

ON THE ISSUE OF MANAGEMENT OF STATE AND NON-STATE GENERAL EDUCATION INSTITUTIONS^{§§}

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Abstract

This study explores the management peculiarities of state and non-state general education institutions, emphasizing teacher engagement, public demand, and the evolution of management mechanisms. Based on statistical data from 2010 to 2023 in the Republic of Armenia, a comparative analysis was conducted to reveal the development dynamics of both sectors. The findings indicate that while the state sector maintains a higher level of teacher involvement, non-state institutions exhibit greater flexibility and innovation in their management approaches. Special attention is given to the role of teachers' educational backgrounds and qualifications in shaping management strategies. The study also highlights key differences in teacher engagement across primary, secondary, gymnasium, and high school programs, supported by correlation analysis. Moreover, risks associated with management practices in non-state institutions, such as rigid administrative structures and employment instability, are discussed. The research underscores the necessity of integrating effective private sector innovations into the state education management system. It concludes with practical recommendations aimed at improving governance models, enhancing educational quality, and better addressing societal demands. By focusing on teacher engagement indicators and public expectations, the study contributes to a deeper understanding of how effective management strategies can foster the sustainable development of the general education sector.

Keywords: general education, management, non-state institutions, general implementing programs, specialized implementing programs, comparative analysis.

INTRODUCTION

The general education system in modern societies is represented by a wide range of institutions, where, along with state institutions, non-state educational institutions also occupy a significant place. Their emergence and development are a unique demand of society, conditioned by the need to create an alternative education model.

Turning to the issues of managing private educational institutions in the Republic of Armenia,

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it should be noted that their main framework, as well as management mechanisms and development opportunities, are outlined by the provisions of the Law of the Republic of Armenia On General Education. However, let us also state that the idea of the emergence of non-state educational institutions was formed in the historical past and has, in general, civilizational significance, since in each period the model of non-state general education has been formed as an expression of public expectations for the education and upbringing of a person. Therefore, non-state general education institutions have a wide range of social impact, which includes educational, educational, charitable, and other spheres of personal development and socialization. Since the end of the 20th century, in the post-Soviet period, when the sphere of general education was supplemented by the private sector, public interest in the model of non-state general education has grown significantly. It became a unique field where the educational and upbringing needs of society are vividly expressed and along with it, new approaches to the management of general education institutions were formed, which transformed parallel with the development of society (Wilson, 2008).

LITERATURE REVIEW

According to the World Bank's 2021 Country Report on Armenia (World Bank, Report 2021), Armenia has not yet recorded high human capital and productivity indicators in the Human Capital Index (HCI), due to the level of quality and accessibility of educational services. These challenges contribute to the emergence of a new demand for the development of the general education sector within society, which is necessarily accompanied by the search for new management models. Let us add that according to the same report, in the Republic of Armenia, according to the data of 2019, the gross enrollment rate of students was 65.5 percent, which means that the enrollment rate of students in each level of general education was lower than the average indicators of the European Union. These data also suggest deep social processes aimed at introducing an optimal general education model. To develop such a management model, it is necessary to analyze the demands of society towards general education, following which the state's vision for the management of the general education sector is developing. Therefore, we consider it important to conduct a comparative Analysis according to teacher engagement indicators in state and non-state general education institutions, which will allow us not only to record the development dynamics of both types of general education institutions but also to identify gaps and emphases in management in the general education sector.

When considering the peculiarities inherent in the environment of a non-state general education institution, it should be noted that the student population is more differentiated than in a state school.

M. Wolfson and M. Epstein (2008) present sociological survey data that identify the main groups of students who are most in need of alternative education. These are children,

- who would like more freedom and respect - 40% of respondents;
- children with special interests (for example, music, sports, science, etc.) - 38%;
- students with learning problems - 29%;
- children with disabilities - 29%;
- gifted children: 25%.

A. L. Wilson notes that "...the non-governmental sector provides an opportunity for a good education for difficult children and children with special needs who, as a rule, do not adapt to regular schools and universities" (Wilson, 2008).

Many theoretical analyses show that the understanding of the private/public sectors of schools has undergone certain changes over time (Chubb and Moe, 1988; Lewis and Patrinos, 2012; Friedman and Friedman, 1980). Their separation is not always possible with the same methodology. Thus, in many countries, schools are formed not only according to the public-private principle, but also around religious institutions that constitute the majority/minority in a given country, in community centers formed by local self-government bodies, etc. An interesting example from the point of view of school management are charter schools in the United States, which, although financed by the state, have not lost their internal organizational autonomy. Today, it is becoming obvious that public opinion about general education plays an important role in the viability of school types, namely, the recommendations for managing students' learning and leisure, accessibility of education, and compliance of academic programs with national and international standards (Davies and Aurini, 2011; Bosetti, 2007; Bellani and Ortiz-Gersavi, 2022; Erickson, 2017). Many authors agree that the distinction and characterization of public-private schools today is largely determined by differences in management systems. Thus, Lewis and Patrinos (2012) emphasized that the distinction of schools according to the public/private criterion is mainly based on three main characteristics: funding, sponsorship, and management indicators. An important contribution was made by Tarkhnishvilli et al. (2022), who studied the Georgian experience of choosing private / public schools. The authors come to the opinion that among the priorities in choosing the type of school is the need to receive quality education, which can be satisfied by providing an emotionally well-being environment for students and educational programs that meet international standards.

As we can see, public demands and expectations for general education are not focused on the educational-age thresholds of teachers, but are expressed in the form of general social (presence/absence of tuition fees, availability of transportation, food, student preparation, time

management, etc.) and educational packages (educational workload, national and international standardization of academic programs, professional potential of teachers) presented by the school. Therefore, public opinions formed about public and private schools still superficially relate to the issues of gender-age and educational level dynamics of teachers. These issues are mainly perceived as an element of internal school management and are voiced in narrow professional circles. This The analyses have some similarities with parent-agent theory, as they relate to the school principal-teacher relationship, in particular, the involvement of teachers in classroom management and decision-making processes, and, as a consequence, the delegation of certain authorities by the principal. As Bernhold and Wiesweg (2021) note, the experience of delegating certain work functions is aimed at solving, first of all, the organizational and management problems of the institution. However, the authors note that the most successful experience of delegation is noticeable in the external, social field of institutions, but not inside the institution. Similarly, the above-mentioned studies of educational institutions also indicate that the gender-age and educational involvement of teachers is perceived as a component of intra-school management. Moreover, studies of the experience of different countries show that the gender-age and educational involvement of teachers is largely related to the characteristics of the educational culture prevailing within a given society. These conclusions are also consistent with the increasing indicators of teacher involvement in general and secondary education programs observed by us.

METHODS AND METHODOLOGY

To determine the level of teacher engagement in public and private sector public education institutions, we conducted a comparative analysis that included the following indicators of teacher engagement in the two sectors mentioned above during 2010-2023 (Statistical Committee of the Republic of Armenia):

- Total number of teachers and number of teachers, with pedagogical education,
- Number of teachers with higher education and number of teachers with higher pedagogical education,
- Number of teachers with incomplete higher education and number of teachers with incomplete higher pedagogical education,
- Number of teachers with middle vocational and number of teachers with middle vocational pedagogical education.

The comparative analysis between state and non-state institutions in the field of general education was also conducted according to the following educational programs:

- Number of teachers by main general and specialized implementing programs,

- Number of teachers by degree of implementing primary and secondary educational programs,

- Number of teachers by degree of implementing gymnasium and high educational programs.

Based on the above statistical data, we also conducted a correlation analysis. As normality assumption check method we use Shapiro-Wilk test. To measure the monotonic relationship between two continuous random variables of interest we use Spearman correlation method. The statistical analysis was conducted with JASP 0.17.3.0 software.

Result

The results of the research are presented below.

FIGURE 1. Number of teachers

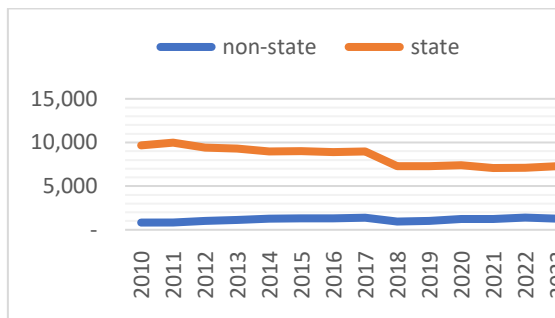


FIGURE 2. Number of teachers, with pedagogical education

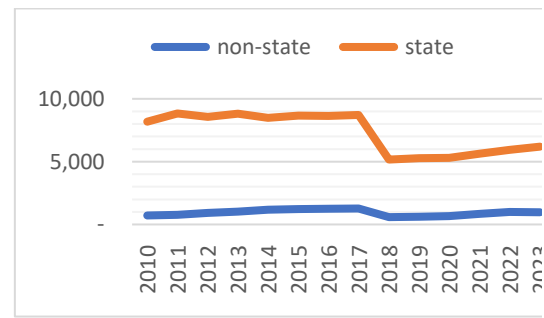


FIGURE 3. Number of teachers with higher education

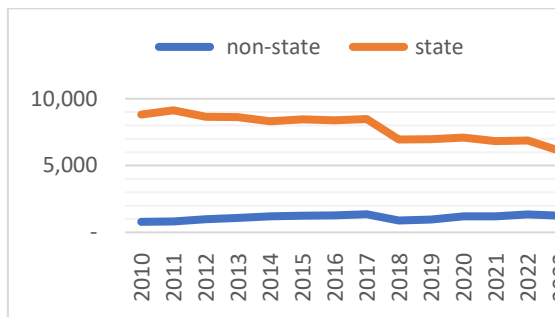


FIGURE 4. Number of teachers with higher pedagogical education

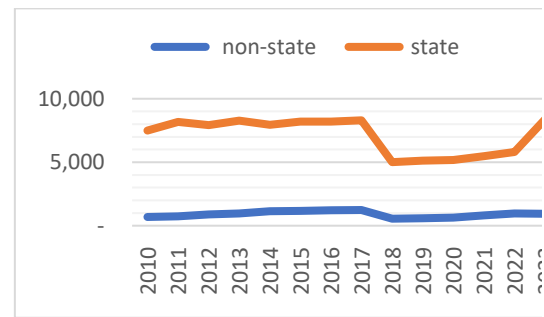


FIGURE 5. Number of teachers with incomplete higher education

FIGURE 6. Number of teachers with incomplete higher pedagogical education

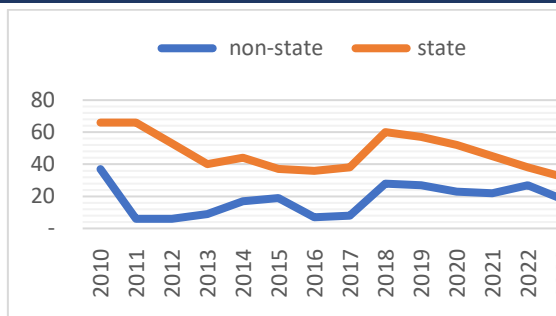


FIGURE 7. Number of teachers with middle vocational education

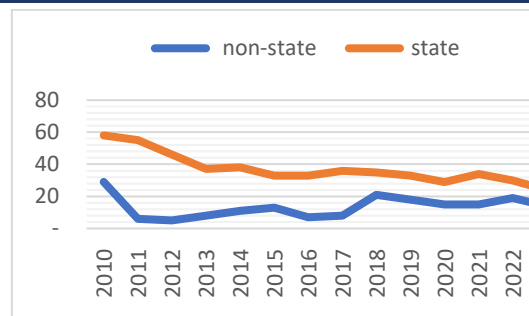
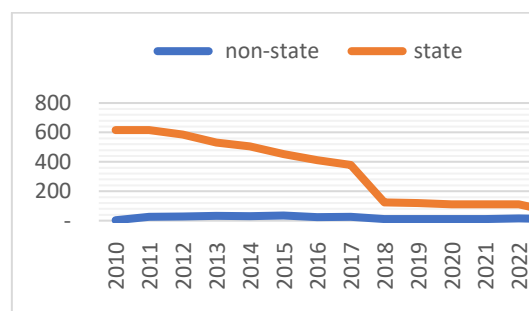
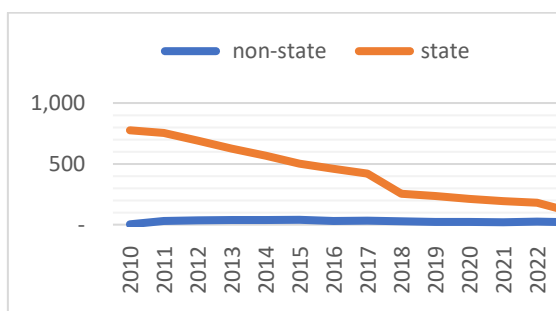


FIGURE 8. Number of teachers with middle vocational pedagogical education



As can be seen in Figures 1-8, the number of teachers in state general education institutions significantly exceeds the indicators of the non-state sector, which, on the one hand, indicates the predominance of teacher involvement in the state sector of general education in the country, and on the other hand, the priority of state care for general education and the national strategy of management by educational institutions. According to Figures 1-8, the dynamics of the number of teachers in state and non-state general education institutions are almost the same. Thus, over the past 13 years, in general, there has been a downward trend in the number of teachers with incomplete higher and incomplete secondary vocational education qualifications. This indicates that management mechanisms in the state and non-state general education sectors were mainly aimed at controlling and limiting the number of teachers with incomplete higher education. Another interesting pattern was also observed. The number of teachers with higher education also showed a downward trend in state and non-state general education institutions. Meanwhile, the number of teachers with higher pedagogical education has significantly increased in the state sector, while in the non-state sector, it has continued to show a decreasing trend. This observation indicates that the requirement for teachers to have pedagogical education is underestimated by non-state general education institutions and is not fully included in the system of management mechanisms of institutions.

The number of teachers in the state and non-state sectors of the general education sector was also observed according to the educational programs mentioned below (FIGURE s 9-14).

FIGURE 9. Number of teachers by main implementing programs, general

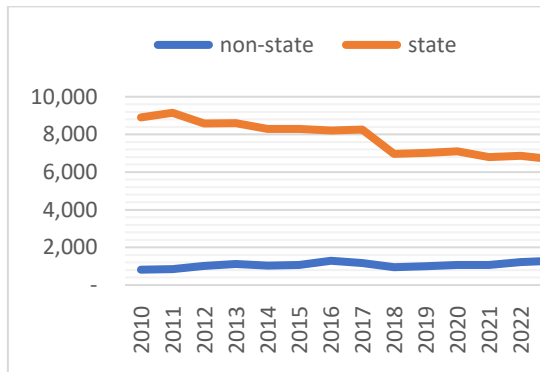


FIGURE 10. Number of teachers by main implementing programs, specialized

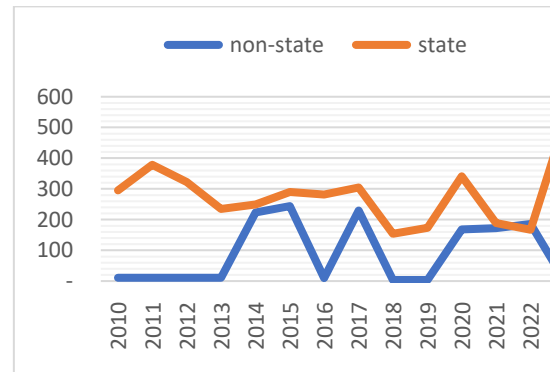


FIGURE 11. Number of teachers by degree of implementing educational programs, primary

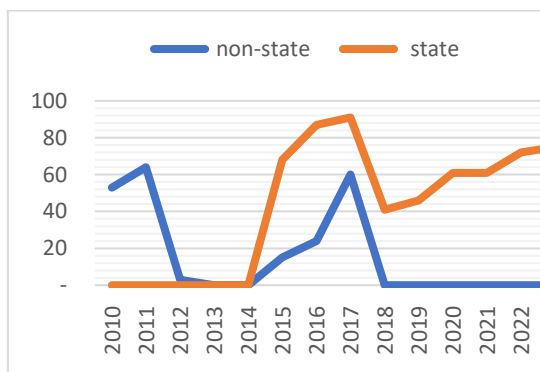


FIGURE 12. Number of teachers by degree of implementing educational programs, secondary

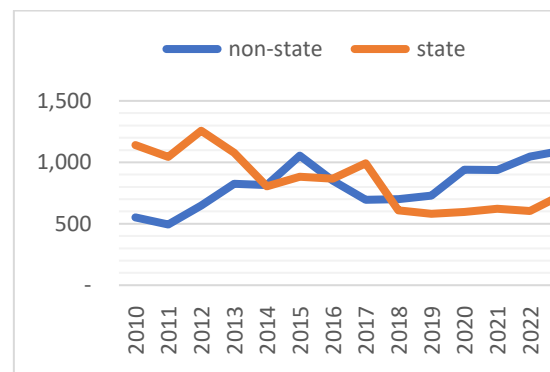


FIGURE 13. Number of teachers by degree of implementing educational programs, gymnasium

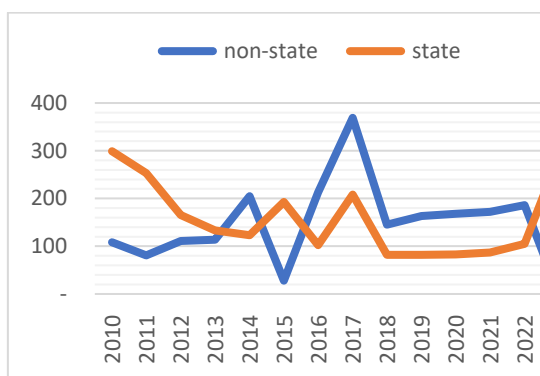
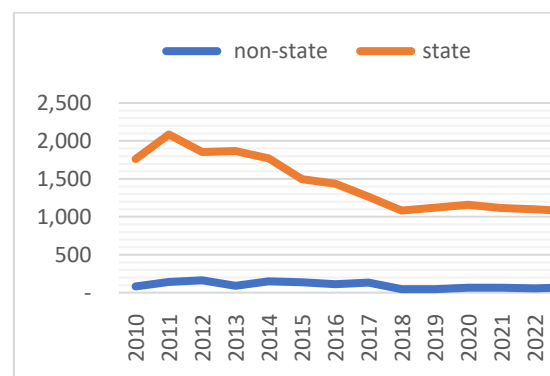


FIGURE 14. Number of teachers by degree of implementing educational programs, high



According to the indicators of teacher involvement in educational programs presented in FIGURE s 9-14, there are certain differences between the state and non-state sectors. Thus,

according to the implemented main educational programs, the number of teachers has shown a slight tendency to decrease, while in the non-state sector, on the contrary, a steady increase in the number of teachers is observed. The numbers of teachers in the implemented special education programs in the two general education sectors differ significantly: while in state general education institutions the number of teachers has increased sharply as of 2023, the number of teachers in non-state general education institutions has changed in the opposite direction. This dynamics is a telling fact that special education programs are under state care and constitute a significant management direction at present. According to the implemented educational programs, the involvement of teachers in the non-state sector exceeds only in secondary-level educational programs. This result of the research is an important visual-methodological signal for the implementation of this educational program. in state institutions to review management mechanisms and develop and monitor the implementation of secondary-level educational programs for the general public and teaching staff. It is noteworthy that noticeable results have been recorded in another issue, namely the involvement of teachers in elementary-level educational programs: as we can see in the graph above, the non-state sector has been represented by a consistently low number of teachers over the past 5 years, in parallel with which the level of involvement of teachers in the state sector has sharply increased. An interesting dynamic is observed in the indicators of teacher involvement in educational programs in colleges. Over the past 13 years, the number of teachers in the state sector has generally exceeded the number of teachers in state general education institutions. However, a process in the opposite direction was recorded during 2022-2023, the basis of which, undoubtedly, lies in the practice of developing new management approaches.

The value of Shapiro-Wilk Test ($p < 0.05$) indicated nonnormaly distribution of the data. Accordingly, we conducted a correlation analysis showing statistically significant relationships between the varuables of teachers' involvement in various educational programs (Table 1).

Table 1. Correlation links of the varuables of teachers' involvement in various educational programs

Spearman rho						
	Number of teachers in state gymnasiums	Number of teachers in non-state gymnasiums	Number of teachers, state primary educational	Number of teachers, non-state primary educational	Number of teachers, state secondary educational	Number of teachers, non-state secondary educational

			program	program	program	program
Number of teachers in state gymnasiums	-	-.890**	.401	.795	.398*	.624
Number of teachers in non-state gymnasiums	-.890**	-	.334	.201	.411	-.458**
Number of teachers, state primary educational program	.401	.334	-	.231*	.369*	.477
Number of teachers, non-state primary educational program	.795	.201	.231*	-	.268	-.501**
Number of teachers, state secondary educational program	.398*	.411	.369*	.268	-	.367*
Number of teachers, non-state secondary educational program	.624	-.458**	.477	-.501**	.367*	-

*Note: * $p < .05$, ** $p < .01$, *** $p < .001$*

DISCUSSION

The above quantitative indicators show the dynamics of teacher involvement in various areas or programs of general education. It reflects both the deep social value needs and expectations for obtaining high-quality general education knowledge and skills and reveals the gaps and emphases in the approaches and directions of management of the state and non-state sectors.

A teacher working in a private school is required to make great efforts to be flexible and innovative, and management models should stimulate children who are beneficiaries of non-state general education institutions. For this reason, innovative management solutions and decisions are more often found in the non-state educational sector (Daschbach, 2018; Smikle, 2019).

There are also certain differences in terms of the requirements for teachers. As we saw in the above FIGURE s, the requirement for teachers to have pedagogical education in state schools unambiguously forms the corresponding management mechanisms. The basis of a teacher's qualification is knowledge and competence in the subject taught, which are subject to regular control and are included in the management system of a general education institution. On the other hand, in non-state institutions, teachers go to "school" by personal convictions and sharing the existing ideology of the given institution, agreeing with the concept and ideology of the school. A private school teacher often considers himself a teacher carrying out a special educational mission. In an alternative school, great importance is attached to the teacher's purposefulness in working in a given school, which largely coincides with the conceptual approach of the school (Ni, 2019; Duff, 2021).

In a private school, the professional activity of a teacher is governed by competitive principles. He must not only demonstrate good communication skills but also make efforts to always be a leader, in demand, and competent. Private schools have different approaches to the availability of pedagogical education of staff. In some schools, higher pedagogical education is practically mandatory for work, and attention is also paid to the certification category, but some schools do not particularly attach importance to the presence of pedagogical education, more attention is paid to the presence of charisma, active life, and social position.

Let us also consider some of the risks of governance in non-state public educational institutions. The personnel policy and management strategy in private schools differ significantly from the models used in state public educational institutions. The governance structure in a private school can manifest itself in such negative manifestations as:

- the presence of a rigid vertical management structure. Often the director (founder) is a

person who authoritarily decides on some issues important for the teaching staff, including those related to the functions and work of teachers. In this regard, it is necessary to note the possible administrative pressure on the content and style of teaching (Liu, 2018; Martinez, 2017).

- The unregulated nature of the management of teaching staff working time. Since working time in a private school is directly related to financial issues, in some schools the teacher is faced with the director's conviction that any expenditure of teaching time should be carried out exclusively within the walls of this educational institution. The desire of teachers to participate in "external" conferences, seminars, and other events that contribute to the exchange of teachers' experiences outside a particular school often causes a skeptical or outright negative attitude from the director (Voznyak & Zherylo, 2020).

- The possibility of losing the teacher's job. In case of inconsistency between the teacher's personal beliefs and the ideology of the school or case of personal or professional disagreements with the founder, parents, or students (Nazarova, 2020).

- The teacher's financial dependence on the founder's subjective assessment of the results of teaching. Usually, the determination of the amount of salary, bonuses, fines, and other payments depends mainly on personal agreements and relationships with the school director (founder).

One of the features of a private school is that the financing of education is carried out by the families of students, which often determines the ambiguous nature of the relationship between teachers and parents. Parents, who are the main patrons of the educational institution, often express a desire to control and manage the educational process. But it should be taken into account that private schools have emerged in response to the demand of society for a different educational environment, and parents in this context largely represent this society, therefore it is impossible not to listen to the demands of parents in a private school. Effective cooperation between the teaching staff and the parent community is important for a private school. This is a difficult task that each school deals with in its way (Mikheeva & Potina, 2019).

Correlation analysis showed that there is a strong negative relationship between the level of teacher involvement in state and non-state gymnasiums. Also, negative relationships were found between the involvement rates of non-state primary and secondary educational programs. The statistical data of state primary and secondary educational programs showed the dynamics of positive correlation ties.

CONCLUSION

When considering the features of the management of the state and non-state sectors of general education institutions, we see that in both sectors there are certain features of the recruitment of

students, principles of formation of the teaching staff, personnel policy, administrative interaction with the teaching staff, relations with parents. Taking into account these features, we can recognize many positive aspects and problematic areas of private education and build a constructive dialogue with the modern private school, which currently bears the practice of testing and introducing more flexible, innovative approaches to general education management, as well as expressing certain educational demands and needs of society.

Taking into account the above, we have developed the following practical recommendations for improving the management system of the general education sector, in particular:

- To study the management models of state and non-state general education institutions, emphasizing the study of management solutions dictated by public demand.
- To introduce into the management system of state general education institutions innovative management solutions used in the non-state sector that have had a positive impact on education on the final results.
- To supplement the monitoring of the dynamics of the number of teachers with a motivational analysis of the change in the number, based on the results of which, review the management mechanisms.

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Consent for publication: Not applicable.

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