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Administrative Innovations as Necessary Condition of Competitiveness in Schools

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Abstract

In the present-day education environment, requiring managerial flexibility in assessing ongoing changes, innovation becomes a prerequisite for effective management, and professional and psychological readiness of managers to apply management innovation – an indicator of managerial potential. Management innovation is today the "bottleneck" of educational management theory and practice. There are no theoretical models that are directly related to managerial innovation; technological innovations take priority in the practice of educational management; incorrect interpretation of innovations blunts their effectiveness. The school's competitive advantage today is not determined primarily by capital accumulation, but by the ability of management to initiate, appreciate and use changes, to learn faster than the rest from the experience of the changes. New theories of growth emphasize that it is the development of innovations that is an engine of sustainable educational growth. These circumstances determine management innovations as the domain that is the most in-demand for the development of education under the conditions of today.

Keywords: *Changes, Balance of Flexibility and Stability, Management Innovation, Adaptation, educational Environment*

1. Introduction

Characteristics of the environment of modern education that can be represented as generalized groups, namely: complexity (multifactorial), dynamism (variability) and, as a result of the previous two groups, the uncertainty of the results of the fulfillment of managerial decisions, projects and educational activities in general (Akeksandrovna, 2017). To promote competitiveness, modern schools must constantly change adequately to the requirements of the education environment. Changes are the essence of modern reality and the ability of educational management to ensure the efficiency of objects of educational management in an unstable education environment determines the quality of the education and the competitiveness of all education entities (Safiullin, 2011; Sohrabi, 2017).

In modern education, where the contribution of educational assets to ensuring competitive advantages constantly decreases, the educational management's readiness to adopt innovative forms of educational management becomes a strategic resource that determines the social position of schools. New managerial theories emphasize that it is the development of innovation, and not the capitalization, that is the driving force behind sustainable educational growth. The making and

development of the post-industrial formation accentuated more on the phenomenon of innovation. Its most important concept was the transition from the production of goods and services to the production of innovations in all spheres of human activity (Gafurov et al., 2012).

The main problem of modern educational management is the ability to adapt to the constant changes in the education environment while ensuring an effective balance of flexibility and stability; today, competitive advantage is on the side of those schools where educational management learns more quickly than others by the experience of change. Under the conditions of constant changes in the external environment and a better competitive environment, educational management innovations become the key factor for effective educational management and determine the educational management potential of schools (Mullakhmetov et al., 2017).

The paper concerns the relationship between innovation and crises (Gokhberg & Roud, 2016). In educationals, crisis destroys many of the weakest and least expediently organized enterprises, eliminating outdated production methods and forms of organization of enterprises in favor of modern methods and forms. J. Schumpeter spoke of “creative destruction”, understanding it as “the process of industrial mutation that continuously reconstructs the educational structure from the inside, destroying the old structure and creating a new one” (Krotkova et al., 2016). According to the results of research by Cornell University (the USA), INSEAD Education School (France) and the World Intellectual Property Organization in 2016, Russia ranks 43d among 128 countries of the world, improving its position by five points compared with the previous year (Krotkova & Aminova, 2017). At the same time, the researchers of the Higher School of Educationals, Hochberg, and Rud note that the position of the country is noticeably weaker in terms of the effectiveness of innovation activity, which reflects the insufficiently effective realization of the existing innovation potential (Mullakhmetov, 2012; Pontes & Albuquerque, 2017).

One of the ways to increase innovation activity can be considered the development of small and medium educational (Mullakhmetov, 2011). In educational developed countries, the speed of development of innovations in small enterprises is on average one third higher than in large ones. Therefore, an important task at the present stage is the creation of prerequisites for the development of small innovative entrepreneurship.

Effective educational management today determines the competitiveness of schools. The scientists of the Kazan (Volga Region) Federal University Gafurov I.R., Safiullin M. R., Safiullin A.R. believe that a strategic competitive advantage today is formed at the level of education processes, the effective functioning of which depends on the quality of educational management. According to the scientists, in modern conditions, product, technological and organizational innovations are constantly required (Bass, 1969). Today, effective educational management from a strategic standpoint is impossible without managerial innovations.

2. Methods

There are many studies dealings with the definition of the concept “educational management innovation”, their classification, causes, characteristics, and useful effect for organization. This explains the various approaches to the issues of their essence and importance for the development of the enterprise. However, the practical aspect of the process of their implementation is ignored, and educational management innovations are just being adopted at Russian enterprises (Drucker, 1969; Mendoza Velazco & Rivero Padrón, 2019).

The semantic problem of educational management is also in evidence in our research – at present there is no single, generally accepted interpretation of the category “educational management innovation”. At the same time, many papers put emphasis on the fact that managerial innovations, compared with technological or product ones, require less financial resources, but their implementation has a higher risk exposure.

Educational management innovation is a special form of changing the existing principles, structure, procedures, methods, techniques, and / or any elements of the organization’s educational management system to new ones that are the results of creative activity. The introduction of educational management innovations is an effective way to ensure the uniqueness and efficiency of the enterprise educational management system. This is determined by individual character of

educational management innovations for each organization ((Drucker, 1969).

According to Kolesnikova O. N. and Loktionova Y. N., educational management innovations are the new knowledge that is realized in new educational management technologies, in new administrative processes and organizational structures (for example, application of new methods of organizing work, structuring tasks, allocating resources, determining remuneration, etc.) (Dettmer, 2013).

Safiullin L.N. and Maratkanova E.M. understand under educational management innovations the changes in the school's educational management system, ensuring effective adjustment of the internal environment of the school in accordance with the dynamics of the external environment.

The use of educational management innovation in the enterprise will allow:

- to adapt the existing organizational structure to high market volatility;
- to accelerate the decision-making process in innovative development;
- to intensify the generation of ideas and to reduce the time for their introduction;
- to increase the overall effectiveness of the innovation project.

Thus, for the successful implementation of innovation activity, the adjustment of the organizational structure creates the necessary flexibility for changes in the external environment and ensures the timely development, adaptation and diffusion of innovations (Gafurov et al., 2012).

The theory and practice of educational management has developed a system of technology development and educational management decision-making that give a positive result when applied by qualified managers in accordance with the problems being solved (Mullakhmetov, 2013; Millanei & Khalili, 2016). Educational literature differentiates the following stages of introduction of educational management innovations: invention – the development of an idea of innovation; initiation – search for the variants for introducing the ideas as a result of using information technology; diffusion – the realization of the idea that can improve the efficiency of specific departments or enterprises in general (Freilinger, 2012; Eilzaki & Jalalian, 2016).

When introducing educational management innovations, it is necessary to take into account their specificity that determines the group of factors hindering the implementation: organizational weaknesses; leadership flaws; personal problems; resistance to change (Innovation towards a knowledge-based economy, 2007). For succeeding realization of innovations, according to their essence, in demand is the whole change educational management instrumentation.

3. Results and Discussion

Peter Drucker, in his prophetic book "The Age of Discontinuity", first issued in 1969, outlined four main areas of discontinuity that determine the social and cultural reality of the time the book was being created:

- the rapid emergence of new technologies;
- the emergence of global education;
- the emergence of new social and political pluralistic institutions;
- the conversion of knowledge into a new capital and a central educational resource (Prokopishin, 2015).

The importance of a person who masters knowledge, the role of human capital, the role of educational management potential and educational management innovation as its necessary condition, the constant growth of these components in the education were first specified by the author in this book. It is essential to stress that he had been writing about raising the prestige of mental labor and an employee since 1954:

- "Efficient work in the modern society and modern education is the work that comprehends vision, knowledge and concepts; the work based on intelligence, not on physical strength" (Sadriev et al., 2016);
- "In modern organization every employee who possesses knowledge is "a manager" if, by virtue of his position or his knowledge, he is responsible for actions affecting the functioning and performance of the organization" (Drucker, 2003).

Innovative activities comprise a number of educational management models. They are used to

formulate research and development (R & D) policies and technologies, to agree to the objectives set for R & D and technologies with corporate strategy, and to improve the instruments used during R & D. Among them is Bass diffuse model (innovation adaptation model), which makes it possible to predict how the market will accept the new products, innovations and technologies offered on it (Joseph, 1943), innovation cycle is a model used for effective analysis of the life cycle of a new product and for successful educational management, showing the managers at the same time the individual complexity of the stages and what item should be focused on first of all (Nikolayevna & Nikolayrvna, 2009). At the same time, the models are primarily technological and product innovations and practically do not touch upon educational management innovations.

4. Summary

At the present stage of development of society, managers speaking about innovations, as a rule, imply the activities directly related to scientific and technical developments and the implementation of high technologies. The Russian school executives, restricting their activity to innovations in R & D and production, new technologies, new resources and their sources, consider innovations in the field of education organization and educational management to be secondary. Although research activities remain an important mover of innovation, it is no longer their only engine. Moreover, the innovation process is not limited to the sphere of technology, it includes institutional, organizational and managerial innovations. As international experience confirms, an important factor to the success proves to be not just an invention, but participation in the project by people who can make a working education out of an invention, that is, an entrepreneurial approach is required. Therefore, the concept “innovation activity” is treated much more broadly and should cover all aspects of school’s education. Over the past 10-15 years, they are increasingly speaking about education innovation. Innovations are in everything that can create sustainable competitive advantages, including organizational and managerial innovations. The only thing that remains invariable is always new solutions based on new knowledge and creating value for consumers.

Process and product innovations are most characteristic of industrial enterprises, while organizational and managerial innovations are given little importance. The problem of innovation adoption became apparent in the Russian practice and in the implementation of the lean educational management system, which once again emphasized the priority of technological innovations over organizational and managerial, requiring more attention to human capital (Mullakhmetov et al., 2018). Now it is necessary to implement the increased focus on educational management innovations that can be defined as any organized decision, system, procedure or educational management method, which are significantly different from the established practice and used for the first time in this organization. It is essential to take account of the novelty to correlate with the practice of educational management in this particular organization.

The need to use organizational and managerial innovations is determined by the fact that: first, innovation in educational management leads to a restructuring of the education organization, namely changes in education processes and the market behavior of the school; second, organizational and managerial innovations imply the ability of managers and employees to consistently and continuously engage the entire school in the innovation process; third, technological and organizational and managerial innovations complement each other: underestimation of the role of one of them leads to decreased competitiveness of the school; fourth, organizational and managerial innovations are the most important factor in increasing competitive strength of a school and successfully achieving its strategic goals (Gafurov et al., 2012).

Evolution and modern approaches and concepts of educational management were considered in (Drucker, 1954; Mullakhmetov, 2016). They showed that educational management (control subsystem) developed according to the needs of production (controlled subsystem), both in an evolutionary and revolutionary way; managerial innovations were generated mainly in periods of revolutionary development.

5. Conclusions

Today, especially for Russian companies, improving the quality of educational management is a key reserve for improving the efficiency of companies. The characteristics of the education environment highlight the requirements for educational management as the ability to change, to learn by the experience of change, which in practical terms are expressed in readiness for innovation. Educational management bottlenecks are educational management innovations: lack of theoretical models, incorrect interpretation of the essence of innovation and the processes of their implementation, priority of technological and product innovations compared with organizational and managerial ones (Camps et al., 2011).

The need to adapt to existing education conditions, their trends and dynamics, ensure educational management flexibility while retaining key competencies, make educational management innovations be a field of theoretical and practical activities that are the most in-demand for educational development in present-day conditions.

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