

## **EFFECTIVE MANAGEMENT OF CHANGES IN PRIMARY SCHOOLS**

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### **Abstract**

The school as an institution based on changes always needs a quality management of changes, which will realize multiple pedagogical and strategic objectives. Its change is the responsibility of the teacher, but also of other factors such as managers, professional services, parents, students, local bodies, etc. We have to look at the school changes and project them in comparison with what we have in practice. An effective school environment can also be achieved through a collaborative management integrating effective teamwork.

With the fulfillment of the requirements and tasks of the leader and teachers in primary schools, the quality of teaching will also improve. Therefore, the main purpose of this research has been to observe these changes and innovations for an effective management of primary schools. The population of this study was the primary schools of the municipality of Tetova and its surroundings, and a sample consisting of 6 principals and 180 teachers. The research has been quantitative, where a survey and a questionnaire were used as a measuring instrument for data collection. For data processing, comparison and presentation, the SPSS program was used with descriptive data analysis and their publication with graphs. The research results showed that there is an effective management in primary schools which aims to implement changes and reforms in the educational process.

*Keywords:* school, reforms, need for changes, effective and participative management, professional training of the director, quality teaching, teamwork.

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### **Introduction**

The need for change and transformation of the teaching process, the use of new methods and forms of work, the inclusion of didactic tools in the educational-learning process and many other more interactive, creative and fruitful elements should be seen as the fulfillment of basic needs of school. A famous saying on change says: "If you don't create change, change will create you." If we fail to implement the changes in schools, then we will not be able to properly coordinate and manage the problems and difficulties that will appear.

Leadership with the institution, even successful and balanced management represents a strictly defined and directed activity. It reflects directly on the overall success of the school and is of particular importance for a satisfactory performance in the school. Special importance should be given to this issue, knowing the fact that the entire activity of the educational work depends on the way of leading an institution, respectively a school, which is then related to the general results of school.

An effective school environment can also be achieved through cooperative management integrating effective teamwork. The process of change and transformation does not develop easily, nor without many sacrifices, it requires not only curious and courageous leaders, facing many challenges, but, above all, knowledge, vision and planning of the paths and stages of development a process towards change.

## **Theoretical review of the paper**

Change management means the process of intervention (professional or organized) in a certain area to achieve quality, efficiency and effectiveness, as well as to promote a new approach, challenge, different work profile. (Murati, 2009)The management of changes in the school means, first of all, the professional services of teachers, a contemporary approach to the introduction and implementation of innovations, the sustainability of the school according to contemporary standards, etc. The changes in primary schools are aimed at the realization of an educational process, in which case they will enable the promotion of critical and analytical thinking of the student, the encouragement of creativity, the recognition of true or false information, making it known that the proper use of them, is more valuable and useful than obtaining information. (Murati, 2009)In the time of desired changes but also of unwanted, even incomprehensible ones, the director is again expected to lead these changes and give his maximum contribution to solving all problems. (Musliu, 2017)The director must constantly be in professional development; whose knowledge, skills and abilities will promote better results in school. Its main aim is to provide a professional direction and management, in order to increase the improvement and success of the school. Reforms in the education system offer approaches and solutions adapted to ambitious objectives for continuous transformations in all possible components to further perfect the functioning standards of ensuring different values and quality in education. (Yahya & Arumugam, 2019)The aim of the reforms in the education system are radical changes to improve the organization, operation, management, quality and concept of the educational structure, mainly in the primary one. One of the aspects that must be addressed in the effective management of the school is the creation of an active and working team capable of cooperating to achieve organizational goals. Effective teamwork management requires team members to possess the following operational team attributes: a common goal, technical skills, professional experience, shared work ethic, willingness to share information, implicit trust, interpersonal skills conflict management and willingness to take responsibility for team actions. (Adeolu, 2022)

## **Research methodology**

The purpose of this research is to observe the impact of the professional preparation of school principals, the practice of participative management as well as teamwork in the efficient implementation of changes in primary schools.

Hypothesis: Strengthening the capacities of teachers for teamwork, significantly affects the efficient implementation of changes in primary schools.

In the research, the following methods were used: empirical method, theoretical analysis method, descriptive method, comparative method, statistical method.

The population of this study were the elementary schools of the municipality of Tetova and its surroundings, and a sample consisting of 6 principals and 180 teachers, namely in the following schools:

1. Primary school “Përparimi” – village Great Recica
2. Primary school “Kirili and Metodij” – Tetovo
3. Primary school “Naim Frashëri” – Tetovo
4. Primary school “Liria” – Tetovo
5. Primary school “Istikball” – Tetovo
6. Primary school “Bratstvo Migjeni” – Tetovo.

The research was quantitative, where a survey was used as a technique and a questionnaire formulated with 12 questions was used as a measuring instrument. The SPSS program was used

for data processing, comparison and presentation, where the research results are presented graphically and tabularly, expressed in percentages.

## Results

**Table 1.** Gender of primary school teachers  
**Gjinia**

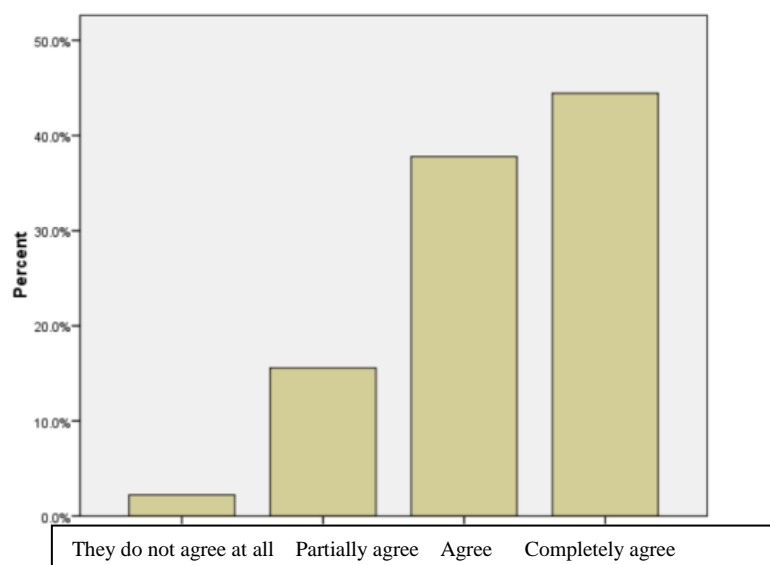
		Gender	Frequency	Valid Percent	Cumulative Percent
Valid	Male	Male	29	16.1	16.1
	Female	Female	151	83.9	100.0
Total			180	100.0	

The values presented in table 1 show the age of teachers employed in primary schools, from where we can observe that the male gender is presented with a valid percentage of 16.1%, while the female gender dominates with a valid percentage of 83.9%.

**Table 2.** Descriptive statistics of the commitment of teachers in primary schools

		Commitment	Frequency	Valid Percent	Cumulative Percent
Valid	M Classroom teaching		96	53.3	53.3
	M Subject teaching		77	42.8	96.1
	M Classroom teaching and subject teaching		6	3.3	99.4
	A Educational assistant		1	.6	100.0
Total			180	100.0	

Table 2 describes the commitment of teachers in primary schools, where we can see that 53.3% are classroom teachers; 42.8% of teachers are subject teachers; 3.3% are classroom teachers and subject teachers, and 0.6% or more precisely only one teacher is commitment to as an educational assistant.



**Figure.1** Survey question "As a team, much more can be achieved than alone."

From figure 1, we can see the results obtained by the respondents for the specified question: 2.2% do not agree at all, 15.6% partially agree, 37.8% agree and 44.4% completely agree.

**Table 3.** Analysis of Pearson Correlation values

		<b>Correlations</b>	
		Team work	Implementation of changes
Team work	Pearson Correlation	1	.440**
	Sig. (2-tailed)		.000
	N	180	180
Implementation of changes	Pearson Correlation	.440**	1
	Sig. (2-tailed)	.000	
	N	180	180

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From table 3, the Pearson Correlation values show that there is a positive and statistically significant correlation between the strengthening of teachers' capacities for teamwork as well as the efficient implementation of changes in primary schools, which means that the hypothesis Strengthening the capacities of teachers for teamwork, significantly affects the efficient implementation of changes in primary schools, it is verified.

## Conclusion

Based on the elaboration of these study issues, respectively, how does planning and organization affect the successful completion of tasks; how teamwork increases efficiency, improves communication, accelerates ideas, distributes the workload and creates a culture in which employees have a sense of belonging and empowerment; how teamwork affects the avoidance of conflicts at work; and similar, we have come to the conclusions that the majority of the surveyed teachers have given their opinion about this issue, maintaining positive attitudes regarding the fact that planning, organization and teamwork play a fundamental role in the successful achievement of school and how a team can achieve much more than alone. So, about 44.4% of the teachers surveyed hold this positive attitude and agree with this statement, 31.1% hold neutral attitudes, while a small part, about 2.2% of the teachers surveyed in primary schools, oppose this affirmation.

The results of the research showed that there is an effective management in primary schools which aims to implement changes and reforms in the educational process.

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