

COMMUNICATION AND COOPERATION SKILLS OF SCHOOL MANAGERS

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ABSTRACT

Education system has an extraordinary influence in overall social dynamics of a country, making it a substantial element of social structure. In fact, the importance of education system is so great, that any society cell - in a given aspect - depends on this system. Subsequently, success or failure of certain society structures is closely related to education quality level. This is the reason why the studies and researches on education systems, despite time and place, contain a huge social, cultural, political and economic burden. True and professional research on education system in general, and its elements specifically, has significant impact on objective analysis of current situation, contributing to identification of causes and consequences affecting (and affected by) it. In this context, analyzing management skills of school managers is one of the most important pieces in the overall educational mosaic. School managers are "*the first among equals*", and their managerial skills determine development orientation of a certain school. This is the reason why attention paid to manager's job is a result of long term implications in the collective progress of a school work. Primary aim of this paper lies in the function and importance of school managers on managing a successful and quality school. Managerial skills and capabilities they should possess, their promptitude to work on advancing the school, maintaining healthy climate at school especially their cooperation with school staff, parents, pupils and community.

Keywords: Skills, manager, management, school.

INTRODUCTION

Debates continue whether everybody is capable of being a successful leader, or special prerequisites are required to become such. To become a leader, you have to understand fully and clearly that first of all an effective leader should be a person of high human virtues, high academic and organizational skills, habits and high working culture. Only if you are a real person, equipped with high human virtues, positive energy, ability to attract people, you will have people that support you, people that share same insights with you, people that believe in you and follow your path. (Hyseni, 2003).

If comparing two schools located in the same place, having approximately same number of pupils, professionally well prepared teachers, and in one of the schools the achievement is much higher compared to the other school, the question: what makes it a better school arises. Why these differences should exist? The answer is simple: a successful leader has a clear vision for the school, for successful managers their managerial skills are important. Therefore, schools differ from each other on the basis of management skills their manager master in performing successfully various actions and activities.

Communication and cooperation skills of a school manager are significant elements in leading a school, so that it results successful and qualitative.

Communication represents the transference of information and understanding from one person to the other. The basis of communication is reception and understanding of information.(Ramosaj,2004). *Talking* is a mean of communication between people. Through talking (communication), people express their opinions, transfer them to each other, and express their feelings, wishes and intentions.

Among all skills, communication and ability to communicate is a very important activity for a school manger, in terms of a genuine management. Information should be understood, received and transferred. Sincere communication brings recognition, because during communication process information is exchanged. They will learn about you, will understand you are sincere, you want the best for them, that you think and work for the best interest of the organization - school, for their interest. Their faith in you will be their response to your sincerity. (Hyseni, 2003). During communication, it is very important to confirm that the message is received clearly with no misunderstanding. If necessary it should be explained again. Additionally, to be a successful communicator, the manager must respect and listen to his colleagues' opinion, as part of the team.

Parties in conversation should be aware that you have time for their increased interest related to a certain topic they want to understand or discuss, participants should be encouraged for an open discussion for anything you are interested in, you have to express your understanding, respect and support the insights you have understood during communication. In the end of discussion it is very important to recap the whole discussion, attempting to fill in casual mistakes and gaps by casual intervention of the party discussing. Beside communication through talking - verbal communication, body language - nonverbal communication is important, as a supporter of verbal communication and serving as a reinforcement of communicative action. Body language information is produced at the same speed as verbal language. People talk to each other, and for the words to penetrate to the other person listening skills are necessary, requiring same amount of energy as talking. Hearing sense - ears enable us hearing, but hearing is not "listening", it has to be an active listening including receipt and interpretation of information, so that while listening we receive and understand the correct message.

People should listen carefully to each other, so they can paraphrase correctly before they speak. Also, they learn to be more concise in communication, by listening to the way the others interpret their messages (Musai,1999). By true, sincere, open and clear communication of what one says and asks, recognition and understanding others is achieved, one can feel, live and take into consideration insights, feelings and behavior of other people in building mutual confidence. This kind of communication for a manager is a precondition for building cooperation and relationship between school manager and staff, between manager and family, manager and community, manager and various institutions including media.

School manager must cooperate in an organized, planned way and continual basis with family and community. This cooperation is very significant and indispensable for the family and school as well. Education and development of a child depends by this cooperation. Cooperation, coordination and harmony of all educational elements are required to achieve common education purposes. School - family partnership implies exchange of information, responsibility for educational processes, evaluation and improvement of these processes in school - family - community.(Deva,2009). A strong relation is required through these cooperation processes, so that family and community feel they are useful and members of the school. Through cooperation, the school will know more about child personality, his family,

their intellectual level, cooperation and concurrent capacity. School can benefit much from parents of different professions, by engaging them in different activities. Family and community will know more on school organization, working conditions, professional competence of school staff, school achievements, curricular developments and, why not, even participate in decision making. Preparation of a plan or strategy to include family and community in school is very important for a healthy and result oriented cooperation. The plan objective should be clear, and include forms and modes of cooperation.

A regular, sincere and open cooperation is required between manager and media, too. Manager should inform them on school achievement, pupils' achievements, and it should be transparent regarding problems. Simultaneously, a continual and regular cooperation should take place with other educational institutions - other school, education departments, health institutions, cultural institutions, etc.

METHODOLOGY

The purpose and the importance of research

The main goal of the research is to identify the difficulties and challenges faced by school managers in leading a successful school and identifying gaps that exist in this field.

Methods and techniques of research

To explore and study this issue comprehensively using these methods of research:

In this research I will use quantitative approach and I will use to research, analysis and to present data. As a main research technique I will use questionnaire form and with this questionnaire I will gather opinions, thoughts and attitudes of managers in the elementary school of Gjakova municipality:

Sample

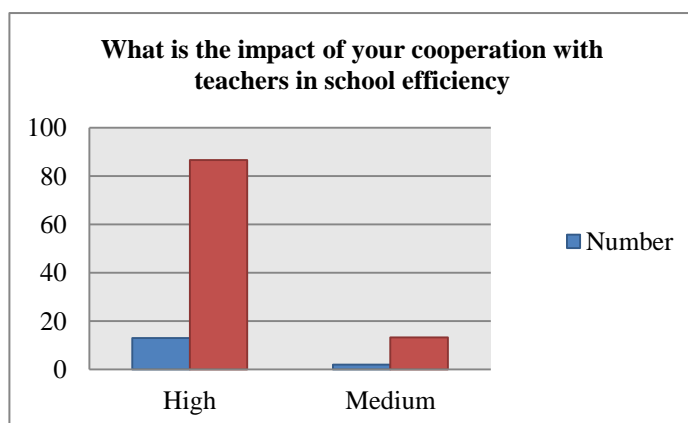
Samples of this work will include 15 managers of Elementary schools in Gjakova municipality. Age of Managers: 40- 55 years
Gender of Managers: Male

RESULTS

The results of the survey are presented as it follows:

Some of the questions that are made to managers:

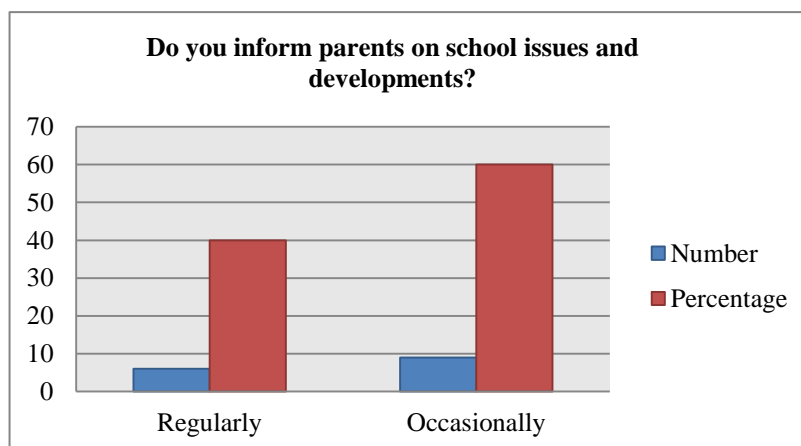
Graph 1



For a qualitative school , cooperation is very important process, it helps us to overcome all the obstacles and challenges that do appear in the learning process.

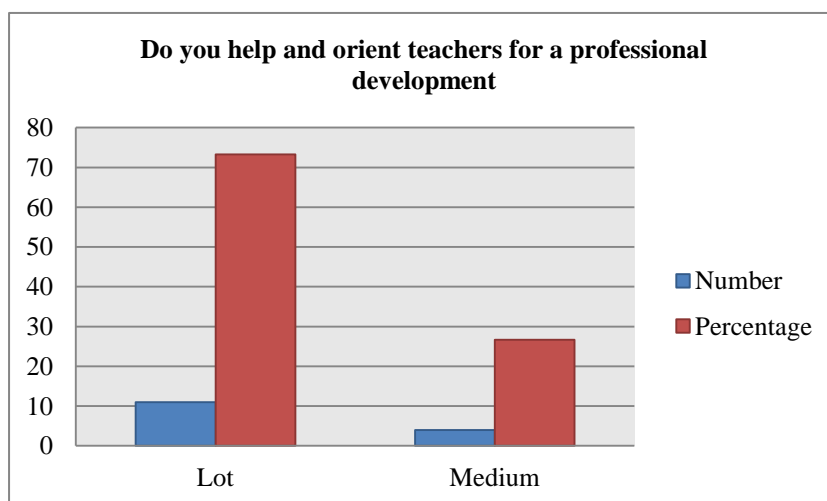
In the question: what is the impact of the cooperation with teachers in school efficiency, 13(86.66%) from them respond that the impact is high and only 2 (13.33%) of them that is medium impact.

Graph 2



One of the important factor in this work is also the communication with the community , and with the family of the pupils. In the questions that I asked to the school managers was if they inform parents for the school and its development, 6 (40%) of them respond that they do regularly , and 9 (60%) of them answered that they do occasionally .

Graph 3



In the question that do you help and orient teachers for a professional development , 11 (73.33%) of school managers responded that they have a better potential to help and orient the teachers in their professional development, while 4 (26.66%) present of them have less opportunity to help them.

Managers of each school should have capacity in their school to motivate in a better way teachers and to identify their good skills .

On the one side , the development of the staff is directed in that form that the teachers should relay in their individual development and in the other side should be the interest of the school and the school system .

CONCLUSIONS AND RECOMMENDATIONS

The school director through his leadership may find different difficulties. He must have skills for collaboration and communication, to have knowledge about curriculum and to be a good manager of teaching-learning process. Therefore we recommend: Sincerer and more frequent cooperation and communication between teachers and managers, more regular cooperation and communication between manager and family and community, closer cooperation between school managers and Municipal education department, enable cooperation and communication through Internet (social networks, e-mail...), too.

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