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TRANSFORMATION OF EDUCATION MANAGEMENT SYSTEM AND EDUCATION ADMINISTRATION IN FINLAND

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Abstract

This article discusses the near future of education systems from a planning and administrative perspective. It is thought that the interests of education bind the education system in such a way that no major upheaval is seen. These changes are considered to be the result of the activities of external and internal groups. Thus, attempts were made to draw a caricature picture of the current ideology of education. Another way to look at the direction of change is the position of international education policy. Despite the fact that the change is essentially considered a reformulation, the article concludes that changes in educational administration are possible. Improved market governance and self-governance are thought to have occurred to some extent, but the deregulation of bureaucratic governance and its consequences remains an open question. Finally, appropriate adult schools and educational institutions as organizations and strategies for their development are examined. According to the article, the question of what kind of organization the school is is diverse. In Finnish discourse, the harmonious and open nature of schools may have been exaggerated. The article concludes with a conclusion about the need for changes in educational administration and the importance of studying municipal education administration.

Keywords: Education Management, Education Administration, Education System Transformation

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INTRODUCTION

Despite all the discussion about the future of educational and school choices, I think it is likely that education systems and schools will remain more or less as they are today in the future. They change only if society changes radically. Again, this is possible only as a result of a very serious crisis. The most likely change in the current educational system is a radical change in the concept of knowledge. However, it is difficult to imagine such a change in a situation where, even in the midst of all speculation, the instrumental nature of information technology is emphasized (Abad-Segura et al., 2020). From the point of view of social scientists, the survival of the educational system can only be justified by the old functionalist view of the social aspects of education, the tasks and interests of many hidden groups in it. Education produces such qualifications, that is, competencies, as the necessary knowledge, skills and appreciation of an individual in working life and other social life. In addition to changes in technology and work processes, the breakdown of traditional societal structures and changes in lifestyle have necessitated improved education. On the other hand, education has the function of social legitimacy, that is, the selection of people through the education system and also the selection of knowledge generates and maintains social stratification and division of labor that is considered acceptable (Nie et al., 2020). For individuals, education means access to profession, status, and income. Thus, there is no institution to replace education. Because of the interest in the problem, there is no prospect of this. The preservation of the educational system is supported not only by external interests but also by the degree and complexity within the system itself. This means greater autonomy for the system and easy rejection of changes on the grounds that they are seen as changing relationships between groups of staff For example, so-called vested interests. In my view, therefore, changes in the education system will continue to be primarily a matter of reshaping and alternative developments (Nurulia et al., 2020).

I think change will happen as a result of group activities outside and within the education system. In the 70s, it was still often considered possible to distinguish between different educational ideologies and the groups that represented them. Ideological views are classified into conservative, reformist and radical. With the triumph of technology's social image, ideology seems to have blurred or even disappeared. However, I want to play with the idea that they are simply hidden and can also be seen as altered in the current debate about education policy. My caricature description of them is as follows. *According to the* ideology of conservation education, education should be developed solely according to the needs of

working life. The ideology emphasizes the need for competition and selection and sees qualification primarily as a learning of skills. *According to the* reform of educational ideology, education should be oriented towards the development of diverse people. Even in its confusion, ideology does not abandon the goal of equality and is included in the qualification of the formation of an individual worldview. *The ideology of alternative education* is, as it were, in an auditorium that criticizes the above two. At the same time, some of its representatives are looking for islands in the society to be the base of their exchange communities (Nurhamzah et al., 2020).

My caricature description already tells me that The ideology of preserving education seems appropriate to the social situation and may be prevalent in the near future. However, accounts should be taken of people's possible responses. Thus, surveys of young people's attitudes towards employment and education in different countries show not only young people's enthusiasm for new technologies but also that one trend of this decade is the abandonment of traditional models of careers and deprivation in favor of self-fulfillment, security and useful leisure. Moreover, I interpret it as meaning that a certain division of labor has been formed between the ideologies of education in Konsen sus-Suomi. Basic decisions about the size of education and organization are largely made according to the educational ideology that preserves it. On the other hand, pedagogical developments, especially at lower levels of education, follow progressive trends, or what we call reform dagogy, which has a well-established tradition. I also believe that attitudes toward alternative pedagogy have been permissive rather than rejecting. While I assume that this ideology of education is hiding somewhere behind the education policy debate, the more visible trend is *the growth of pragmatism*. Ideology, of course, is also that. The goal is no longer to achieve high goals and comprehensive education policy measures, but to solve the problems encountered in small steps. The good thing about pragmatism is that it is possible to free oneself from the suffocating maintenance of ideological purity. The downside is that the value base of ideas and actions is obscured (Herman et al., 2021).

METHODS

The method used is a descriptive analysis of qualitative research types Quantitative planning methods, on the other hand, tend to be divided into training on-demand methods and workforce planning methods. In this context, they can be

characterized in a very simple way, using workforce planning methods aimed at maintaining an established system in the labor market and thus stemming the problem of demand for training and selection in the school system. The method of social demand, on the other hand, aims to keep the school system and its internal education flow running smoothly, instead of putting pressure and problems on the labor market. Finland, like many other countries, has embraced labor force methods in the internal dimension of vocational education and training and in the dimension of higher education. Apparently, the reason is that it is not considered possible to produce In such a small economy, labor market Politics, Bureaucracy, Corporatism, Market tensions and problems. However, the popularity of the question method can be expected to increase in school administration as problems in the school system increase. Therefore, in this simple scenario, the scale of education will be the responsibility of the school authorities and the company remains unchanged or rather decreases (Dunn et al., 2014).

RESULTS AND DISCUSSION

Internal and External Challenges of the Education System

When looking at education as a social system and institution, perhaps the first thing that can be seen in its development are two features: an explosion of quantitative growth on a social scale and, also, an increase in hopes and ambitions for education. How, then, is the reciprocity of these two phenomena understood? I was looking for an explanation of the social relationship between education. As has been said, education and training generate a workforce that is positioned in jobs, occupations and social positions in the labor market. Where the number of educated people is relatively low compared to the jobs offered by the labor market, there is no problem in this regard, nor is the educated knowledge and skills easily questioned. Education can even act as a stage of initiation or rite of passage into a particular profession and socialization of status. On the other hand, as the education system evolves and faces the limits imposed by the labor market, employers are increasingly asking what trainees are capable of. At this stage, however, the education system itself has become so vast and complex that it has a life of its own and is not easy to manage, although the vast machinery of educational administration has been harnessed for this task. For example, according to (Dunn et al., 2014), in situations where qualitative development in education is characterized by undirected development, is its quantitative counterpart ne

educational inflation, that is, a decrease in its social prestige. This is a situation that I understand already exists in leading countries in terms of educational growth. Our situation is different. The total labor force has grown, and so has the so-called. The new middle class is expanding in line with the number of university graduates. Thus, the satisfaction of what I call educational education has been maintained in the 70s thanks to the fact that the wave of structural changes at that time lagged behind pan-European development. Whereas in the early 80s it was foreseeable that education inflation was imminent, now it seems that technological change and a new wave of structural change have, at least for now, saved us from the truth. Nevertheless, I dare to interpret many current phenomena from the point of view of education inflation and see it as a problem for the future. If you are trying to find alternatives to this development and the structure of this idea, you should consider the possibility that people and groups of people give meaning to education in addition to work and status. Therefore, it will be an alternative development that departs from the ideology of basic education. However, in a society performance based on paid work, it is not possible or for small groups.

Broadening perspectives from the internal examination of the education system to society and the international system will cause major challenges. How can education be developed so that we can adapt and manage *internationalization?* And how should education be developed to enable people to survive *in the information age*? I will try to answer briefly, almost in telegraph language, especially by comparing the assessment of the OECD Conference of Education Experts with the situation in Finland (Antikainen &; Jäppinen 1987).

The search *for a lifelong learning system* seems to be a training strategy for the future. This is the concept of lifelong learning that I want to emphasize, rather than the lifelong or continuous training we use. Indeed, it is clear that the relative importance of formal education and school systems is diminishing alongside other forms of organized or independent learning. In the future too, it is important to ensure that the gap between generations in knowledge and worldview does not widen. The younger generation cannot be raised in a direction that parents do not accept or understand. As I understand it, one of the dilemmas in developing a lifelong learning system is that it can widen the gap in access to training between people in secure jobs and excluded people.

The quality of education and training will play a more central role than ever before. Basic education seeks to identify the knowledge and skills that form the core of curriculum and learning. In addition to cognitive learning, care should be taken to ensure conditions for the social and moral development of children and adolescents. In addition to the school community, families, local communities and youth peer groups play a key role in this. In school systems, internal development and reform can be key strategies, perhaps as important as lifelong learning strategies for the education system as a whole. Here, too, teacher training and in-service training are key. From the point of view of vocational training, it is also important to improve basic general education. Vocational education and training will become more extensive. The system varies from country to country, but it seems that improving the relationship between education and employment is the general direction for the future.

According to the conference, the content of education should convey the encouragement of the international community, which can at best develop into a global spirit that will promote the goals of peace, mutual understanding and cooperation in the world. Exchange visits by students, teachers, researchers and administrative staff will also be important. In addition, as well as helping developing countries, governments of various countries are expected to be active. I have discussed at length and at a general level with an international perspective of education policy for two reasons. First, I think that education must be international or supranational in the same way as science and technology. The view that there is some form of international consensus can then be expected to be very likely to materialize, unless specifically challenged. At the same time, of course, it should be pointed out that education will certainly retain its national and local character in its content, and that its locality will be strengthened by decentralization. Secondly, I think it's important to note that:

there are many eternal and unchanging problems in the development of education and that, as I understand it, despite technological developments, no sudden or important changes are seen in the near future. It also justifies continuing to develop our education system on the foundation we have built over the years. This also applies to pedagogical development. In the long run, it is a question of research and its orientation. In the learning and teaching of knowledge and skills, cognitive psychology and its application offer us promising new developmental directions. Along with this, however, I would like to look at

sociological research on knowledge and, in my opinion, information policy on the production and distribution of educational information in society and in school systems.

The social and moral aspects of children and adolescents, as we said, - development can also be studied from a cognitive point of view, as Annika Takala points out in her worldview research. School and classroom communities, in turn, have become the subject of new research from the pioneering work of Matti Koskenniemi, for example in the so-called hidden teaching plan research. Theoretical thinking has been developed within the broader field of socialization research, but with the exception of some research on young people and college students, little empirical research has been conducted. After all, the examples selected in recent years have laid the foundation on which more precise research and development can be based.

Experiments play an important mediating role in school development. There is usually no shortage of ideas for bold new schools, but putting them into practice is another matter. Here, even small things can make all the difference. The most important thing, of course, is whether the teacher is interested in the idea or initiative at all, or simply ignores it. Much has been gained by showing in practice that an idea can usually be implemented and how it can be implemented. Of course, the importance of experimentation as a whole is broader, but I won't try to discuss it systematically here. Instead, I would stop at the idea of experimentation as a catalyst for innovation that even teachers consider impossible. If this idea is true, and if we want to break down the boundaries of time, place and ritual teaching in the classroom, should we not invest in experiments that inevitably have to break those boundaries? This means improving pedagogical aspects of projects such as additional education in primary schools, where most students do not seem to identify with law school and the ideals it offers;

- Alternative pedagogy, where the impossible is achieved in a "normal" school
- The use of computers in teaching, the implies a different situation from textbook-based teaching
- distance learning, where at least the boundaries of the premises are broken,
- Peer teaching, where students help each other instead of being teacher centered.
- This list is illustrative.

I used to think that school education had something to learn from the many flexible practices of adult education. However, it may also happen that, in recent years, forms of school education have been developed so that adult education *should not be* seen as a model.

The School System and Its Changes

Therefore, my understanding of the situation of education policy in the near future is that the logic of internal development of the education system can make combating or adjusting education to inflation a major problem. In addition, changing conditions of economic activity – known as technological change, international dependence and competition – mean that the quality of education and the capacity for innovation produced by education and training are important in national economies. This places greater emphasis on the efficiency of educational administration. The second goal of educational administration, like any other administration, is democracy. Even educational accountability projects in some countries are based on the fact that citizens do not rely solely on indirect methods such as paper ballots and ballot boxes to control the functions of public administration (Kogan 1986). It is therefore difficult to imagine that our educational administration will be able to cope with a foreseeable situation without any changes. It may therefore make sense to prepare for the future by considering what options exist for organizing educational administration or, more narrowly, school administration. However, in the following, I will only try to give an initial presentation on my understanding of the field of research.

In his article, Rune Premfors (1986) presents five forms of guidance in higher education, which, in my opinion, can be directly applied to the examination of educational institutions. These forms are politics, bureaucracy, corporatism, markets and self-control. In other words, politics means directing political bodies - for example, parliament or city councils. Bureaucracy means the power of the administrator, both in terms of an increase in the number of officials and in the case of an increase in the number of regulations. Corporatism means directing large organizations, especially labor market organizations. Markets can mean controlling demand for training, demand for labor and/or private enterprise. Guidance refers to the school's independent decision-making power. When we look at these forms of mentorship, the first thing we notice is that brand a is all in our school system. On the other hand, I am not aware of any research data on them. However,

I dare to speculate and I stress that this is speculation about which form of guidance has strengthened their position in the 70s and what the future will look like in this regard .

designing theoretical concepts to wither rational design thinking and reinforcement *of incrementalist* approaches to design (e.g. Vartola 1985). Instead of goal-oriented, comprehensive planning, limited planning of small steps has taken place. Its winning streak will predictably continue, at least for a while, but it is also possible to fold and become more stable in the model. Therefore, in the 70s, centralized control in general would increase, but bureaucracy in particular. On the other hand, in the near future, we know in the light of the current situation that *self-direction* will increase, at least to some extent. In addition, the *market* tends to break through education as much as in other areas of social life. The big question mark is what happens at the top end of the set-up. It should be clear that efforts are being made to curb the bureaucracy, but will it work? Apparently, almost the only way to succeed is to strengthen political guidance at the expense of bureaucracy. Labor market organizations, on the other hand, according to my guess, have established their position and, at least in adult education, significantly increased their activity and strength. When examining educational planning, attention is drawn to the changes already discussed in the context of educational ideology, namely arm wrestling between representatives. Accounts still have to be taken of the small probability that education will acquire a strong meaning other than employment and status that training planning can be based on something other than labor market satisfaction.

Some speakers have suggested that existing planning methods should be scrapped. The reasons are very similar to those used in industry journals since the late 70s. No doubt there will be changes, but perhaps it is worth pointing out that, despite these academic criticisms, UNESCO estimates that such planning methods have been used in more than a hundred countries. I must say, however, that I have no qualms about shifting the level of planning more from the national level to the regional and local levels. However, this cannot happen without first clarifying the conditions for this planning at the regional and local levels.

The topical problem in the development of school administration, and to some extent in adult education, is *decentralization.* When decentralization aims to reduce bureaucracy, the goal is to develop more responsive and self-sufficient administrative units to a basic level (e.g. Vuo rela 1987). It can also be expressed in the sense of moving away from indirect

ideological and legal and economic guidelines to more direct guides (e.g. the Freedom of Information Act). Du Rietz et al. 1987). Decentralization seems to divide us into administrative and political decentralization, depending on whether the receiving organization is a state administrative unit or a local self-governing unit with elected officials, i.e. municipalities. Unanimously, the researchers seem to emphasize that decentralization requires the operational development of host organizations and the safeguarding of their resources. Therefore, if we are trying to decentralize the education administration of the state to municipalities, we should also look at the development of municipal school administration and not at a higher level of government.If you browse through the recent Journal of Administrative Research, you'll see that researchers are quite pessimistic about the implementation of decentralization. It should be noted, among other things, that the first paragraph of the draft regulation submitted by the Decentralization Committee

When reforming the central government, the goal is to entrust decision-making power to the authorities at the lowest level in the administrative branch concerned, which have sufficient prerequisites for the proper exercise of power. Justified. However, at the same time, the following is highlighted: The fact that the Government's decision to develop the administration from 27 years ago has a similar content. Based on his dissertation, a researcher came to this polemical conclusion. Changes in the administrative system have not led to a redistribution of power. The points raised in this presentation on decentralization support the view expressed in my dissertation that the independence of government can only be broken by unanimous political will. Real changes in government can only be triggered if wars and uprisings are set aside as a result of social reforms or serious reliability crises, and only Parliament can be the driving force. (Tiihonen 1987, 37) Reading Voitto Helander's (1987) article, on the other hand, makes one wonder how corporatization and professionalization tendencies in and around administration can act as a centralizing force even within decentralization.

School Organization and Development

From an administrative point of view, one fundamental question is what kind of organization is an equivalent adult school or educational institution? The literature gives a rather ambiguous answer to this question, which I will try to summarize and simplify as follows. The school is undoubtedly a complex multi-purpose organization. These are service organizations with a degree of institutional and organizational characteristics. In fact,

schools have been described in terms of at least four organizational models: the rational model, the political model, the social system model, and the anarchist model (e.g., the Anarchist model). *According to the rational model*, the school is a clear objective instrument for realizing the goals of the governing actor or group of actors. *According to the political model,* on the other hand, the image of the rational model about schools is far from reality. In fact, schools are characterized by a diversity of interests and views. Thus, school activities are also about the exercise of power and conflict. *According to the social system model,* the organizational process of the school is therefore a rather spontaneous response to internal and external demands and expectations, rather than goal-oriented action as suggested by rational and political models. In addition, social system models are primarily interested in informal rather than formal organization of schools (Kahfi et al., 2021). *The anarchist model* is the mostvague. A variant is, for example, comparing schools to organized anarchy a concept used for traditional Western universities to loosely constructed systems or garbage cans. For example, goals will be formed in action, rather than guided by previous goals. Even after such a description of caricatures, it can be concluded that we are used to seeing school or adult pupils, especially only · rational and systems model thinking. The explanation is clear: these models accentuate consensus and clarity and coherence of purpose or prefesity. The dilemma here is the extent to which they correspond to reality. What does it mean to present the school as a hotbed of purpose-oriented harmony, when in reality the school is an organization filled with contradictions?

However, if rational and systemic models are chosen based on comparison. Significant differences are observed between them. A rational model is considered as someone outside or above school who participates in goal setting. In contrast, in the systems model, the school organization is understood as an organism-like unit whose purpose is flexible enough to adapt to its environment and thus increase the chances of survival and functioning. Perhaps the system model is closer to adult educational institutions, but according to Gunnar Berg (1981), who defended his doctoral dissertation on the subject, current Swedish schools and predictable schools are closer to rational models in this regard. We also have national goals for education, and the structure of society definitely sets limits on the functioning of schools. From this point of view, I understand that it should be noted that, for example, internal school development projects or in-service training for principals and school leaders seem to have started from theoretical thinking of the system and 00 actions based on it (e.g. In-T Act). Hämäläinen 1986). Is it perhaps considered too complicated to explain to the principal the relationship between the school organization and the structure of

society and the state and the functioning of the school community? It may be easier to get development moving when you exaggerate school autonomy, but it can backfire in the form of frustration when faced with the limits of freedom.

Overall, Swedish researchers think that three types of knowledge are needed to develop schools as an organization:

1. knowledge of the external boundaries of school development, which requires curricular knowledge;
2. knowledge of the internal boundaries of school development, which requires the study of the school as an organization;
3. assessment of unused areas of freedom of action between external and internal boundaries, exploitation of which requires a vision of local school development.

According to these Swedish researchers, educational organizations have three faces or three areas of activity: simultaneously a professor's organization in which vocational educators operate within the limits of freedom allowed by the curriculum, a bureaucratic organization bound by central and local government regulations and a compulsory organization for students in compulsory education. At least in terms of educational obligations, the description of adult pupils will be different. Regarding the interrelation between these areas of activity, it should be noted, among other things, that increased bureaucracy always narrows the scope of professional activity of teachers, as does the fact that, unlike many traditional professions, teachers cannot choose their pupils. On this basis, moreover if textbooks alone regulate their teaching, the profession of teachers is not always regarded as professional but as semi-professional. However, a certain degree of relative autonomy, for example what we call methodological freedom, allows the teaching profession to become professional. However, according to the researchers (Riinawati, 2022).

The solution of the educational management organization is, of course, the assessment of its value should also be based on the goals set for educational education(Liu et al., 2009). However, we know how difficult it is to get a suitable organizational form from abstract growth goals. In addition, we recognize the strong influence of non-educational factors on the formation of education governance. In this author's personal view, national education policies will continue to be needed in the coming years, while the reasons for decentralization are undeniable. Indeed, there is knowledge all over the world about educational developments even in more decentralized systems. Our neglected research in education management is unlikely to make it into this

round of reforms. It seems reasonable to start research activities on the development and operating conditions of local governments. The important thing is to look at educational administration, not just school administration (Nurhamzah et al., 2020).

CONCLUSION

The short-term future of the education system from the point of view of planning and administration. The impression is that various educational interests will prevent major upheavals from occurring in education. It is believed that any changes Thailand takes place doing so as a result of actions taken by both external and internal groups. Thus attempts were made to build on the current ideology of education that is excessive. Another thing that needs to be done to see the direction of change is to examine the statement of education policy abroad. Despite the impression that chan ge is seen more as a restoration of the present, the author sees a change in education administration as a possibility. Increased control and self-control in the case is seen in part to have occurred; The dismantling of the bureaucracy and its consequences, however, remain unresolved. Finally, the authors examine appropriate adult schools and educational institutions as organizations and strategies for developing them. According to the article, the issue of schools as organizations is a very complex one. The tendency in Finland is often to exaggerate the existence of harmonious and open schools. This article concludes about the points about the importance of examining education administration at the local level and the need for changes in education administration.

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