

## TOWARDS A NEW PARADIGM IN EDUCATION MANAGEMENT

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### SUMMARY

As from olden days education always constituted the main priority, be it for the families as for the State. The education ideal of the antique peoples was based on principles emanated from the philosophical currents developed by the most outstanding thinkers of each time, generating political, social, cultural and economy paradigms. Although it is certain that the access to education in the public centers was a privilege for the aristocracy, education took care that the formation offered be the preparation for the exercise of the public life, be it from the political activity or national defense. With the coming of Christianity democracy arose and with it a new conception of man, life, world, since besides the exaltation of values of justice, truth and the common good, the need of an integral education was incorporated. As from the Modern Age the education ideal of the Greco-roman culture is recovered and advances towards the search of the truth with the development of other fields of knowledge: sciences, literature, arts and technology. All this development generated changes in the conceptions of State, society, welfare, which give rise to the recognition of different systems for the State management, social life and economy. Reason why the necessity is clear to establish a new paradigm for the education system management that

responds to the demands of the present day society in a new conception of knowledge, work and of production as a bases of a sustainable socio-economic development.

**KEY WORDS:** Education, Management, Competence, Paradigm.

## **INTRODUCTION**

The management is the instrumentation of a vision and a philosophy that determines the way in which an organization must be managed. Every administrative system must sustain its principles in basic concepts, to which it can make reference. For that it needs to back the administrative model in a system of thought that orients the management in the decision making and the venture of the actions, with standard criteria that can serve as measures and as real objectives that are so much looked for in the interpersonal as social relations, considered adequate for the desired aim.

This conception puts us in the necessity to establish a combination of attitudes, convictions and concepts which as much as the individuals as the groups have with respect to the management. In this way the philosophy of the management offers a guide which determines the form in that a company must be managed, remembering the services that they offer and the values recognized by the collaborators as by the clients, in the physical and intellectual processes that influence the administrative behavior.

The management philosophy offers as advantages: to gain an effective support as to confidence and predisposition to the collaborative participation, the knowledge of the how and the why of the manager's are acting. It provides directives for the management thought, especially at moments at which the scientific and social paradigms change with such speed, is when one most feels the necessity to count on a body of basic knowledge and convictions, which help to face the new administrative challenges. It offers a reference framework to guide the action lines within a style of thought and a way to act as guidelines to reach effective and

satisfactory solutions, as much for the managers and their collaborators such as clients or users.

In the last decades of the XX Century new philosophical currents have arisen from the management, that have given place to new administrative conceptions applied to different environments, among which we find the education system management.

This paper is presented with the category of an essay and has as its objective to analyze the historical evolution of the education ideal that has been confronting great transformations. From the historical analysis one tries to discover the contribution of the philosophical currents to the administrative systems and in a precise way to the education system.

A relation between the contributions of the philosophical currents to the education ideal of each people, which marked its management model and administration, be it in the political as social and economy environment. And within this framework one looks on its impact and contribution to the education field, considering that this constitutes the subsystem that is the base of all the management organization systems of all society's sectors.

For that reason the methodological proposal consists of a historical revision of the evolution of the education ideal taking as reference the considerations of the great thinkers from each era, from antiquity to contemporary times. At a second instance one tries to display an approach of the perspectives of the management systems applied to education to conclude with a contribution for a new education management paradigm, in response to the present day requirements of social, political and economic order, centered in the competences demanded in the work world.

## **DEVELOPMENT**

### **Historical review of the education ideal**

In the VII Century B. C. intellectual life, in olden Greece, begins to stand out through diverse philosophical schools. The introduction of writing split writing from thought: thought

was considered as a noble worthy task of man and writing was considered like a technique, a manual ability reserved to slaves trained for such necessity.

The state evolved as the unique regulating entity of education, that was based on obedience to the laws as education norm, that frame worked the formation of a certain type of man apt to live in this city. This model of man had to be educated to live in polis, responding not only to the political and military requirements, but also to cultural and economy matters, for which a suitable formation was necessary. Greek education, conceived as an integral formation, was a privilege of the aristocrat class. According to this conception, the perfect citizen was that one that owned a spirit cultivated in a developed body.

At this historical moment there appear in Athens, the schools like public places provided by the State, where education was carried out by private teachers, commonly called tutor or preceptor. The Athenian education model was organized in two stages: The first that corresponded to the stage of raising up and in the second one the child entered the school being under the trusteeship of the pedagogue, who would oversee his formation and his integral formation. The instruction was of an elementary kind, centered in exercises of literacy and calculations, complemented with practices of music and gymnastics.

During the V Century B.C., there arose other education institutions with a different pedagogical conception in charge of the sophists, who oriented the formation of the citizen as from the civic education, preparing them for their future civic-political participation as State or future governing men. The formation of the public man (politician), demands a normative knowledge of the world of knowledge, based on the philosophy, especially around the notions of knowledge of the being, the truth and the good.

With Socrates a new approach in the formation of the citizen appears although he uses the same methodology of the sophists he orients his teachings towards ethics, instilling on his students the importance of the correct human behavior, i.e. that his life at the service of his being; that he be the owner of himself, in the freedom of his elections governed by virtue. For Socrates virtue was the essence of the contents of education. The Socratic model moved

away from relativism and the subjectivism of his time, when teaching to discover the absolute truth as from values and virtues.

### **Education according to Plato**

For Plato man's education is the only way to conform a just society, be it in private or public life. Plato faces the subject of the education from two perspectives: first centered in the education of the individual and the other from the public or political dimension.

In the individual dimension, Plato considers that education is the process that allows man to be conscious of the existence of another reality, more total, to which it is called, from which it proceeds and goes towards. Therefore the educated man must understand that his existence in this world is a step. Man must be formed in virtue, self domination. When reason dominates and governs man, this one acts wisely and acquires the value of justice.

In the second perspective, Plato approaches education from the political dimension, considering the State as a moral person who, like all individuals, reaches his or her maximum development and splendor, if they subordinate to reason and to morality.

The function that education fulfills in a society is to form the future governors, educating them in the love of truth and good. The military training was necessary for the subsistence and safeguard of the State. As well as in the individual perspective, man gets to be just and morally lives a good life only due to the action of education, in the same way only by means of the education, a society can be developed that is managed by justice and the idea of good. The State thus finds in education, the most suitable means to reach its aim, which is justice.

### **Aristotelian conception of education**

For Aristotle, the one in charge to control the education and the formation of the citizens is the State. Following the influences of his teacher Plato, he recognizes that the better educated man is that one than cultivates virtue. He distinguishes between the intellectual virtue and the moral virtue. The idea of the liberal education as free time activity provides the base for a source of education thought that reiterates that the essential meaning of education is not in the utilitarian values.

## **Scholastic organization in the Roman Empire**

The Roman Empire organizes its education system in three teaching levels, to which three types of schools correspond: primary, middle and high. In the primary school, knowledge, - as activity and as result, had to be looked for by their own restlessness. The family was the place adapted for the formation of the child. The middle school was the continuation of the studies of the primary school which was attended by aristocrats and the children of the well off retailers. The aim of the middle school was to initiate in a basic preparation for the following scholastic stage, the rhetorical one. The high school was based on education of art, oratorical and rhetoric. This orientation of higher education was characteristic of Roman education, and is the time in which the systematization of the Roman law takes place. The objective of the old Roman education was to instill in the child a system of moral values, a life style, for the defense and State well-being.

Although it is not possible to speak of an education policy of the Roman Empire, we can mention the emperors' interest in education that was translated in fiscal measures, in the granting of paid chairs, creation of nourishing foundations for the students. It granted the professors of middle and higher education the benefit of the exemption of municipal rates.

The education structure of the Roman Empire prevailed all over the world and, although it was not inspired by an advanced model, it recognized and took advantage of the best of Hellenistic education characterized by the importance of the education ideal, by the formation of the citizen in the knowledge of law and preparation of the speaker or future governor.

## **The education ideal in the Middle Ages**

The education ideal of the Patristic promoted by St. Augustine was centered in taking advantage of all which was good that had been developed already until that moment. It centers the main pedagogical concepts in the study of the education concept, in the subject of the education, the education ideal, and the figure of the teacher, the contents and methods. The hierarchy of values must preside over all the education process. This must incarnate it and as much make it effective in the theoretician as in the practical. Thus it

incorporates God and the religious dimension to the education and to man's life. In the environment of knowledge it did an analysis on the truth, the absolute, the relationship with moral values; the use of religion and its relation with man in his personal and social life; the new concept of work, the economy, politics and the nature of the interpersonal relations that are generated in each of those environments. This approach of the Augustinian education ideal, outlines the concept of present Christian education.

Another cultural movement that characterized the Middle Ages was the Scholastic, which from the creation of the universities creates a space for the formation of the first doctors of the Church, among whom stand out St. Thomas Aquino. St. Thomas' contribution consisted of basing the material and the didactic system of theology, establishing the relation between reason and faith or better say between revelation and natural knowledge.

### **Towards a modern education**

As from the Renaissance, an intense education work with the creation of the first universities is developed, that constituted the centers of proliferation of a cultural, political and scientific processes that revalued the development of the Greco-roman culture.

The transit of the Middle Ages to the Modern Age was progressive, as much in the political as in the cultural matter. The peoples coming from the Middle Ages organized themselves in independent states. Besides the changes generated by religious movements, cultural and philosophical movements arise, which are going to give rise to a later scientific development, that modified the vision of the world, life and society, giving way to new organization and political models, economy and education management.

All these advances generated transformations in the philosophical and scientific thought of the time. There appear new institutions of knowledge and they spread: the scientific academies and societies, whose antecedents are in similar institutions in the Renaissance period, (Platonic Academy, Roman Academy). These institutions offered an alternative superior formation with respect to the universities, but lacking the legal permissions they did not offer courses nor did they grant degrees. Even so this meeting of

students and researchers, promoters of the progress of knowledge, had more and more relevance in relation to the development of science.

Another thinker who stood out for his contribution to the education ideal was Emmanuel Kant, for whom education is framed within two basic pillars: the discipline that the predominance of the human acts makes possible on the instincts and the formation that the assimilation of the culture includes, the civic and moral formation. It approaches the education concept from two facets: physical and practical. The physical approach has to do with the nature of the human being and the practical refers to the exercise of freedom. It defends the autodidacts when maintaining that the best resource to understand is to produce. The aim of the education is oriented that man reaches his human fullness with the extreme good that is the moral perfection. Man's moral is originated in his own action, when he is able to elevate his reason to the concepts of duty and law.

Another of the thinkers of the contemporary era is John Dewey, who considers education as a process of continuous reconstruction of experiences. It rescues the social function of education, as a process of individual as collective continuous growth, by means of the continuous and progressive reconstruction of the experience. For Dewey the aim of education consists of man's natural development, the social effectiveness and culture, as an alternative of reconstruction and permanent development of society.

### **Education management perspective in modernity**

If education in the olden times, was a decisive factor for the fortification of the cultural identity of the peoples, today it must be a means committed with the processes of socialization and an instrument at the service of innovation and change. Education must lead the people to the acquisition of competences and abilities that allow him to face the challenges of the modern world which is highly technical and competitive.

In the last decades of XX century a range of events that generated an important change in the political, scientific, economic and therefore in social order and cultural matters. A characteristic of this time, called the knowledge era, was the importance that scientific and technological knowledge acquired. According to Toffler (1995) all the economy systems rest



on a knowledge base. All the companies depend on the existence of this resource. According to Tedesco (1995) unlike capital, work, possession of land and knowledge are recognized, at present, as another of the resources of greater importance since its use is infinitely expandable and can be used by different people who use it with freedom and creativity in different circles of interchange and production. This circulation of the knowledge constituted in a social good, within reach of all, giving rise to a new model of freer society, more solid, with ethical values that make possible the construction of what is public, where people's welfare and dignity must be protected.

This model of society demands two basic conditions to assure its future: they are knowledge and values. As much knowledge as values are constructed they are assimilated as from the education system.

From this modern conception we can say that the most important good of society is the human capital. The development of knowledge, intelligence capacities and cognitive abilities are essential for the personal and social development. At present the technological dominion with creation capacity becomes one of the main bases of progress. The social participation fulfills a fundamental role in taking decisions of the modern organizations and requires knowledge, information and mental flexibility. Information and knowledge, and the circulation of these, constitutes a preponderant factor in the economy production and social dynamics. For that reason education must be directed to the development of people's intellectual potential.

As an illustration the report of Education For All (EPT) program carried out by UNESCO in 2005, in thirty five countries calculating progress reached in four determined objectives: universality of primary education, equality of opportunities without difference of sex, alphabetization and education quality. The first data picked up determined that the majority of the African countries (Bangladesh, India, and Pakistan) did not obtain these determined objectives. This year, the report pays special attention to the question of quality, demonstrating that the EPT cannot be reached, without improving the quality of the basic education. In 30 of the 91 countries, less than 75% of the children reach 5<sup>th</sup> grade and in

many countries with low income, more than a third of the children have limited competences in reading, even after four or six years of schooling.

These results show that the present education models must be reviewed and be readjusted so as to be able to satisfy the present demands. It is clear that quality education is required, which means that all the school age population enter and culminates the obligatory education with a basic dominion of certain competences:

- Reading comprehension: to understand what they read handling different types of texts and capacity to realize different types of reading from a perception of the reality or the context that is tried to be interpreted.

- Written expression: to know how to accurately set out thoughts in written form, which implies to know how to analyze, to compare and to interpret diverse currents of thought to be able to emit a critical and valuable analysis. To produce their own texts; to know how to communicate using different language resources.

- Resolution of problematic situations: In order to learn to solve problems the suitable handling of certain strategies and methods is needed that respond to different levels from development of the logical thought. Capacity is required to know how to transfer the information in an agile, dynamic and creative way to obtain the best solutions.

- Social and citizen Participation: To feel able to take part in communitarian actions with an ethical commitment.

- Critical attitude facing social mass media: The mass media produce and reproduce new forms to accede to information and generate a new style of life and interpersonal relations. Who have direct access to this technology is indeed the younger population, reason why its use and intelligent advantage must be taken into account by the education system.

- Team Work: To know how to associate oneself to reach an agreement is so important not only for the political life, but also for the producers, entrepreneurs and educators.

In order to assure the extension of quality education for all, another aspect is due to be considered that is to back up investment in education. As it is clear in the EPT program growth, social and economic development require to guarantee on behalf of the government, necessary financial resources for an efficient management of the education.

But to obtain this transformation that allows us to speak of a new education system or a new school, one must review the education administrative system, i.e. review the basic structures and the set of vertebral principles that govern and maintain the system or model of organization and management of the education in the different instances.

In a first level of political-ideological character that makes reference to the demands that society does to the education system and defines the aims and general objectives of education. Among the general demands we recognize the culture sector, that refers to the formation of the national identity that will make possible the continuity of society; the institutional policy that demands the development of basic behaviors, for the participation in the diverse public or civic-political spaces and the basic sector of the production system that require the formation and acquisition of capacities or competences that come from the contribution of sciences and technology to make possible the growth and the social and economic expansion of society.

The second level corresponds to the technical-pedagogical environment, necessary for the organization of the education system as to some definitions that are of fundamental importance, as are the conception of knowledge-learning and contents. These axes must be discussed and be redefined within the organization and the management of the system, so that in practice they are highly significant for society as a whole. The definitions of these assumptions are of extreme importance because they determine the organization of the education proposal. This look indicates to us that the scholastic institutions cannot reduce the problematic, education and field learning of information and of knowledge, but it must advance to the formation of competences for the knowledge of how to do. An education system oriented to the future is needed, to satisfy the needs that already are presented to us in the first decade of this 21st century, where the subject of the learning will have to be

constituted in active subject, creative and productive. In the classic paradigm of the system that we have inherited, the contents appeared as cut outs bounded to the disciplines, backed by conceptual aspects, dates, data, i.e. a very descriptive approach.

In his critic to the neoliberal policy Carlos Alberto Torres maintains: that in the capitalist economy that we have inherited from the neoliberal system, work is a merchandize interchange; that education has lost the value of being a social right for all to be considered as a service that generates a high cost to the State. This conception has promoted the expansion of the privatization of the education services as an alternative to assure quality. With the growth of privatization of education services, the private sector assumes the challenge to consider education as a product that implies great investments that also assure a good rent, that it aggravates the inequality as far as services quality.

The reality that is experienced by the great majority of developing countries requires the revision of the present education system to establish a new ideal education centered in the integral development of the person. For all this a new paradigm is required that orients the steps to be followed to reach a society model and to assure the development and well-being specially of the individuals as of society in general. This model implies important changes in the State policies, which administrate the education system. The education system must struggle for the formation of competent citizens, prepared or enabled to be employable in the different environments of the work world with aptitudes for an efficient and effective performance. If we try to agree on an education system according to future times that are approaching we must consider the validity of the options that are offered as alternative education for a society that advances in its global development. It is here, at the organizational level, where we must put our stress, so that the discursive statements have coherence and validation in the practice.

### **A new conception of education management**

The traditional concept of management sets out from the principle which a few think and many execute what those think. Thus, an authoritarian orientation and obedience direction, from a verticality perspective that is graphically represented by means of an

organizational chart where the formal aspects are high-priority over any other type of relation between the organization and the individual. The efficiency and productivity are the axes on which rest the being and organizational sense.

The modern scientific management sets off from part of the analysis of a reality that affects the human beings and applies norms of general validity, although non absolute, because each reality requires precise decisions to solve the problematic ones and to advance in the solution and the general development.

The management is the specific function of the systems and has the purpose of looking for the balance between all elements. It is a cooperative activity that has as its purpose to achieve the objectives proposed in each organization. For being a pragmatic science to reach the objectives it sets out to apply the principles and the techniques determined to the modern theories of management, it designs the structure of the system or subsystem, it assigns the functions to each agent or each element, deciding the order of the objectives desired to be reached. It includes scientific aspects as far as determination of objectives, studies of alternatives or viability to reach them, it carries out analysis of functions and tasks of control and evaluation, so that those that form part of an institution or an enterprise, know which are the functions that are incumbent to each one from the place which they occupy within the organization as an integral part of a larger structure in which the contribution of each one or of each sector is of extreme importance for the obtaining of the proposed objectives.

The education management, as a specific field of the systems management, has as purpose the study referred to the research, design, planning and communication of the education message. The communication of the decisions appear through different channels: From the State and in an ideological political framework, the expressed education policies in legal norms are communicated; From the education system management organisms, the decisions as to norms are communicated that will govern the operation of the school organizations; From each management unit the education message is sent to the different actors and beneficiaries. The decisions that are communicated are directly in connection with

the pedagogical-curricula aspect. Another aspect that must be considered is referred to the financing of the education services and its sources.

The education administrator today must be a medullar contributor and agent for change, in agreement with the contemporary contingencies. In this way, the education centers require of a style of direction that foment a culture of change and innovation to be able to aspire to flexibility and dynamics required by our days. The management of education in this new century must orient itself towards the facilitation of a curriculum that allows to adapt education in a systematic way to the scientific and technological advances.

Some answers that education must give at present center in: to present alternatives to the neoliberal model by means of an education orientation towards human development and equity of opportunities; to surpass the neoliberal conception of work as interchange merchandize considering it as an activity which dignifies man for his own benefit and that of society; to generate a new work culture that revalues the human being; to incorporate the scientific and technological advances to increase the human capacities; to prioritize the education system as essential bases of the socio-economic development.

As from this analysis some questions arise, that require more study so that the education system management responds to the demands of modern society:

- To determine if the product offered by education is the result of an investment or is simply consumption.
- To think about education for all, if the extension of the education service is related to the potential of users of the system or if it undergoes the impact of the new urbanizations arisen by the demographic expansion.
- To determine the cost of the education system, analyzing the cost of the differentiated offers by formation modalities, the cost of the education reforms that are implemented and the destination of the financial resources in relation to the quality of the benefit of the services
- To review the budgetary allocation establishing a relation between the economy development and the education investment.

- To establish a relation between the model of education management and the present occupational structures. In that which the TIC constitute itself in an excellent support to make agile and to invigorate the circulation of the information and marketing
- To review the application of the emergent principles of the different management theories and their benefit in the environment of education management.

An efficient management of the education in the present world must have an authentic leadership and equipped with a future vision, that foment the participation of the members in all instances and that it promotes the development of human potential, considered this one as the most valuable resource of all that can allow the progress.

## **CONCLUSION**

Education at all times and places responded to the parameters of social and political organization. It was the base for the stability and progress of the individuals, the social structures and the State. It is a requisite to reach society's global development and the well-being of the people.

The education paradigms changed through time. Education had the function to manage and to organize society and State's life, it responded to the necessity to manage the State's properties and to prepare human resources formed in competences and abilities to maintain the production and the economy of society. Consequently education is the key of the socio-economic development that guarantees the people's well-being. For which it is necessary that the management of the education, from its models of management, carries out a permanent revision not only of the pedagogical paradigms, but also those that affect the models of sociopolitical and economic organization.

From the analysis carried out in this paper, to study the movement of society implies to consider the tendencies or variables of development that impact on the study of the adjustment of the education system and its management. In order to avoid that those variables, that determine the movement or the changes of society, be transformed into

problems, instead of constituting development opportunities, it is necessary to adopt a proactive attitude, of control and permanent monitoring of society's demands, of the present consumer goods and the demands of the labor market.

The time has arrived to think about which must be the education management paradigm for this century, what aspects must prioritize the new administrative system to adapt themselves to the present society, highly competitive and technical. This panorama makes us face the necessity to locate education as a social priority, for being the unique via which the people have to guide the integral development of their potential capacities, that will be the basic tools for their insertion to the world of the work and as a result of it to include themselves in better society strata.

The new education paradigm rests on three pillars: universality, quality and equity. The universality of the education sets off from the principle to offer education to all, which was the forceful idea of the previous paradigm. At present it is necessary to review which is the reach of this education imperative for all. Perhaps we could speak of the principle of inclusion as far as opportunities or extension of the obligatory education.

Everything can be valid, but it is not enough. The education system management today must redefine the kind of education offered by virtue of the capacities and expectations of each society sector, according to the demands of the economy and the labor world.

An education system oriented towards this 21st century must incorporate a new definition of knowledge, from the approach of the research, that allows to explain the different reality fields and, from a critical analysis, to produce the necessary changes for the development of society and its members, as a result of treating different disciplines.

To manage education strategically for this century demands to recognize the education subject, with different capacities and expectations, that must become an active subject, creative and productive; i.e., competent people able to solve the different problematic situations and to know how to produce with intelligence and creativity. Also it demands the revision of the contents, that in the present world is different from the ones of the last century, not only in boundaries of geographic borders, but in their organization structures. Today the



education system must orient itself towards a new world of knowledge, more diversified as to amount as in quality, to which the technological knowledge has been incorporated.

The great challenge continues being to adapt the structure of the formal education with different modalities, including distance education taking intelligent advantage of the information and the electronic communication (TIC) and networks technologies. To also recognize the validity of the informal education, to which the people can accede who already incorporated into the world of work. To apply the principle of fairness with a quality education for all, for the purposes that all children and young people reach their fullness as persons and whose formation be a tool for their own good, and common good, taking into account that at present there surge new ways to work and production as a result of the socio-economic and technological transformations, which forces to us to consider and to redefine the relationship between education and work as a condition of sustainability of a society in permanent development and competitiveness.

The proposal of the new paradigm presented in this paper requires a commitment of all the society's strata, with the conviction that the education is a good in itself and therefore it is the fundamental component in the promotion of the economic and social development of a country.

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