RESISTANCE MANAGEMENT IN EDUCATION - TEACHERS' RESISTANCE TO THE USE OF ELECTRONIC BOARDS (SMART BOARDS)
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Abstract. Modern and innovative management in education requires full commitment to work, responsibility, and efficiency in performing tasks that ultimately lead to the success or failure of the manager. When the managerial function is performed in the educational process, in scientific research or in the educational activity, then success is related to a number of other factors that create the character of the institution, such as the specifics of their business, the importance of these institutions for the general development of the country, qualification structure, etc.

Referring to these segments of the characteristics of a successful principal manager in the school and starting from the fact that the managerial skills of a principal in the education system are evaluated in managing the innovations or changes that occur in the school and knowing the fact that these changes show resistance tendencies from both teachers and other school staff, technical, administrative and pedagogical, this theoretical-empirical work includes a concise analysis of a resistance of teachers that was presented within several years of education (2013-2019) to the use of the Whiteboard in the teaching process in high school. It is worth mentioning that, with the increase of the number of Electronic Boards in the school as an innovation, the number of teachers that show resistance to their use also increased and in the last two years; it is worth mentioning that with the measures and mechanisms undertaken by the principal (organizing trainings in the school for the use of Electronic Boards and rewards for teachers who achieve concrete success with the use of Electronic Boards) in the last two years this resistance decreases.

Key words: Management; Change management in education; Educational methods; ICT in education; Smart electronic boards.

Introduction

Every organization wants to attract, motivate, and retain qualified employees and link them to jobs for which they are well trained. Human resource managers meet this objective by directing the administrative functions of human resource departments. Specifically, their job is to oversee employee relations in order to ensure regulatory compliance, and to manage employee-related services, such as payroll, training and benefits.

Human resource managers plan, direct, and coordinate the administrative functions of an organization. They also oversee the recruitment, interviews, and recruitment of new employees as well as the evaluation of their actual performance; they consult with senior management on strategic planning as well as serve as a link between the management of an organization and its employees. Furthermore, they oversee the employment rate, and human resource managers are responsible for overseeing all human resource departments, including the administration of a human resources team.

Successful manager in general, even in education, means being diverse, a determined person capable of planning, coordinating, controlling, motivating, building good

interpersonal relationships; a person with a special responsibility for work, competent, tolerant, etc. Successful manager means, above all, the possession of innate talent, stability, perseverance, skill, ambition, independence, ability to decide quickly, intellectual effectiveness, wealth of ideas, courage in research and objectivity in evaluation.

In addition to these qualities, it is necessary to have professional knowledge and experience. Professional knowledge of new principals means that in order to work in new conditions, knowledge must be gained in higher education institutions in the country, both from economic structures and from other structures that are necessary for the profiling of this staff. Normally, following the example of those developed countries that pay close attention to this staff profile.

1. The concept of Management with changes, innovations, and innovations in education

The last period, with reforms in all spheres of education, is filled with a series of events. This transition necessarily requires the modernization of educational technology, modernization and equipping of education, scientific research according to international standards and accepted rules for the verification of knowledge. Competition in the labor market will inevitably strengthen the competition between institutions in this area, which will lead to increasing the quality and modernity of the educational offer The evaluation and material position of education and research science depend on this. The competition will throw out those institutions that do not adapt to the new requirements and the new times. Therefore, the new market behavior environment requires changes in all areas of operation of these institutions, such as [1]:

- ✓ Changes in the position of educational institutions and scientific and research activities in the country;
- ✓ Changes in material position;
- ✓ Changes in technical and technological equipment;
- ✓ Staff changes;
- ✓ Changes in planning;
- ✓ Changes in the organization;
- ✓ Changes in governance;
- ✓ Changes in coordination;
- ✓ Changes in control, etc.

In a word, adapting to the conditions of the operating market, among other things, requires the introduction of quality management conditions for the successful realization of the goals set with these institutions.

The basic question that put before the management in education with the changes is: how can these changes be implemented? Innovative and successful change management requires an answer to the questions [2]:

- • Why do we need to change?
- • Why exactly are these changes needed?
- • Is the institution able to implement them - the changes in question?
- • What will the institution, its governing structures, do to help the individual to go through the process of these changes?

Managing change in education is not just a skill, it is a science. This is a process that is constantly changing and there is no single recipe for moving an educational institution from one level to another. Management in view of changes in education should [3]:

- ➢ Analyze the institution they manage, as well as what they needs to change;
- ➢ Create a common goal and vision in which everyone will participate;
- ➢ Create a sense of need for change;
- ➢ Work on i leadership skills, which will gain the trust of other collaborators;
- ➢ Drafting a plan for the implementation of the change, as well as a report on the achievement at all stages of implementation;

➢ Strive for education, training and continuous improvement of all contributors, putting themselves in the first place, as an example to others;
➢ Exercise positive communication, initiate conflict constructiveness, involve other employees and respect them;
➢ Control, improve and institutionalize theange.

Managers who initiate and manage the change process know that the legitimacy of their activities is not guaranteed just by introducing the current change as a complete action; recognition for them is the creation of an institution that will continue to transform. Their task is to develop the ability to learn based on their experiences from previous changes in their associates, which in them will increase the level of readiness and the ability to wait for the future change. All requests for change must be in line with the vision, mission, and goals of the institution. Effective management in education will only create a favorable psychological climate for change in the current educational institution [4].

2. Empirical presentation of the problem of resistance to Electronic Boards (Technical High School - Gostivar)

After collecting data from the annual analysis of the pedagogical service of the school and recording them in a numerical table system, we find that the technical high school in Gostivar during the years 2014-2020 has been equipped with a total of 16 smart electronic boards from the MES, from various donations and projects that have been developed in this period as well as with the school's own finances, all this as a modernization of the teaching process within the framework of the use of ICT in education.

Table 1. Number of smart boards in school and age and number of teachers resisting them
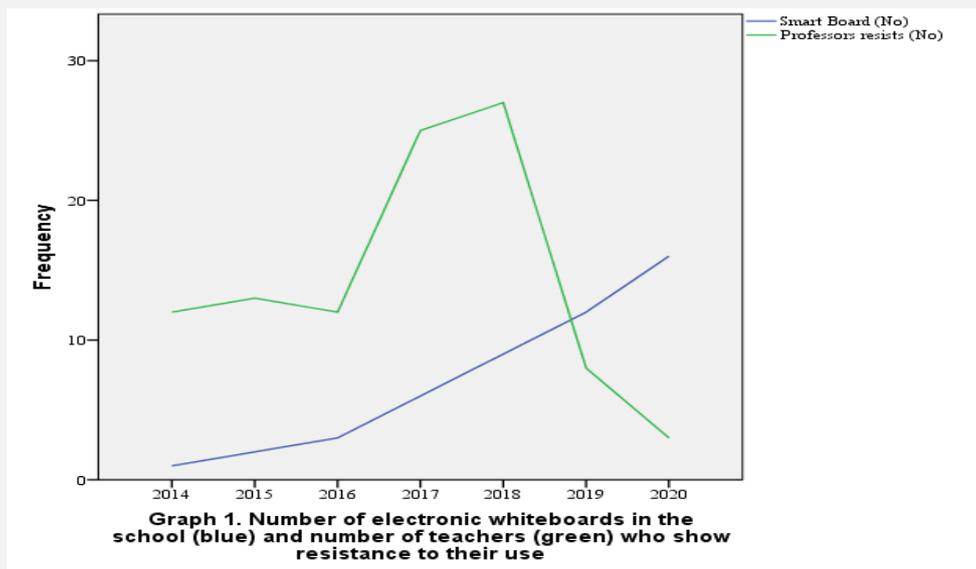
		Number of smart boards	Number of teachers who resists	Average age of resisting teachers
	2013/14	1	12	48
	2014/15	2	13	48
	2015/16	3	12	49
School year	2016/17	6	25	46
	2017/18	9	27	47
	2018/19	12	8	50
	2019/20	16	3	55

On the other hand, in Table 1 above, according to the evidence of the pedagogical service, the result is that in this innovation there is resistance from the teachers and we can say that with the increase of the number of smart boards, the number of teachers who resist their use in the educational process has increased, but it is worth noting that the age of the resistant teachers ranges from 46 to 55, i.e., an average of 49 years, reflected below in Table 2, i.e., a more experienced population from which we can say that the use of smart boards poses problem for older school teachers.

**Table 2.** Descriptive statistics of the age of resistors to use the smart table

Mean	49.00
Std. Deviation	2.944
Minimum	46
Maximum	55

Graph 1 below shows two curves or time movements (2013-2019) of the number of smart boards in the school and the number of teachers who resisted their use during the teaching process in the technical high school of Gostivar:

Graph 1. Number of electronic whiteboards in the school (blue) and number of teachers (green) who show resistance to their use
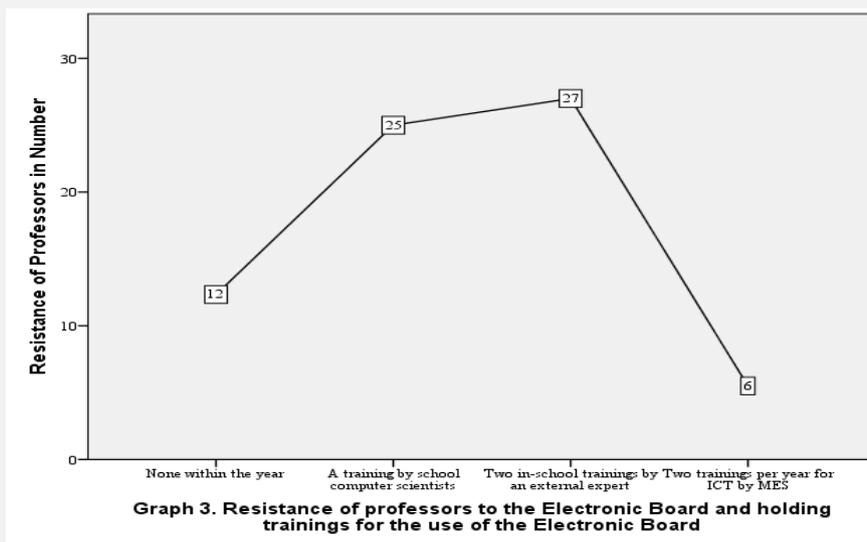
From Graph 1 above we can conclude that during these years with the increase of the number of smart boards the number of teachers resistant to their use in the educational process has increased, but with special emphasis on 2017/18 then the change or root of resistance to smart boards happens as a result of mechanisms and measures undertaken by the principal as the manager of change and innovation or mechanisms against the resistance in question. Now let us look at these measures and mechanisms according to numerical frequencies and their qualitative analysis.
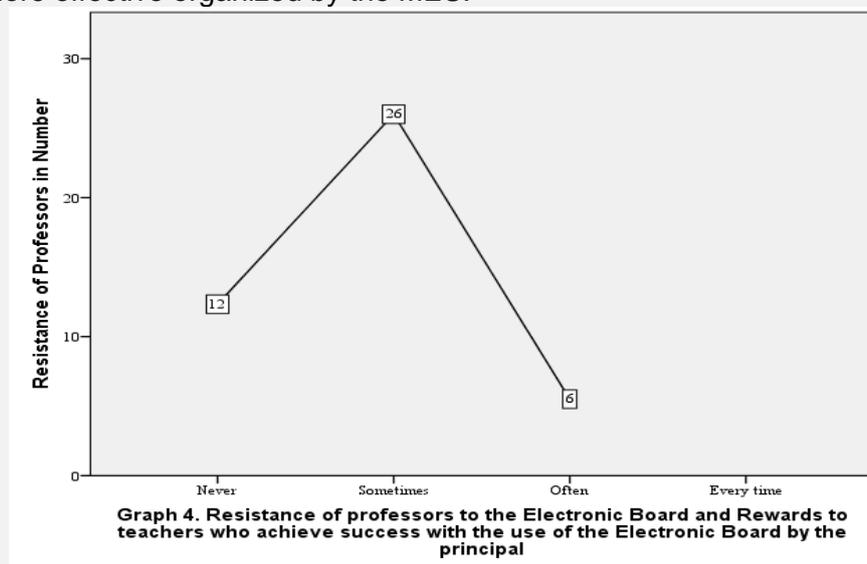
The first measure taken by the principal to avoid this resistance of teachers to the use of smart boards in the teaching process is the organization of professional and effective training for the use of smart boards. It is worth mentioning here the additional resistance of teachers, especially those of older age, who are not willing to attend seminars outside the school and are not interested in training by the internal staff of the school itself. Therefore, at the beginning of 2016, the principal organized training for school boards and computer science and since that year there is no decrease in resistance; during the following years the principal organized trainings with external experts and with the help of MES appointed and organized official trainings where their follow-up was the effect of training diminished the resistance especially during the last two years (Graph 2).

Graph 2. Holding trainings for the use of Electronic Boards organized by the director
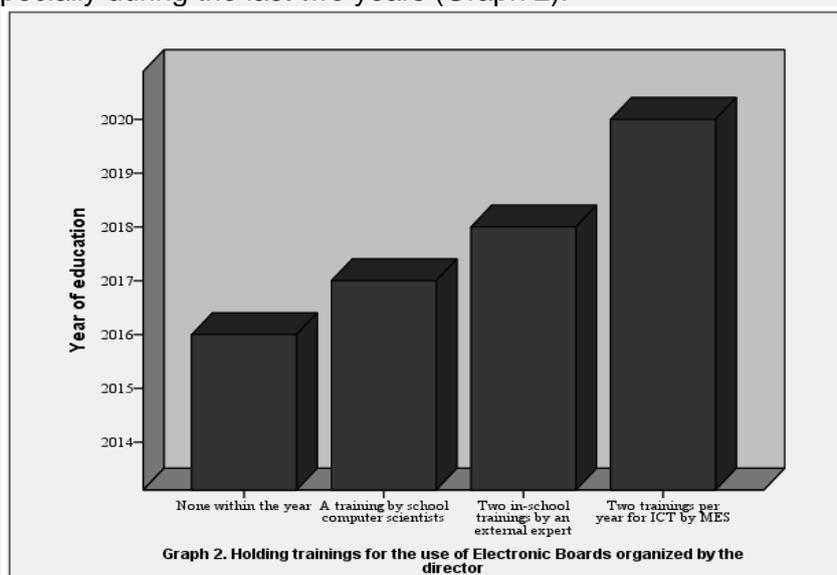
To have a clearer picture of this situation, the data on the number of teachers who resisted during the years 2014-2020 are presented on the y axis and the types of training during the years in question are presented on the x axis of Graph 3 below:

Graph 3. Resistance of professors to the Electronic Board and holding trainings for the use of the Electronic Board

So, Graph 3 above clearly shows the decline in the number of teachers who resisted over the years with their participation in training, especially organized by external experts and much more effective organized by the MES.

Graph 4. Resistance of professors to the Electronic Board and Rewards to teachers who achieve success with the use of the Electronic Board by the principal

As an additional measure to avoid resistance to the use of smart boards in the educational process in the technical school of Gostivar, the principal also uses the provision of material rewards previously determined by the regulation for rewards in school, rewards for teachers who achieve concrete success in teaching (with special protocols for evaluation provided for the quality of teaching by the pedagogical service).

So, the graph above clearly shows it and we can say that the increase in the frequency of the use of material rewards for teachers who achieve concrete success with the use of smart boards in the teaching process results in the decrease in the number of teachers who resist it during the last two years in school.

So, with the two measures taken by the principal as the manager - with changes and innovations, that is, with the organization of trainings for the use of smart boards and with the use of material rewards for achieving concrete success with the use of smart boards in the teaching process, we find that the school principal managed to avoid and reduce the resistance of teachers to technology, in fact to smart boards in the teaching process in the technical high school in Gostivar.

Conclusion

Now, if we refer to the main purpose of the research in question on how to manage change and innovation by the school principal in the context of what problem and resistance these changes and innovation can cause, based on the analysis and results of the high school case in Gostivar, where with the measures and mechanisms undertaken by the principal to face the resistance shown towards the innovation of smart electronic boards in school by teachers during the school years 2013-2019, we can generally say that the theoretical-empirical work reached these conclusions from the descriptive and conclusive statistical analyses, i.e., with the two measures taken by the principal as the manager - changes and innovations, i.e., with the organization of trainings for the use of smart boards and the use of material rewards for achieving concrete success with the use of smart boards in the learning process, I find that the school principal managed to avoid and reduce the resistance of teachers to technology (smart boards) in the teaching process in the high school in Gostivar.

And now, if the basic concept or innovative profile of the principal focuses mainly on the relationship, motivation, collaboration, and sound structure of the teacher/-s then it is recommended that principals should communicate and collaborate with their teachers regularly. This should be a constant exchange between principals and teachers in order to strengthen the school. Principals should communicate via e-mail, written newsletters, meetings presentations, one-on-one meetings, or small group meetings. This will keep teachers informed and help to improve their relationship. The principal should establish a collaborative relationships with teachers, more than just an exchange of information; this occurs when two or more people engage in the practice of joint decision-making. The principal should give teachers a voice in decision-making on issues that affect them. This is important for building a good relationship, sense of competence and belonging to the teacher. Fostering these feelings is very important for teachers, to create a positive atmosphere and a positive attitude towards work.

Based on the results, it is recommended that the principal should support teachers using a collaborative style, where teachers share concepts and ideas for the benefit of students. The support and attitudes of the leader are an important factor in creating a climate of trust and a positive atmosphere. Teachers feel good when they become part of problem solving. This increases their responsibility and creates a positive work climate. Teacher professional development, as an important process that directly affects the increase of teaching quality, is recommended to be organized and stimulated by the leader, because part of the success of any teacher depends on their knowledge and skills, on their training. Sustainability and continuity of the professional development of teachers is the responsibility of each school and its leader. The principal should take care of teachers by providing the teaching support and resources needed to do their job effectively. The learning approach is a guiding feature that influences student achievement and the creation of a positive climate. Principals need to learn to motivate teachers. They should use strategies to motivate their teachers through various notes, specific praise, formal and informal evaluation, recognition of success, and celebration of success. Everyone likes to feel valued. Motivation instills in teachers the feeling of being valued.

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