

ASSESSMENT OF THE MANAGERIAL CULTURE OF HEADS OF EDUCATIONAL INSTITUTIONS IN AN INCLUSIVE EDUCATIONAL ENVIRONMENT

Oksana Bodnar,

Doctor of Pedagogical Sciences, Professor,
Professor of the Department of Pedagogy and Education Management,
Ternopil Volodymyr Hnatiuk National Pedagogical University,
Bodnarotern@ukr.net

Gao Yuan,

Master's Student of the
Department of Pedagogy and Education Management,
Ternopil Volodymyr Hnatiuk National Pedagogical University,
575544933@qq.com

Comparing educational institutions to other institutions reveals that they are different from other organizations in terms of structure, which also reflects the fact that educational institutions have different management cultures. Differences in management culture also exist in the inclusive environment of an educational institution. All of these differences are the result of different perspectives held by the organisation's leaders and members in defining its vision, purpose and goals for developing an inclusive environment

The relevance of assessing the managerial culture of a leader in an inclusive educational environment is important because it ensures effective integration and accessibility of education for students with different needs, creating a positive moral climate. Strong managerial values of a leader foster mutual respect and tolerance, promoting harmonious relationships in a multicultural team. In addition, the leader becomes a role model, teaching colleagues and students how to adapt to diversity and maintain an inclusive environment.

An organization's management culture is what sets it apart from competitors. The habits, customs, and standard operating procedures that already exist inside shape its management culture in educational institution. The management of an educational institution's culture can be shaped by

several factors, including individuals who lead the organization's management, organizational leaders who set policies for making decisions, internal factors derived from the company's operations or output, external factors like the community and environment, and other influences that help an institution develop a habit of problem-solving to achieve its objectives.

Management culture in educational institutions refers to the set of values, beliefs, practices, and behaviors that shape how leaders, administrators, and staff members interact, make decisions, and handle various aspects of the institution's operations. It plays a crucial role in influencing the overall functioning and success of educational organizations. Management culture encompasses the shared norms, attitudes, and values within an educational institution's leadership and administrative team that reflects the organization's approach to decision-making, problem-solving, communication, and collaboration. It is often deeply ingrained in the organization's history, mission, and vision, shaping the way individuals within the institution perceive their roles and responsibilities.

Management culture, according to Ezilmez [2], is the collective mindset and shared values that guide the behavior of individuals within an organization, particularly at the managerial and leadership levels. It encompasses the implicit and explicit principles shaping decision-making, communication, and the overall organizational climate. Ezilmez emphasizes that a strong management culture is essential for achieving organizational objectives and adapting to the ever-changing external environment. Edgar H. Schein views management culture as a set of deeply embedded assumptions, beliefs, and shared values that define how individuals in an organization perceive and interpret their surroundings. Schein's perspective emphasizes the unconscious aspects of culture, with a focus on how these underlying elements influence daily interactions, problem-solving, and decision-making. In his view, understanding and managing these cultural elements are crucial for effective leadership and organizational success [3].

These aspects are important, in particular, for the formation of an effective inclusive educational environment.

The significance of establishing a management culture in schools, particularly in light of initiatives to meet learning objectives and enhance student performance. According to Stephen Stolp's (1994) article about «School Culture» in ERIC Digest, several studies demonstrate the relationship between improved school management culture and higher levels of teacher productivity, job happiness, and student motivation and accomplishment. To cultivate a culture of management in the educational setting, particularly in educational units, with a focus on the principal's responsibilities as the school's manager and leader. In this situation, the headmaster needs to be able to view his school from an all-encompassing perspective, allowing for a more comprehensive understanding of the challenging issues and intricate connections present there [4].

Enhancing the knowledge of school management culture will enable school heads to refine the values, beliefs, and attitudes that are critical for enhancing the stability and upkeep of their learning environment. The application of various management culture principles and the concept of management culture in schools are essentially quite similar. If there is a difference, it could just be due to the traits of those who support it and the kind of dominant value that emerges. Without a doubt, the development of values in schools is inextricably linked to the school's existence as an educational and management institution whose mission is to cultivate, maintain, and transmit cultural values to students.

An inclusive environment can be fostered by planning an innovation component in the annual work plan [1].

However, in order to create an inclusive environment, the managerial culture of a leader has specific features. Table 1 presents a model of criteria for assessing the managerial culture of a leader for the formation and development of an inclusive educational environment.

Criteria for assessing the managerial culture of heads of educational institutions

Index Category	Key Criteria	Indicators
Leadership Styles	Transformational Leadership.	Inspirational communication.
		Intellectual stimulation.
		Individualized consideration.
	Transactional Leadership.	Ability to create a vision of an inclusive environment. Monitoring the effectiveness of inclusion development.
Communication Patterns	Internal Communication.	Frequency of communication.
		Clarity and transparency in messages.
	External Communication	Stakeholder engagement.
		Public relations and community outreach.
Digital Communication	Utilization of digital platforms.	
	Integration of technology in communication processes.	
Ethical Standards	Ethical Decision-Making.	Consistency in ethical decision-making.
		Transparency in ethical considerations.
	Ethical Leadership	Demonstration of ethical behavior by leadership.
		Encouragement of ethical behavior within the institution.
Organizational Climate	Inclusivity	Policies promoting diversity and inclusion.
		Equal opportunities for all stakeholders.
	Innovation	Support for innovative ideas.
		Implementation of innovative practices.
Team Collaboration	Collaboration Culture	Ensuring equality, fairness and inclusiveness in all aspects of the management of the educational institution.
		Physical accessibility: ensuring barrier-free access to school facilities and equipment.
	Decision-Making Processes	Encouraging teamwork among teachers working in inclusive classrooms.
		Development of partnerships between educational institutions and local communities..
Training and Workshops	Ability to promote inclusive values in the organisational culture	Involving stakeholders in decision-making to implement innovations in an inclusive environment.
		Transparency of decision-making processes with parents of children with special educational needs
		Assessment of the inclusiveness index in

Professional Development		professional development programmes..
	Mentorship Programs.	The leader's ability to overcome barriers to quality education and socialisation for all children.
		Ability to present different options for teachers to engage and motivate teachers working in inclusive classrooms.
	Recognition Programs	Adaptation of books, materials and technologies to meet the needs of all students.
Employee feedback on initiatives to recognise the high level of inclusiveness in the educational process		

According to [5], an organization's mission is driven by the work that is done, not by the people, roles, or personalities who inhabit it. Initiatives may never mature without the development of collaborative leadership, and they may alter with each change in leadership. Schools are becoming more complicated than ever before, and to fulfill the objective of the institution, more work has to be done than any one individual can do. This makes the development of collaborative leadership essential. If leaders want to have any kind of long-lasting impact on their schools, they have to intentionally cultivate collective and collaborative leadership.

Strong teacher leadership is shown in schools that prioritize developing a support-oriented culture where personal connections, teamwork, and school-wide projects are valued [6]. The proposed criteria for assessing the managerial culture of a manager for the development of an inclusive school make it possible to trace the dynamics of the managerial culture of a manager in relation to the development of an inclusive educational environment.

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