THE ROLE OF ETHICS IN THE MANAGEMENT OF EDUCATIONAL INSTITUTIONS

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Abstract
Thanks to globalization, the market of modern times is very large, but at the same time very unpredictable. Doing business successfully means making a profit, which should grow from year to year. This means that at the same time you need to go through the market, make a profit and keep the right position. Times have changed, so organizations are "not allowed" that the amount of profit depend only on reducing the cost of production or distribution of products and services. Organizations are expected to operate in accordance with ethics and to act responsibly towards the society and community in which they produce. This means that the whole society (group and individual) requires from the economic market, labor organizations, economic institutions, producers, managers, employers, etc., to rely on the entire economic and market activity on the "ethics" of work, business and profit. Likewise, educational institutions with the entire legal and human infrastructure (managers, class teachers, teachers, etc.) should keep in mind and base their work on the principle of ethics. With this contemporary business problem, management and education, it is imposed the question also, what is ethics or "Business Ethics"?

Business ethics as a new science discipline developed in the late 60's of the 20th century, a virtue that is already somewhat forgotten in today's everyday life but which is increasingly becoming indispensable for work organizations, market competitiveness and business with quality. Ethics is increasingly being mentioned in business. The goal of the work and existence of every company or work organization is to make a profit and develop the business, so the question is whether it is possible for business ethics and profitability to go together at a time when organizations are struggling every day to survive? If we take into account that we are in a time when the public puts in front the "mirror" or increased business ethics of domestic and foreign organizations, we can give our opinion or answer to the above question, and we can say that business ethics is imposed as a very important determinant business of any successful organization and is an important component in achieving its competitive advantage and success.

In the continuation of this paper, we will try to give an opinion on some issues that are closely related to Ethics, such as: Business Ethics, Ethics and Profitability, Ethics and Management, The Role of Ethics in the Management of Educational Institutions, etc.

Keywords: ethics, work, profit, manager, management, governance, organization, market, etc.

I. IDEA AND THE CONCEPT OF ETHICS

The word ethics is about four hundred years before Christ old, and it consists of the Greek word ethos - which means procedure, habit, custom, temper, feeling, principle, and the word ethikos - which means moral, virtuous. According to some authors, the reflection on ethics and

* Specialized paper
ethical behavior began in the fifth century BC in Athens and continues to this day. Socrates (the "father" of Ethics)\(^1\) is mentioned as a kind of founder of ethics in ancient books, who was among the first in all of Greece, which was that time considered the cradle of civilization, he began to think about the nature of good and evil, what is good and what evil and where they come from. In addition to Socrates, the theory of ethics was dealt by Plato and Aristotle. Aristotle mentions the word "Ethics" in the context of the properties of human character\(^2\).

And in today's modern world, most people equate ethics with either morality or conscience. Ethics signifies some good behavior, and unethical would be something that is illegal. As one of the big problems is the fact that a lot of people don’t even know what ethics is. There are studies that show that a number of people classify ethics as one of the religious customs and even as a religion. Ethics has been associated with religion since its inception, which is correct, but today's definitions of ethics define it as the science of morality or as behavior in accordance with moral principles. Ethical behavior is a very interesting term for which it is difficult to give an accurate definition. It could be behavior that is consistent with all the moral principles, tenet and standards of an individual or organization\(^3\). The etymology of the word refers to the realm of moral philosophy, so most ethics scientists that deal with ethics consider it to be a special branch of philosophy, that ethics is a philosophy of morality, or philosophical thinking about morality, moral problems, and moral judgments. In the Webster’s Ninth New Collegiate Dictionary, ethics is defined as a discipline that deals with good and bad, as well as moral duties and obligations. Ethics is almost as old as humanity. From the very beginning, people have been faced with ethical issues and dilemmas. Ethics is an integral part of every society and community because every community no matter how big or developed it is has some ethical specifics. In everyday life, the word “Ethics” is often used, but what exactly is ethics? According to Anić and Goldstein, ethics is defined as a discipline that deals with the study of the meaning and goals of moral aspiration, the basic criteria of moral evaluation as well as the basis of the source of morality.

According to Klaić, the task of ethics is not only to acquaint us with what morality is, what its basic components are, but also to take a critical standpoint to existing moral practice. Anić and Goldstein state that morality in the broadest sense is the understanding of the relationship of good and evil, respectively, the totality of unwritten social principles, norms, ideals of customs about behavior and relations between people imposed by the conscience of individuals and communities. They define ethics as a set of norms of a society that are an obligation for its members, and therefore ethical behavior is one that is in accordance with the rules of morality. According to Parnham\(^4\), the task of ethics is to give rules to a civilized society so that it can function, rules that can be based on: religious or humanistic principles, on ethical heritage, or on political systems, and which are then embedded in the legislative system. There are many definitions of ethics, many authors give their own definition of ethics but still, the basis of each definition is that ethics deals with values and rules that are considered desirable, both for the individual and for society as a whole and has a critical view of moral practice.

II. BUSINESS ETHICS

The term business ethics is a term that appeared in the seventies of the twentieth century. Although business ethics has been developing more intensively in the last few decades, they have their roots in the distant past. Business ethics has its roots in various written laws and rules in history, such as the Code of Hammurabi (1700 BC), the Bible (Ten Commandments of God), the Talmud, the Qur'an\(^5\). In modern times, the term "business ethics" was encountered in the

\(^1\) Sokrat, Biografija, Dostup. na: http://www.znanje.org/sli/2011/11iv03/11iv0309/filozofija.htm, explor. 01.09.2019
\(^2\) Aristotel, Biography, Dostup. na: https://www.biography.com/scholar/aristotle, explor. 01.09.2019
\(^3\) Buble, Marin, Osnove menažmenta, Sinergija, Zagreb, 2006, str. 60-61
\(^4\) Daniela Blažo, Poslovna etika kao konkurentska prednost poslovanja, Čakovec, 2015, str. 6
\(^5\) Filip Kozjak, Etika Vodstva, Diplomski Rad, br. 204/PE/2018, Varaždin, 2018 , str. 8
United States in the late 1960s. After that, in the 70s in the USA, in the 80s in Europe, we recorded intense thinking about the possibilities and applied ethics in the economy. In the USA and in some Western European countries, topics of ethics and economics occupy more and more places in discussions, scientific gatherings and seminars, but also in concrete practice (talks in production, factories and work organizations). Since that time, the first concrete results of the discussion on the ethical role in the economy have appeared, such as: textbooks are published, congresses are held, individual seminars and one-day counseling are held, magazines are launched, courses on business ethics are offered, etc. In connection with this modern business culture, ask yourself the question what is Business Ethics"? We find the answer and opinion in this regard from the authors and theorists who have dealt with this issue, i.e. the issue of the modern market and competition.

Business ethics refers to truthfulness and fairness and contains many aspects such as society’s expectations, fair competition, advertising, public relations, social responsibilities, consumer independence, and the behavior of companies at home and abroad. The word business comes from the Slavic words poso, trad, posso pusso, busso, engl. busy - acting, in space and time with a given goal and purpose - mission and acting in exchange for something most often money or some other good or service6. A business as a business must be targeted and efficient in terms of cost, time and resources. Combining the terms posso and ethos we get the definition of business ethics. According to Aleksić, business ethics can be defined as the application of ethical values in business, from making strategic decisions to behaving towards customers and suppliers. Pupovac has a different opinion regarding business ethics and says that it is a set of moral principles and norms that guide the behavior of active participants in the economic system in accordance with value systems based on general human values and aimed at human well-being. Bebek and Kolumbić point out that business ethics is behavior in accordance with the rules of morality in a business environment that combines two determinants of business. On the one hand, material success, which means meeting the needs of customers or clients, and meeting the needs of producers by making a making or profit, while on the other hand, business, includes an ethical or moral dimension. Also, the authors point out that business ethics is a way of conceiving, folding, communicating and doing business in accordance with the spiritual, sociological, biological and natural laws of man and the environment, or doing business in harmony with nature, which means doing business most economically, ecologically and with the least energy wasting. It is important to mention (although they are not the subject of this paper) that in addition to business ethics, parts of the ethics are individual or personal ethics, organizational ethics, social ethics, managerial ethics, professional ethics7 (medical, teacher ethics, etc.).

In order to understand well the term "ethics" and "business ethics", it is important to define the term "morality" because these terms are often mixed in everyday speech, but also in various literatures. Various authors have various opinions and definitions about what the word "morality" encompasses. Bebek and Kolumbić define the term "Morality (lat. Mos, gen. Moris, pl. Mores - customs, will, rule, law) - as a set of rules of a particular society and social class on the content and manner of mutual relations and human communities."8 According to Bober and the associates "Morality (lat. Moris - custom, rule, law) is a set of valid, generally accepted and mostly unwritten rules (norms, principles, ideals, customs) of a particular society on the content and manner of mutual relations between people and human communities "Anich and Goldstein share the opinion that" Morality is the relationship to good and evil in the broadest sense; the

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totality of unwritten social principles, norms, ideals of customs about behavior and relations between people imposed by the conscience of individuals and communities.\footnote{Isti autor i izdanje, str. 4}

We can say that morality is a set of unwritten rules and customs that govern the relationship between people and the community, while ethics is a theoretical or philosophical reflection on that relationship. Morality relies on the consciousness of the individual, and for disrespecting the moral norm appears remorse and disapproval of the environment. There are no regulations that sanctions an individual will bear if he does not adhere to some social norms, so it differs from the law where sanctions are prescribed, that is, penalties for non-compliance with the law. An individual’s morale is influenced by various factors that affect every individual, child and adult, from birth. Some of these factors are upbringing in the family, customs of the local population, society that affects the individual, religion, tradition, politics.

III. PHILOSOPHY AND CONCEPT OF MANAGEMENT

Management as an activity is encountered quite early, in the 50-60s of the 20th century in the United States, and as a term more used in Western countries, where in various literature of sports, economic, political and educational nature, this term is widely used and it is still used. In our environment, the term manager and management is beginning to be used and incorporated into our terminological dictionary, 80 years of 20th century, and has been used much more frequently in the last twenty years, especially in economic, market, technological, educational and political discourse and vocabulary.

The term manager comes from the English word "manager", which means: a person responsible for controlling or managing all or part of a company or similar organization. From that word come synonyms in English such as, leader, ruler, director, chief, headman, etc. In understanding and defining management, we face a lot of dilemmas. Some of these dilemmas are of a semantic nature, considering that the same content is transcribed in different terms, but also vice versa, i.e. under the same term they understand different contents. In the literature of the western state, the term "management" occurs in three different meanings, such as: organization, management and leadership. In the first period of studying the organization in the USA, management is referred to as Scientific Management (scientific management, scientific leadership, and scientific organization of work). The American theorist of the organization Joseph L. Massie\cite{J. L. Massie, Essentials of Management, Second Edition, Prentice- Hall, Inc Englewod, New Jersey, 1971}, (in Essentials of Management) defines management as a special group of people, whose task is to direct their efforts towards common goals, the activity of other people, but this definition does not allow to determine what exactly is meant by this term. : “Management”, “Leadership” or “Organization”. However, in another paper\cite{P. Sikavica, F. B. Šiber, Menadžment, Masmedia, Zagreb, 2004}. Massie uses the word management to mean “Organization”\footnote{Isti autor i izdanje, str. 16}. In the English language for "management", in addition to the terms management, there is also "administration", "government" and "leading", although the latter term "leading" is more used to denote one of the functions of management - for leadership, so in in that sense, a narrower term from management. It is similar with the German language, where the term "Leitung" is used in the sense of "Management" but also "Leadership", while the word "Führung" refers only to "Leadership". The German word "Führungs Gruppe" corresponds to the Anglo-American term "Management". Regarding the dilemmas about the concept of management, the most famous representative of the classical theory of organization H. Fayol, called "management" the term "government"\footnote{Isti autor i izdanje, str. 17}.
The cases and examples we have given in connection with the term “Management” and many others that we have not mentioned here, say that the mentioned term is used on a case-by-case basis in different meanings, as “management” much more often as “leading”. And sometimes as "Organization". The word "management" is mostly used in the economic field, i.e. in economic work organizations. In recent times (after 2000), the term "management" is increasingly used in education, i.e. in institutions and the education system, with the aim of managing institutions and improving the education system. These goals provide a sense that something important will happen in the field of education, primarily related to the successful management or guidance of educational institutions. Achieving efficiency can be a managerial task or mission, but can it be managed without proper planning in advance? It is no coincidence that it is said that good planning leads to success, "unsuccessful planning means that you plan doom and failure.”\textsuperscript{13} In the continuation of the work, more about management, characteristics of a successful manager and leadership styles.

IV. CHARACTERISTICS OF A SUCCESSFUL MANAGER

The basics of management have been known since early times but modern management is a 20th century phenomenon. Although there are many ideas, schools, and directions within management theory, there is still no consistent theory that can be practiced. Of all the theories, the closest to that goal is the contingency theory. It emphasizes the importance of the real situation in which the manager finds himself, regardless of the country in which the manager works and lives. Therefore, management as a concept, in addition to the scientific dimension, also contains elements of art and skills. Regarding the basics of management, some authors say that management is a science, and successful management is an art. This is the basic reason why management can never be fully learned and even less to be copied.\textsuperscript{14}

The success of companies, labor organizations or economic institutions, today more than ever before is the result of successful management and planning. The importance of management and quality managers is more inevitable for the success of any organization or work institution (taking into account educational institutions as well). Most educational institutions (primary, secondary and higher schools) in Kosovo have had various problems in the last two decades, mostly with student success, all due to political interference in educational institutions and the appointment of inexperienced and unprepared managers—principals in these institutions. Only managers who have a pronounced individuality and innovative abilities can meet the challenges of rapid development and change in society, technology and the labor market, not only today, but even more so in the future. A high degree of self-confidence, less organizational dependence and much greater self-autonomy are part of the characteristics of the manager of the future. The task of a modern manager is to motivate his co-workers and to inspire others, and this often depends on his charisma and his personal characteristics.\textsuperscript{15} The manager of the future should be younger than "his" previous colleagues, and should be able to make the right decisions in different situations. As W.B. Wriston points out, modern managers must first know how to motivate, coordinate, and connect these different individuals whether they find themselves in production or in other work institutions and organizations. Modern managers differ from classical ones in that they do not focus on finding the ideal organizational structure, but focus on managing in accordance with the rapidly changing environment and the requirements of the competition, because the ideal organizational structure is almost unattainable in such conditions require management to respond quickly to environmental

\textsuperscript{13} Grup autora, Upravljanje i menadžment u obrazovanje, Kec, Prishtina, 2003, str.109
\textsuperscript{14} P. Sikavica , F.B. Šiber, Menadžment, Masmedia, Zagreb, 2004, str.22
\textsuperscript{15} Isti autor i izdanje, str.23
challenges. According to W.B. Wriston, there are three key attributes of a successful manager and they are:
- finding the best associates;
- finding ways to motivate associates, and
- giving sufficient freedom to associates to work in their own way.

One important characteristic of every individual in society, and which is very important for every manager and member of an organization or work institution, is both a code of ethics and morals. Managers must understand the code of ethics as a tool that serves as a guide for business ethics, in which the key role in its application is played by them (managers). Managers of the work organization and other work institutions should take responsibility for creating and maintaining ethics in the organization. Considering the ethical and moral principles in business, there are three categories of managers:

- **Moral managers**, who are characterized by high moral standards both in their own behavior and in their expectations of the way of doing business. They are sources of ethical behavior and hold that ethics is part of leadership and business success is achieved within the bounds of the law.

- **Immoral managers**, actively resist ethical behavior in business and persistently ignore ethical principles when making decisions. They consider legal standards to be obstacles that need to be bypassed, and they pursue their interests.

- **Amoral managers**, are divided into two types, consciously and unconsciously (intentionally or unintentionally) immoral. Consciously immoral, they believe that work and ethics do not go together, because there are different rules in business than in other areas of life. Unconsciously an amoral manager, he does not pay too much attention to business ethics, but for other reasons. The characteristics of such a manager are negligence, inattention to the fact that certain moves in business are inappropriate. The common point of contact of both types is that they consider it necessary to be in accordance with the law, but they do not see much benefit from that.

Taking into account the theoretical basis of management, it can be said that the basic functions of each manager are: planning, organizing, managing human resources, leading and controlling all activities within the organization - the institution of work. From the mentioned functions, it seems justified to think that "leading" is still the most important function of a manager. The success of management does not depend so much on any other managerial function as on the management function. In the continuation of the work, more about "Leadership" as a function, type of leadership and main styles.

V. MANAGEMENT AND LEADERSHIP STYLES

One of the functions of management, and it could be said that it is one of the most important for a manager, is "Leadership". While management is defined as the process of directing others toward the execution of a particular task, leadership emphasizes the ability to influence others to perform a task. It can be said that leadership is the art of influencing people, so that they willingly and eager to achieve the goals of the organization or institution of work. While the role of a manager can be followed by order or by taking a certain position in the organizational hierarchy, leadership requires much more than a formal organizational position. Therefore, the phenomenon of leadership and successful leaders has always captured the

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18. Ivan Novak, Poslovna etika kao preduvjet uspješnog poslovanja, Čakovec, 2015, str.11
attention of the entire social public, because the successful leaders appear in various fields, from statesmen, through military leaders, politicians and all the way to business leaders.\textsuperscript{20}

Before delving into individual leadership styles, it is necessary to clarify the very notion of style. There are many definitions of style that are similar in many ways while complementing each other in some ways. Two of them are listed here. The first defines style as "a special way of behavior of managers in the work process that affects the results of work in a particular organization".\textsuperscript{21} According to another definition, style is the way in which the relationship between managers and members of the organization is established, i.e. "The way in which the manager directs the behavior of subordinates and the means he uses in doing so".\textsuperscript{22} Every manager has its own way of approaching work and communication with subordinates and business partners. Style emerges as a result of a combination of one's own characteristics, skills, knowledge and experience then successfully influences interpersonal relationships, which are a prerequisite for achieving the goals and results of the work of a group, organization or institution. In the continuation of the paper, we will present some of the many existing styles that are most often mentioned in the literature, in the relationship of managerial management to employees and its associates.

5.1 AUTOCRATIC STYLE

Autocratic style - the name itself is associated with something that in itself implies strictness and respect for authority without objection. This style is characteristic of smaller organizations in which the manager is also the owner and has unlimited power. Planning, devising strategies, setting goals and making decisions is in the hands of a manager who communicates with employees one-way, assigning them tasks.

Autocratic style relies mostly on cognitive abilities and rationalized management without too many personal and social emotional competencies which has its advantages and disadvantages. The advantage of this style is the power that affects the execution of tasks timely and accurate, while the disadvantages are the lack of creativity, innovation and two-way communication. Due to the lack of communication in both directions, managers often belittle employees and have no trust at all, and motivation is replaced by applying of fear and punishment and very rarely rewards. There is a bad atmosphere in organizations led by this style, and relations are unstable. These shortcomings are the most common reason why there are a very few supporters of this extremely inflexible style, but that does not mean that they do not yet exist. The management of this style and "rigid" management techniques can still be found in information institutions such as archives whose business is "permanently focused on the protection and accessibility of archival heritage"\textsuperscript{23} and which does not change greatly.\textsuperscript{24}

5.2. DEMOCRATIC STYLE

In difference from the autocratic style, the democratic style is much more accessible and flexible because it brings softness to its business, which is typical of managers who have developed a high level of emotional intelligence. This style is characterized by two-way communication that involves the cooperation of managers and employees who are not considered subordinates. Their opinions and ideas are respected and thus they participate in

\textsuperscript{20} P. Sikavica, F.B. Šiber, Menadžment, Masmedia, Zagreb, 2004, str.25
\textsuperscript{21} Poslovni forum. URL: http://www.poslovniforum.hr/, explor.15.09.2019
\textsuperscript{22} Centar za razvoj karijere. URL: http://www.razvoj-karijere.com/baza_znanja/stilovi-vodenja,explor,16.09.2019
\textsuperscript{23} Karajić, K. Mendžment arhivskih ustanova i programa,časopis javne uprave 16, 2 Hrvatska, (2006), str. 335.,:
\textsuperscript{24} M. Bošnjak,Stilovi vođenja u menadžmentu, Osijek , 2016, str. 9

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decision-making. In this way, creativity and innovation are encouraged at the same time. Joint planning, understanding and support create a sense of comfort and security in the organization which is the reason why many managers opt for this style of leadership that is characteristic for large and medium organizations. A positive atmosphere and communication of prerequisites are success for business, which, in the end, every manager wants and what he strives for. Managers of this style should be proactive, respectively, to show initiative, see opportunities in changes and to take an action.\textsuperscript{25}

5.3. LIBERAL STYLE

The liberal or Laissez-faire style differs from the previous two in which the manager minimally interferes in the work of his employees. The main characteristic of this style is that employees are usually experts in their field and independently determine the goals and resources needed for their implementation. The manager here is only an intermediary between employees on the one hand of information and the external environment on the other. This style is exclusively applied in large and small organizations structured by teams and departments whose members are highly educated which also makes it very specific and narrowly applicable, and therefore will not be the most common choice by managers. Although is seemingly free and correct, this style has a lot of pitfalls. Since the contribution of the leader is practically ignored, which is an indicator of a large amount of autonomy, is just this freedom that can lead to a complete chaos.

5.4. LIKERTY STYLE

Aside for the aforementioned management styles classified according to the use of authority, there are other styles that are based on the same foundations, but from a different perspective. One such style was developed by Professor Rensis Likert, an organizational psychologist by profession. He devised his own system of sharing styles based on communication between managers and employees\textsuperscript{26}:  
1. Extreme-authoritative characterized by distrust of managers in relation to employees and orientation towards autocratic style. Motivation of this style is most often achieved through intimidation and punishment with very little reward, and communication between managers and employees is minimized.
2. Benevolent-autocratic style uses rewards as motivation while trust is at a higher level. Managers of this style are interested in what his employees think and what ideas they have. But on the other hand, they still have control over the business by acting in accordance with the organization's policy and making major decisions independently, while routine decisions are made at all levels of the hierarchy.
3. Consultative style is characteristic for organizations in which superiors have a lot of confidence in their subordinates whose ideas and opinions are taken into account when making decisions, determining strategies or creating business plans. Unlike the previous two styles, this style nurtures two-way communication.
4. Participatory-group. Likert style states as the most successful for the reason that employees are given complete trust, and every creativity and innovation play an important role in the operation of the organization. Communication is multidirectional, which also has a positive effect on creating friendly relations among co-workers.

According to numerous studies, the most desirable model of leadership is a combination of autocratic and democratic style that emerged from the theory of X and Y by Douglas

\textsuperscript{25} Tudor, G.; Rijavec, M.; Zarevski, P. Mendžerska učinkovitost, dobar menadžer sam sebi, M.E.P., Zagreb, 2009, str. 47.

\textsuperscript{26} Buble, Marin, Osnove menagmenata, Sinergija, Zagreb, 2006, str. 318
McGregor, which explains and describes in more detail the personality of man and his behavior in the organization27:

- **Theory X** considers the average person lazy for any work and therefore it is necessary to apply force and control. It follows that man likes to be managed and to be directed in such a way as to be given the tasks expected of him. People derived from this theory have a lack of imagination and creativity and distance themselves from any responsibility.

- **Theory Y**, perceives people as creatives who consider work and any other activity as a game. Control is unnecessary because to such people is enough the motivational incentives and the right direction of their own ideas and potentials.

Employees are always willing to put in more effort if they are led by a manager who has strong empathy and whom they admire for the way he inspires them than one who strictly orders them to perform tasks without any humanity. The manager must keep in mind all the advantages and disadvantages of individual styles and match them with his own personality and the knowledge he possesses in order to become a desirable and quality leader.28

VI. TEACHER AND PEDAGOGICAL ETHICS

The significance and the role of teachers in the educational process has been emphasized and accentuated throughout human history by various authors and theorists. Starting from the goal and tasks and the development of modern society, teachers are set certain, properties, necessary assumptions, competencies, rights and duties of successful fulfillment and realization of the educational process. Among these competencies, a special place belongs to the field of ethics or pedagogical ethics. It is seen as an integral component of pedagogical competence. Ethics as a normative science of teacher action tries to answer the question why one should do good and by what good is really good. It in a way represents a philosophical reflection on the morality of teacher action and procedure. Pedagogical ethics as a part of pedagogical competence represents the normative science of teachers' actions, trying to give answers about the need to do good and its definition, representing a reflection of the morality of the teacher's work.

Pedagogical ethics can be defined as a discipline that deals with the process of moral judgment by establishing criteria that specify what is good and what is bad in the process and result of upbringing and education, but also as a separate system of moral norms that regulates teachers' behavior towards students, themselves, teaching content and other participants in the pedagogical process.29 Within its framework, teachers strive to achieve the highest ideals of their profession. Pedagogical ethics at its core presents the deontology of teacher work, in terms of learning about the duties of teachers towards students. The modern school in practice expects the teacher to direct his duties towards helping students to progress in accordance with individual possibilities, towards gaining experiences, encouraging students as a partner responsible for the undertaken obligations, organizing students to express their own creativity, individuality, motivating students, etc. According to some authors dealing with the theory of education and upbringing, pedagogical ethics has two meanings:

- First, pedagogical ethics can be defined as a discipline that deals with the process of moral judgment by describing and explaining and establishing criteria for moral judgment of

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28 M. Bošnjak, Stilovi vođenja u menadžmentu, Osijek , 2016, str. 12
29 Melisa Zukic, Deontologija učiteljskog poziva, Sokratova zakletva ili etički kodeks, Sarajevo, 2018, Str.105
pedagogical activity, in terms of judging good and bad in education, both in the process and in the result.

Second, pedagogical ethics can be seen as a special system of moral norms that regulates the behavior of teachers towards students, towards themselves, towards the subject of study and towards other participants in the pedagogical process.

Teaching ethics refers primarily to a set of principles, rules, values and ideals of teachers and other educational professions. It is therefore understood as a type of professional ethics that has developed for specific professional communities of teachers and other educators. There are different views and approaches in teaching ethics, which include a narrow field of professional code of ethics of teachers and educators, but also a broader area that includes the application of ethical theories in teaching practice, which includes discussion and analysis of specific ethical challenges faced by teachers in their domain of work (cf. Warnick & Silverman 2011). In teaching ethics, teachers and educators strive to achieve the highest ideals of their profession. The teacher is an expert who organizes and performs the educational process and with his general education, knowledge of its pedagogical, didactic, methodological and psychological basis, in joint work with students, achieves the goal and tasks of education. The knowledge about the teacher and the character of the teacher in general is studied by the pedagogical discipline - pedeutology. In the Encyclopedic Dictionary of Pedagogy, in connection with pedeutology, it says, among other things, that it "considers the characteristics of the teacher's personality in relation to his function - from a psychological, sociological and characterological point of view." According to it, in order to perform the teaching function, "certain personality traits are needed, and not just the knowledge of what the teacher will teach". In the pedagogical literature, the term pedeutology is sporadically mentioned, but there is no special and thorough research regarding the connection of the profession with the ethics of teachers, except for its functions in the system of education.

Closely connected with the teaching profession, respectively, with the professional ethics of teachers, is the deontology of the teaching profession. The name deontology appears in the middle of the 19th century in the work of the English philosopher Jeremiah Bentham "Deontology", a term that comes from the Greek language and relies on the Greek terms "deon" - which should be "logos" - a science. In that sense, deontology is the science of duties that need to be fulfilled, of duties as a moral obligation of a teacher towards persons who rely on his knowledge. The deontology of the teaching profession is regulated by the appropriate code of the profession. Deontology also includes positive legal regulations that regulate the teaching profession, as well as a kind of psychology of communication, behavior and ethics. Although deontology is a part of ethics, it is broader than the concept of pedagogical ethics because it includes legal regulations. Therefore, we can talk about the ethical and professional deontology of the teaching profession. The ethical deontology of the teaching profession is the broadest, besides to professionalism and expertise, it also includes personal moral behavior in the workplace, which, if ethically is unacceptable, can also face sanctions.

Various theorists who deal with the definition of ethics and moral characteristics classify ethics as deontological and teleological ethics, as well as formal and material ethics. According to Rosić, teacher ethics includes the attitude towards professional obligations, towards the community and towards other teachers, setting ethical principles, some of them are: charity, justice, trust, harmlessness, autonomy, truthfulness, etc. In connection with pedagogical teaching ethics, educational institutions and various teaching associations in our country and worldwide have established platforms or a document about the "Code of Ethics for Teachers".

30 Vladimir Rosić, Deontologija Učitelja, Temelj pedagoške etike, Informatol. 44 / 2, Rijeka, 2011,str.143
31 Isti autor i izdanje,str.145
32 Vladimir Rosić, Deontologija Učitelja, Temelj pedagoške etike, Informatol. 44 / 2, Rijeka, 2011,str. 147
This platform about pedagogical ethics has various names depending on the time and place (country) of adoption. Some refer to it as the "Teacher's Oath", some as the "Teacher's Code" “Teacher Code of Ethics”, “Code of Good Conduct”, “Code of Ethics”\textsuperscript{33}, “Standards of Conduct”, etc.

For the deontology of the teaching profession and teaching ethics, Živković points out that how UNESCO in its Recommendations for the Status of Teachers of 5 October 1966 demanded that “norms of behavior and standards based on the nature of teaching should be defined in cooperation with teachers' associations and then adhere to them”.\textsuperscript{34} In the USA, there is a "Code of Ethics of the Education", while in our schools (for preschool, primary and secondary education) with the technical support of UNICEF, a document called "Code of Ethics", is made, intended for all educational workers (managerial, professional, teaching and technical workers of the school). At the same time, the code of ethics addresses to the public by talking about a certain profession, its efforts and expectations. Hartmut von Hentig (1997), on the other hand, in his book The Human School, stands up for the Socrates oath, which acts from the position of personalistic ethics, just like the Hippocratic oath.

The text of Socrates' oath obliges the teacher:
• to respect every child,
• not to break his will,
• to respect his feelings,
• to show by personal example,
• to teach him truthfulness,
• to consciously check his own work,
• to discover and develop his inclinations,
• to get acquainted with the laws of its development
• to strive to give him a vision of a better world,
• to be ready to check activities,
• to enable him to get to know the good life,
• to advocate for his mental and physical harmony,
• to teach him how to use his own reason,
• to respect him as an equal interlocutor,
• to defend him against anything directed against him,
• to seek his approval for everything he does for him,
• to convince him that a vision of a better world can be realized
• to approach to educational-upbringing work consciously and perform it conscientiously,
• not to subordinate it to its understandings of the world, human society and man,
• to publicly explain his beliefs and actions, defending them from criticism with arguments,
• to enable him to take responsibility for life, work and creativity in the community,
• to base the entire educational-upbringing work to establish on the knowledge of pedagogy, psychology and related sciences to them\textsuperscript{35} etc.

VII. THE ROLE OF ETHICS IN THE MANAGEMENT OF THE EDUCATIONAL INSTITUTION

The role of management in educational institutions is to enable the flow of knowledge, to develop the overall educational system, to actively support the knowledge program, to monitor the development of the knowledge infrastructure and to enable the creation of connections, coordination and communication, etc. The culture of the educational organization

\textsuperscript{33} Grupa autora, Etičko obrazovanje i učenje o vrednostima,Priručnik za učitelja” Ethika”,Erasmus +, Ljublana, 2015, str.15
\textsuperscript{34} Melisa Zukic, Deontologija učiteljskog poziva, Sokratova zakletva ili Etički kodeks, Sarajevo, 2018, str.107
\textsuperscript{35} Melisa Zukic, Deontologija učiteljskog poziva, Sokratova zakletva ili Etički kodeks, Sarajevo, 2018, str.106
provides support and cooperation in terms of creating and exchanging knowledge, change, innovation, openness, ethics and trust. If we look at the culture of education, the starting point should be a system of values, because culture is based on values. The main values focused on knowledge are: quality of knowledge, skills, competencies, expertise, knowledge exchange, innovation, work ethic and culture, etc. In this sense, an important role is played by the management of the institution, which is a series of activities related to the mutual relationship, in order to achieve the goals of the educational organization. Within an educational institution, managers give tasks and demand results, but leadership means more than that what is directing and motivating teachers and other employees to work in the best interest from the student's point of view and improving the educational process and development of a specific educational organization.

For management in education to be effective, it must be firmly based on training, which is a condition for timely and competent response to change, especially on:
- **people** (education, responsibility, motivation, knowledge, ability, skills, work ethic, initiatives, communication, etc.),
- **the physical environment** in which the education service is organized (appearance of facilities-institutions, technical equipment, interior, furniture, hygiene, green areas, infrastructure, etc.),
- **the process of delivery of educational services**, the organization of service delivery and the manner of satisfaction of the needs of a modern society and economic market, and
- **skills of employees in the process of service delivery**, level of treatment towards users of education services and among employees. 

The role of management and administration of educational institutions is very sensitive due to the specifics of the process of upbringing and education, therefore managers in educational institutions should pay attention to providing the basic segments of development in education, which are:
- **capacities** - provide an appropriate (professional) structure of people, knowledge and tools that will enable him to provide and perform his educational role;
- **competence** - is the ability to successfully apply knowledge and skills in the work process (organizational, individual and professional capacities);
- **institutionalization** - sustainability through the construction of new capacities in the surrounding environment.

Except for the key segments of education, managers of educational institutions or school managers at all levels from preschool to college (university) should take into account the basic dimensions of education, without which the educational process would not meet the requirements of modern society. Part of these requirements and dimensions of modern education are:

A. **Ontological dimension** (reality, realness),  
B. **Epistemological dimension** (knowledge, science), i  
C. **Ethical dimension** (norm value). 

It is generally known that managers are required to have the ability to innovate and manage in the planning, organizing, coordinating and controlling the performance of educational institutions. Management is both a science and a skill of the process of managing

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36 Goran Šormaz, Implementacija menadžmenta u obrazovanju kao ključni faktor razvoja i efikasnosti obrazovnih institucija, Doktorska disertacija, Beograd, 2018, str. 81

37 Isti autor i izdanje, str. 81
and governing an educational institution; it is also a creative practice and business philosophy. The "ideal manager" in education is an integrator of human resources and work processes, entrepreneur and producer of successful educational results, systematic initiator of ideas, actions and changes, creative visionary and planner, communicative coordinator, constructive technologist of organization and innovation, strategist through continuing education. When it comes to educational institutions, managers in these educational institutions should have modern managerial qualities, skills and knowledge. The main characteristics of a modern manager in educational institutions should be a high culture of behavior and professional ethics in work, which will become a factor of efficiency, advancement, communication, good work climate and overall results of the educational process. The manager in education must have both responsibility and skills, such as: leadership style, motivating associates, the way of making decisions, managing change, direct communication with associates.

Educational institutions, respectively, educational-upbringing institutions, differ from other institutions of society such as NGOs, political, labor, economic and other institutions, due to the specific activities they deal with. The specificity of the activities of the educational institution, at the same time, requires specific characteristics of the manager (director), and those are the moral and ethical values that need to be fulfilled. The ethics of an educational institution is an integral part of the entire process of educating children and other staff within the work institution. Therefore, educational institutions are managed or run by professional managers only who should keep in mind the specifics of the activities of educational institutions, and that is the education of our “future” or children. In the modern world where every day we witness the loss of moral and ethical values as well as negative phenomena in society, such as violence, theft, prostitution, drug addiction, etc., it is impossible to consider modern education of children without the general moral value of society. In that sense, it is impossible to invent the management of an educational institution without the ethical and moral value of the manager, and not only the manager (governor) but also other entities within the educational institution such as teachers, school professionals, pedagogue, psychologist, sociologist, etc.), laboratory assistants, administrators, technical workers, cleaners, and even students themselves as the final "product" of the educational process.

CONCLUSION

Modern society is going through rapid and profound changes that occur as a result of the process of globalization, integration and enlargement of the European Union, economic crisis, technological progress and social innovation, migration and challenges in the field of traditional identity. All these social transformations represent the educational sector, especially the education of professionals facing new challenges. The development of a knowledge-based society together with the process of globalization creates new social and individual needs in the field of culture, scientific and technological development, social cohesion, education, individual position in society as an active citizen, and personal development. Research has proven that early childhood education is the most important phase for initiating healthy development, which has a great impression on obtaining the right personality traits of each individual. Equally important is the time of adolescence of young people, which is a very sensitive and critical period for moral development. Education, given its importance in the "production" and transfer of knowledge and the preparation of the individual for his future life and work, is of great importance. In this context, the school, as one of the main and systematic factors for the upbringing and education of youth and society, remains one of the fundamental pillars for social development in general, but also for moral and ethical education. Moral and ethical education, intercultural dialogue and critical thinking have a significant role in preparing the future society, for all-round upbringing and education, and even for ethically mature people.
Ethics is the foundation of our human relationships to ourselves and to the world around us. The purpose and role of ethics has always been to preserve the human being as a person, human dignity as well as the requirements for leading a good life. Nowadays, as well as today's culture in which we live, is mostly characterized by pluralism that we have to face, then with the crisis and turmoil we are experiencing, with increasing interconnectedness of the world (globalization) and interdependence and "relativizing" of values, that is an expression of lessen trust in society and a loss of certainty in the answers that deal with the fundamental questions of our existence. Ethics protects and nurtures the humanity of our existence, within ourselves and in others, which is why the practice of dialogue is essential. We always live in a relation with others, and in a relation of mutual giving and receiving, for which recognizing our dependence on others and caring for others is essential. When it comes to the relation with others, it includes a wide range of activities, socialization and activities, which include the economy, market, education, sports, culture, etc. In economics, respectively, in work organizations, we have a relation, manager-worker; in the market, the seller-buyer relation; in education, the teacher-student relation and vice versa.

All of these relations within themselves support one important fact or trait that is nominative for a regular society and that is the ethics of mutual relation and trust. This nature of ethics is extremely important and dictates reflections on justice, solidarity, compassion and cooperation. Such efforts and discoveries are closely linked to dialogue, which is built on openness and mutual respect. These aspects are important for ethical education as their main goal is to strengthen such dialogue and empathize with such an attitude at all levels of the educational process. We should not only emphasize the basics of ethical norms (such as honesty, dignity and respect for life, non-violence, solidarity), but we should also turn to the virtues that an individual has and that can emerge at the level of society. The dialogical nature of ethics and ethical education prescribes openness to others and invites us to be open in the process of mutual growth and learning. The comprehensive nature of ethical reflection and awareness, invites us to an integrative approach in which attention would be paid to ethical topics, in most if not all school subjects, interdisciplinary, but also in school life in general. Teachers and educators should always keep in mind the guidelines of ethical and moral behavior and make good analyzes of their specific teaching needs in order to be able to provide to youth and children comprehensive and quality knowledge, key skills, and necessary moral and ethical values.

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