

RESEARCH ARTICLE

Engineering

New Public Management of AREF Casa-Settat Schools: Constraints and Performance Improvement

Nueva Gestión Pública de las Escuelas AREF Casa-Settat: Limitaciones y Mejoras de Desempeño

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Abstract. Objects of study aims to comprehend the integration of new managerial strategies in the administrative reform of public school, the implementation of the NPM principles allowing the improvement of the quality of the piloting process and of pragmatic action-oriented mechanisms. This article studies the level of operationalization and the streamling of public administration management practices, while trying to identify constraints and assessing improvement plans. *Theoretical Frame:* The foundations of the study make it possible to balance the theoretical, empirical and scientific aspects of NPM. On a theoretical level, it offers a scope of analysis of new public management practices. We will also consider the doctrinal approaches and principles in close relation to the school setting. *Recommended Methodology:* Our research methodology is an exploratory descriptive study, the data collection instruments are mainly the documentary study, the analysis of management practices of the people involved and the stakeholders of the establishment. It is based on the government program model which is built on 4 components: management autonomy, evaluation, institutional openness and management capacities support. *Results:* The results show that the improvement of schools requires the implementation of a managed, controlled and dynamic steering system that is oriented towards the search for organizational performance. This improvement would be through the integration of NPM practices that aim to optimize performance through private sector practice.

Keywords: NPM, organizational performance, management practices, administrative governance and strategic management.

Resumen

En el presente estudio buscamos comprender la integración de nuevas estrategias gerenciales en la reforma administrativa de la escuela pública, la implementación de los principios de la NGP que permitan mejorar la calidad del proceso de pilotaje y de los mecanismos pragmáticos orientados a la acción. Este artículo estudia el nivel de operacionalización y la racionalización de las prácticas de gestión de la administración pública, al

tiempo que intenta identificar las limitaciones y evaluar los planes de mejora.

Marco Teórico: Los fundamentos del estudio permiten equilibrar los aspectos teóricos, empíricos y científicos de la NGP. A nivel teórico, ofrece un ámbito de análisis de las nuevas prácticas de gestión pública. También consideraremos los enfoques y principios doctrinales en estrecha relación con el entorno escolar.

Metodología recomendada: Nuestra metodología de investigación es un estudio descriptivo exploratorio, los instrumentos de recolección de datos son principalmente el estudio documental, el análisis de las prácticas de gestión de las personas involucradas y de los stakeholders del establecimiento. Se basa en el modelo de programa de gobierno que se construye sobre 4 componentes: autonomía de gestión, evaluación, apertura institucional y apoyo a las capacidades de gestión.

Resultados: Los resultados muestran que el mejoramiento de las escuelas requiere de la implementación de un sistema de dirección gestionado, controlado y dinámico que esté orientado a la búsqueda del desempeño organizacional. Esta mejora sería a través de la integración de prácticas de NGP que apuntan a optimizar el desempeño a través de la práctica del sector privado.

Palabras claves: NGP, desempeño organizacional, prácticas de gestión, gobernanza administrativa y gestión estratégica. Project-based learning, Self-regulated learning, Project-based learning management system, activity traces, self-declaration, dynamic dashboard, digital personal project.

Resumen

AAD Self-Digested Learning es una estrategia de aprendizaje orientada al sujeto actor, capaz de reconfigurar sus recursos de forma autónoma y responsable. Esta última permite concebir el proyecto de acción personal y colectivo de manera consciente y resonada. ADA ofrece a los estudiantes adultos la oportunidad de planificar y gestionar sus recursos, colaborar con sus compañeros para desarrollar competencias culturales, metodológicas y tecnológicas. Sin embargo, la implementación de un enfoque centrado en AAD depende de la experiencia andragógica y pedagógica, mediante el manejo de la complejidad de la situación de enseñanza-aprendizaje desde el modelado y la personalización de una familia de situación de aprendizaje diferenciada y personalizada a las necesidades y estilos de aprendizaje de los estudiantes adultos.

Al mismo tiempo, las tendencias andragógicas actuales continúan pregonando el uso de un enfoque de aprendizaje para la reflexividad y la autogestión de proyectos de acción personal y colectiva. Identificar la familia de situaciones problemáticas de autogestión puede ayudar a los alumnos a adquirir estas habilidades. Sin embargo, la mayoría de los esquemas de formación académica privilegian los enfoques expositivos y magistrales en detrimento de los enfoques andragógicos, solicitando el poder de análisis, reflexión y gestión de los propios procesos de aprendizaje.

El objetivo principal de este estudio es mostrar la importancia del aprendizaje autorregulado y su estrecha relación con la planificación y gestión del aprendizaje reflexivo. Proponemos una modelación sistémica y holística de las estrategias pedagógicas, promoviendo la autogestión del aprendizaje. La diversificación de las estrategias didácticas y el conocimiento de los principios andragógicos constituyen la directriz, que guían y ayudan a los educandos a comprender el proceso de construcción y autorregulación de los proyectos de acción personal (AHS) actualizados. La identificación de la familia de situación de autogestión del aprendizaje (SAA), funda el nuevo dispositivo de ingeniería didáctica de tareas (según un objetivo ergonómico y didáctico profesional).

Hemos adoptado dos instrumentos de medición: una herramienta de informes y un tablero digital y dinámico. La herramienta de informes para apoyar el proceso de reflexión y planificación de los alumnos, llevándolos a describir sus actividades instrumentadas, sus planes de acción y sus evaluaciones sobre las actividades realizadas durante el proyecto para ayudar y optimizar la toma de decisiones. Estas actividades de producción se integran con datos de autorregulación para mejorar la calidad de los proyectos formalizados. El tablero

dinámico permite a los alumnos administrar los indicadores de control y rendimiento. Los alumnos pueden especificar los datos de la situación de acuerdo con los objetivos esperados. Hemos implementado esta propuesta metodológica con el desarrollo de una tutoría inteligente basada en la formalización de actividades conceptualizadas, que integra la herramienta de reporte y el tablero personalizado. Para evaluar nuestra propuesta, primero probamos la capacidad de crear una gran muestra de indicadores que se proponen en investigaciones existentes sobre el análisis de actividades de empoderamiento y cognición. Además, se realizó un estudio exploratorio para evaluar la usabilidad y la utilidad percibida de los principios andrágicos. Con base en los resultados de esta investigación, encontramos que AAD apoya las reflexiones de los alumnos sobre cómo llevan a cabo su proyecto tecnológico y les proporciona los medios apropiados para dirigir y gestionar sus actividades de aprendizaje, incluso si la creación de indicadores parece difícil para los principiantes.

Palabras clave: Aprendizaje basado en proyectos, aprendizaje autorregulado, sistema de gestión de aprendizaje basado en proyectos, seguimiento de actividades, autodeclaración, tablero dinámico, proyecto personal digital.

1 | INTRODUCTION

Proper school management is an important practice when it comes to improving the teaching / learning process of students. In the same context, the OECD states that a well-designed school assessment focuses on the school work processes that influence students' performance such as pedagogy and learning, leadership, administration, learning environment and human resource management [1]. According to these principles, we note that staff administration and management is an important leverage in the continuous improvement of student performance. Schools operate in a constantly evolving environment with a view to training and developing the capacities of future citizens. Likewise, Moroccan public agendas put school at the very center of national priorities and concerns [2]. School management takes many forms mainly centered on the application of governance principles which is categorized under three headings which are the administrative, educational and financial governance [3]. School management is part of the management of public institutions. Public management is considered as "A set of processes for finalizing, organizing, coordinating and controlling public institutions aimed at developing their general performance and managing their development while respecting their vocation" [4]. In addition, this mode of management of the public administration has known modernization attempts over the time while going through several modes. In 1991, Christopher Hood proposed the name of New Public Management (NPM) by the description of new management trends in the reform of public administration. The NPM is a management method centered on effectiveness, efficiency and relevance. In other words, allowing the public sector to have a culture of performance and evaluation. The reform of the education system and the improvement of student performance undergo school management quality improvement. Therefore, [5] designates that school management is "the conduct of collective action in order to help all students succeed". Through this article, we will try, in the first part, to present a theoretical analysis of New Public Management. We will also present the principles of this mode of management in the educational section and finally we will present the application of this mode in the provincial delegation Nouaceur.

2 | THEORETICAL FRAME

2.1 | New public management

With the aim of modernization, the management of public organizations and the improvement of their services, the birth of the concept of new public management (NPM) or "la Nouvelle Gestion Publique" (NGP) arises because of the work of [6] which states that NPM is the best form of public management. He bases his work on the idea that managerial efficiency can only be achieved by applying the methods used in the private sector. On their side, [7] defines NPM as "an approach to public administration that uses the knowledge and experiences gained in business management and other disciplines to improve the overall efficiency, effective-

ness and performance of services and audiences in modern bureaucracies. "The NPM is a cross-disciplinary approach, touching several functions [8], hence the main idea of NMP is that public sector administrators become real managers based on the 3 E's "Economy, Efficiency, Efficiency" [9].

Indeed, we cannot define the NPM as a unified concept for it is made up of a largely coherent set of reform elements which are initiated individually according to the current situation. The principles of the public sector are public satisfaction and adaptability according to their needs, while the main principle of the private sector is profitability. Hence, NPM is an approach that challenged administrative traditions through a series of reforms inspired by the private sector.

2.2 | Historically

Through the documentary study, it appears that the birth of NPM took place in the late 1970s and early 1980s in the United Kingdom and in some governments in the United States, due to economic recession and uprisings [10]. Then it spread in all OECD countries to help the public sector " become leaner and more competitive while, at the same time, trying to make public administration respond to citizens' needs by offering value for money, choice flexibility, and transparency » [11].

New Public Management in Education Education is one of the most important public sectors, hence it is subject to regular system reforms. Additionally, this sector has the largest budgets and staff in most countries. Therefore, it is largely affected by the reforms inspired by the assumptions of the NPM [12].

In the educational sector, NPM is understood as being a portion of an attempt of re-acculturation and restructuring of the educational offer around the managerial approaches of educational systems and organizations, so as to emphasize a new set of 'educational imperatives linked to standardized measures of educational performance [13]. In education, NPM is based on four axes that we mention in this section [12]:

1. Promoting school autonomy
2. Adopting managerial approaches in school systems
3. Market-based competition between schools
4. Outcome-based incentives for students and teachers

3 | NPM IN MOROCCO

In the last decade, Morocco has seen enormous reforms in several sectors. Likewise, the OECD Report represents the degree of the country's commitment to the reform of its systems. Similarly, the OECD shows that Morocco has "made enormous efforts by accelerating the implementation of reforms and by engaging in the development of new public policies in sectors such as education, health, regionalization... [14].

In 2012, public policies established a project [15] which emphasizes guidance and approaches that aim to satisfy citizens' needs. This program presents a roadmap for the operationalization of laws, institutions and policies. In order to restore confidence in public schools, this program places the school at the center of the interest given to the education system. For this school reform will be based on the principles of the NPM which is presented in six principles:

- Regular production and performance evaluation of educational institutions in support of the principle of decentralization and linking responsibility to accountability, which will measure results and achievements and help pilots the education system.
- Institutional openness which will enable educational institutions to strengthen their connection to educational, administrative and social
- supporting the capacities of institution management in view of the multiple roles assigned to its administration.
- The development of an educational program that implements national objectives, taking into account local specificities and contributing to the creation of a new dynamic aiming to improve education.

- The eradication of unhealthy phenomena that have spread in establishments and in their environment, such as violence, drug use and sexual harassment.
- Autonomy management which is an essential factor in the improvement of decision-making in education, finance and administration with the gradual implementation of this autonomy.

4 | PROBLEM

Improving the performance of public organizations is an essential stake for each country, it induces public policies to restructure their systems according to their needs. Under these conditions, the introduction of NPM in these systems would be an advantage. Similarly, this concept has become dominant with regard to the reform of public organizations [17]. In this context, Morocco chooses to restore confidence in public schools through proper governance and improvement of school performance [3]. So, the purpose of our research is to identify the degree of advancement and application of the principles of NPM in school management. Therefore, the central question that our study tries to answer is: Is the use of NPM in schools effective in improving the performance of these institutions?

5 | METHODOLOGY

The methodology adopted for our study will be based on an exploratory descriptive approach. A questionnaire which takes up the central points of our problematic is distributed to a target population made up of 12 qualifying high schools of the provincial delegation of Nouaceur. Three establishments did not fulfill the necessary conditions for the approval of their answers, so we opted to only analyze 9 questionnaires.

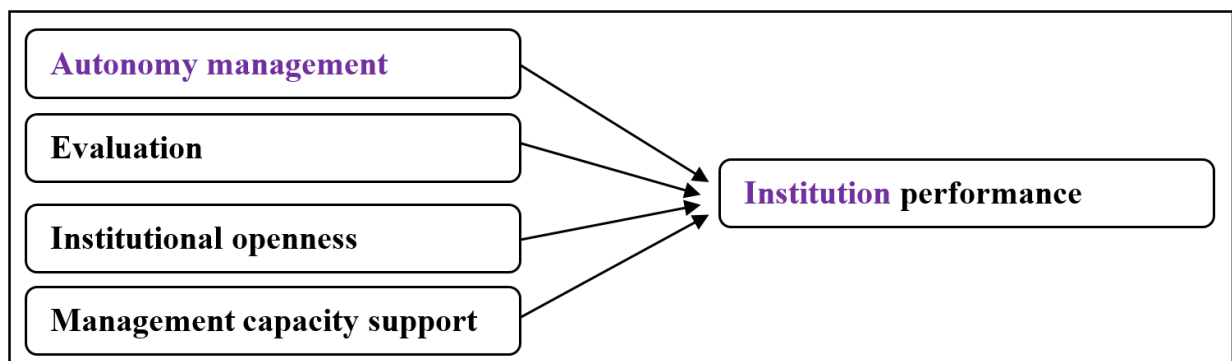


FIG. 1 Proposed research framework.

Our literature review allowed us to examine previous research on NPM and its results, specifically the performance of its organizations. This review provides a solid basis for the selection and finalization of NPM's most influential performance indicators on public organizations. Fig. 1 shows our reference framework which is based on the government program in 2012.

6 | RESULTS AND DISCUSSIONS

6.1 | Results

6.1.1 | General information on the management of the institutions

TABLE 1 General information

		Frequency	Percentage
I-Number of teachers by establishment	Between 20 and 30 teachers	1	11%
	Between 30 and 40 teachers	2	22%
	More than 50 teachers	6	67%
II- Number of students per establishment	Between 1000 and 1500 students	1	11%
	Between 250 and 500 students	3	33%
	Between 500 and 1000 students	1	11%
	More than 1,500 students	4	45%
III- Number of administrative officials by establishment	Fewer than 3 officials	2	22%
	Between 3 and 6 officials	4	45%
	More than 6 officials	3	33%

TABLE 2 Responsibilities of establishment

	1-Who is responsible for developing the School Project (SP)?		2-2- Who oversees the establishment project?	
	F	%	F	%
Head of the establishment (HE)	6	67%	5	56%
Establishment Management Board (EMB)	7	78%	6	67%
Parents Association	4	44%	2	22%
Teachers	5	56%	3	33%
Total	22	244%	16	178%

The results of the first question show that 67% of the heads of the institution enter the process of developing the school project, while 56% of them oversee it. As we can see, 78% of the respondent's state that the EMB takes part in the development of the project and 67% state that they take part in piloting it. As for the parents' association, 44% of the heads of establishments answered that this it takes part in the project development and participates with 22% in piloting of the project. As for the teachers, the HE affirms that they participate in the elaboration of the SP with 56% and with 33% for the piloting.

TABLE 3 Financial management

Does your establishment present annual financial accounts at any request from the authorities?	F	%
Yes	6	67%
No	3	33%

67% of the heads of establishments declare true that they presented financial reports after requests. Moreover 33% of them did not present them.

TABLE 4 ICT use in the establishment

Do you use ICT to communicate with employees in your establishment?	F	%
Yes	9	100%
No	0	0%
If so, what are the tools used?	F	%
The meetings	6	67%
WhatsApp	8	89%
Mail	7	78%
Messaging	5	56%
Total	26	289%

100% of establishments surveyed use ICT as a means of communication with 89% of them using WhatsApp, 78% Mail, 67% meetings and 56% using messaging.

TABLE 5 Strategic planning

Do you have strategic planning for your establishment?	F	%
Yes	9	100%
No	0	0%

6.2 | Evaluation

TABLE 6 Performance evaluation

	Yes		No	
	F	%	F	%
Is there a periodic performance review of your institution?	7	78%	2	22%
Is there a performance appraisal of teachers?	6	67%	3	33%
Are there performance indicators in your establishment?	8	89%	1	11%

Based on the answers, it shows that 78% of the HEs surveyed are subject to periodic evaluations while 22% aren't. On the one hand, 67% of HEs declared in their answers that their teachers are subject to performance appraisals, on the other hand, 33% answered with no. Lastly, 89% of HEs affirmed that there are performance indicators in their establishments, but 11% stated that they have none.

TABLE 7 Management tools

Do you use management tools in your establishment?	F	%
Yes	8	89%
No	1	11%

Table 7 shows that 89% of HEs use management tools in their establishments, yet 11% do not.

6.2.1 | Institutional openness

TABLE 8 Communication evaluation

How do you assess your communication with your stakeholders (students, partners, parents, etc.)?	F	%
Weak	0	0%
Fair	0	0%
Pretty good	3	33%
Good	6	67%
Very well	0	0%

Based on Table 8, 67% of HEs have good communication with their stakeholders, and 33% have a fairly good one.

TABLE 9 ICT external use

What ICTs do you use externally (for better communication)?	F	%
Facebook page	7	78%
Direct phone call	7	78%
Site of the establishment	4	44%
Newsletter	0	0%
Total	18	200%

The responses of the HEs surveyed show that 78% of them use Facebook pages to communicate their news to stakeholders, over 78% use direct phone calls, 44% use a site of the establishment for external communication.

6.2.2 | Management capacity support

The statistical data in Table 10 shows that 67% of the HEs have a participatory management style while 33% have a directive style.

6.3 | Evaluation

TABLE 10 Training in management

	Yes		No	
	F	%	F	%
Have you received initial formal training in running a school?	6	67%	3	33%
Did you participate in continuing training in management areas during these two years?	2	22%	7	78%

The HEs surveyed received initial training in the management of schools with a percentage of 67%, and 33% of them did not benefit from one. On the other hand, 78% of HEs did not benefit from continuing training during their last two years of work.

6.4 | DISCUSSION

6.4.1 | Autonomy management

According to the analysis of the responses of the HEs, it was first noted that these leaders enter the decision-making process concerning the education component through the development of the SP and the application and management of this project; all this is done in consultation with the EMB and the parents' association. Secondly, concerning the financing component, we noted that there is greater transparency of the accounts through the presentation of the financial accounts of the establishments by a 67% percentage of the HEs at any request from the authorities. Third, the HE does not enter into the process of recruiting human resources (HR) and only specifies the staff needed. In addition, for an optimal modernization of the school, 100% of the HEs surveyed use ICTs for communication with their HR.

6.4.2 | Evaluation

The results of the analysis of this component indicate that the schools surveyed are subject to periodic production evaluations, whether at the level of the performance evaluations of the establishment or the performance of teachers. The mode of management of these institutions show shortcomings when we realize that the piloting is centered around the use of activity management dashboards accentuated on the absenteeism of teachers / students, availability of classes ...As for the level of other activities of the establishment, we find that 11% of HEs surveyed use other management methods such as the cost monitoring table while 22% use a table of external benchmarks and comparison.

6.4.3 | Institutional openness

Our third framework of analysis shows that HEs communicate properly with their stakeholders all in the aim of strengthening their connection to their social environment, in addition to strengthening of the administrative and educational environment through the use of ICT by the majority of establishment to communicate their students' results, as well as the activities organized by the institution.

6.4.4 | Management capacity support

Our last axis focuses on the improvement of management capacities, hence the management style adopted by establishments that we find mostly positive for it is based on collaborative management that focuses on human relations. Moreover, 67% of HEs are successful in formal institution management training except that 78% of them did not participate in continuous training to get an idea on new management methods and their adaptation to new national education strategies.

Conclusion

In light of the points made, many difficulties have been raised, which consequently directly impact the managerial practices of the HE. The information raised through our survey showed that the integration of NPM in schools has already been adopted, but it remains modest because public policies have yet to deploy this management method to improve the performance and efficiency of public organizations. The results show that the improvement of schools requires the implementation of management, and a controlled and dynamic steering system oriented towards the search for organizational performance. This improvement would be through the integration of NPM practices that work on optimizing performance through private sector practice. To overcome the obstacles that we have mentioned and improve, I recommend:

- The commitment of all stakeholders to achieving the objectives set for the projects.
- Giving more autonomy to the school head when it comes to resources management.

- Offering continuous training periodically to update and modernize their knowledge.
- The professionalization of managerial practices of HEs.

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