regulations, released by lawful institutions like the Romanian Parliament, the Romanian Government, the Ministry of Education and Development, County Inspectorates.

The internal regulation pack represents breakdowns and personalization at a local level of external documents and are the results of managers and employees charged with their release: the Council of Administration and Teacher’s Council, Students Council, representatives that uphold in the school unit the forth mentioned norms. The norms and rules are important for the efficient organization of an institution; they coordinate warn and regulate people’s behavior in and out of the institution.

3. “The Health” of School Organization

“The health” of a school organization is expressed by the capacity of surviving and adapting in hostile environment, but even more so by the capacity to develop and successfully function (Păun, 1999).

There are more than one indicators of organizational “health”. The clarity and consensus regarding the goals to be achieved, as also the realist feature of these purposes, represent a prime indicator of “health” of a school organization. The reporters from U.S. News visited in 1993 numerous public schools across the United States in their search for promising school reforms and of defining innovation for the image of a “perfect school”. Among the innovations considered to substantially improve the performances of public schools without considerable additional expenses, was also the idea that there should be shorter but more profound teaching in school. It was stated that tree curriculum and manuals have become heavier and heavier, reason why teachers are obligated to move rapidly from one subject to another in order to “go through the subjects” by the end of the year, in such way they can thoroughly study any theme.

The solution could be in teaching less subjects, but more profoundly and better highlighting of the connections between them. But these would mean rethinking the purposes of school, an idea to which not all teachers agree.

When insides the school there are divergent opinions, regarding the important finalities to be archived the activities efficiency drops, discussions will extend in the detriment the necessary changes, the tensions and the feelings of dissatisfaction thrive.

The busted morale of the members, which neuter a feeling of satisfaction and pleasure of working in the organization in which they belong represents a secondary indicator of the “health” of a school organization. It is tied to both the creation of optimal working conditions in the school, as to the conception of a stimulating system of the teachers with good results.

In the majority of school systems, traditionally, the teachers are paired based on their studies and their experience in the field, as the teaching quality is ignored and, as a result, didactic career is not attractive anymore, and talented people aren’t satisfied by the idea of getting the same salary as an incompetent colleague.

The freedom of initiative is expressed through the tendency of the majority of members to invent new means of work to realize new products, school as an organization to self-propose new goals. The more autonomy and freedom teachers get in organizing schools, the more engaged and involved they are in doing education work. The initiative is achieved however through competitions between schools, and these can be achieved if the students are allowed to choose the school they wish to attend, without being forced to in role the school in their district.

The decentralization of decision, so that subordinates can influence the decisions of the management levels, and between the different hierarchical levels of the organizations to establish collaborative relationships and less coercion, represent another condition after the manifestation of the spirit of initiative of the teachers to develop the teaching practiced in school organization that they are belong to. It is linked to efficient communication inside the organization, both vertically and horizontally and with the external collaborators, drastic reduction of bureaucracy represented another proposal for realizing “perfect school”; the public school infrastructure grew so much and so

chaotically that it became a more of an obstacle than a support of education; for example in many schools teachers have no clue about the ways in which money are spent.

"The perfect school" is characterized by the efficient use of available resources, especially human resources which, when used as far as possible, have the feeling that work relaxed and minimizes the internal tensions.

It is important to introduce in school the new learning technologies; technology allows teachers to create their own multimedia materials and can help solve the problem of quality education by the way of teaching; the creation of all technical facilities for practicing teachers creates a sense of job satisfaction and stimulates them to manifest creatively.

Internal cohesion of the team that composes a school organization, expressed through the attraction of its members for the organization's life and their availability to give some gratifications, opinions and personal advantages in favor of the team which compose the organization is another important condition for health organization.

From an education management perspective, as an operational concept, the health of the organization defines a complex pedagogical reality, located at the crossroad between normative and school culture, expressing aspiration to optimize the correlation between normative and school organization culture in postmodern educational systems developments.

In relation to school normative, the health of school organization responds to the trend of continuous adaptability of learning to a social and teaching open environment. It is achievable by completing formal procedural rules by the informal initiatives undertaken by the main actors of school represented by managers, teachers, students, parents, other representatives of the local community. It involves developing and communicating the school's goals related on the level realistic decisions of education policy. Permanently tends to the correlation between objective (concrete - specific - general) - existing and valued pedagogical resources - results (immediate, medium and long term).

In relation to school culture, the health of the school organization is a result of existing or projected unity between educational values promoted (managerial, teaching, administrative, community, etc.) and behavioral existential values demonstrated by education actors in different situations, in internal and external context.

Synthetic expression of school culture, favorable to organizational health is the moral cohesion of reference groups (managerial leadership structures, team teaching staffs of classes, teachers' council, parents, etc.).

Ultimately, the health of the organization reflects the quality of psychosocial climate as part of the culture of the school, created and developed at the intersection of several variables with the objective character (space and time pedagogical, organizational forms socially determined) and subjective (styles of teaching promoted by the school actors, teachers' pedagogical initiatives).

Operational definition of the concept of health of school organization highlights its capacity to adapt the school to continuous and adequate educational requirements and social environment, with constant change and transformation with relevant development trends on short, medium and long term. Efficiency criterion is the optimal made decisions, consisting in channeling resources to solving the key issues of school concentrated at its general objectives.

The health of school organization reflects the functional qualities of a (micro) social system, effective only to the extent that solve four key issues:

- 1) continuous adaptation to the social / cultural, political, economic, community environment;
- 2) correct design of objectives in relation to the environment and resources;
- 3) creating adequate psychosocial climate in terms of moral, professional, intellectual, community cohesion;
- 4) maintenance and development of specific cultures - the culture of teaching required in post-modern society, knowledge-based, permanent reported to all the challenges of a social extremely complex and dynamic environment.

The organizational pattern necessary in educational plan in the context of the assertion of informational society is the one of the open school that produces social scale learning, but at the same time, continuously learn to / from its relations with the world, the cultural, economic, political, community environment.

Strong organizations exhibit autonomy in solving the problems created by certain requests coming from the outside, so the answer to these requests is not any reaction of passivity nor rebellion, nor exaggeration of the determinant character of these requirements. They have versatility, expressed by willingness to restructure the views and ways of action when conflicts arise between the old ways of response to environmental requirements and new problems; have structures and alternative procedures for solving problems, established in due time are able to invent, implement and evaluate the exact consequences of the found solutions.

4. Conclusion

School development represents the target of any organization that wants to survive the contemporary. Any attempt to school development doesn't apply in an empty space but it applies in a "school" which has behind centuries of experience and social culture: therefore the development becomes more the form of optimizing school.

Change is the main mechanism of school development. The main transformation of the school organization into informational society, based on knowledge, is reflected by the relations between the normative dimension, becoming more flexible and its cultural dimension, which is still rising. The consequences of this transformation are important for the school management as an organization.

The school as an institution, an expression of modern industrialized society, focus on static rules and standardized procedures, promoted as executive elements of normativity in a relatively stable and closed context.

School as an organization, an expression of the postmodern society (post-industrial, information, and knowledge) focuses on objectives, designed as strategic elements of normativity, developed in a mobile and open context.

The leap from conceiving school as an institution to designing it as an organization is marked by the major role of general and specific educational objectives, in the normative dimension, leading to a new configuration of relations between the components of normativity which confers to the school a certain peculiarity (mission, according to general conditions and resources, axioms, principles).

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