Management in education by applying strategic planning

Gestão na educação com aplicação do planejamento estratégico

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Abstract

Strategic planning is vital in all organizations, including the management of an educational institution. In this context, the study seeks to present the application of strategic planning in educational management. The methodology used was an applied theoretical and conceptual essay with descriptive and bibliographic characteristics and a qualitative approach to data. We searched management journals for articles that addressed strategic planning in educational management. Thirty articles that addressed strategic planning in education management were investigated in the title, abstract, and keywords. Twenty-one articles were selected that carried out empirical studies in educational institutions that prepare strategic planning in their management or aim to implement it. Among the results achieved, we found that the main reason that facilitates or inhibits the implementation of strategic planning in the management of educational institutions is the transparency of the objectives to professionals along with the manager, meaning a plan built with the participation of all will be much easier to achieve the expected goals and be able to have an overview of the past to project the future, thinking about the pedagogical, economic and financial aspects and the existing competition in the sector.

Keywords: Management in Education; Strategic Planning; Educational Institution.

Resumo

O planejamento estratégico é importante em todas as organizações, inclusive na gestão de uma instituição de ensino. Nesse contexto, este estudo busca apresentar a aplicação do planejamento estratégico na gestão educacional. Na metodologia, utilizou-se de um ensaio teórico conceitual aplicado, com características descritivas e bibliográficas e abordagem qualitativa dos dados. Buscou-se nos periódicos de administração artigos que abordavam o planejamento estratégico em gestão na educação. Foram investigados 30 artigos que abordavam planejamento estratégico em gestão de ensino no título, resumo e palavras-chave. Destes foram selecionados 21 artigos que realizaram estudos empíricos em instituição de ensino que elaboram planejamento estratégico em sua gestão ou estão almejando a implantação do mesmo. Entre os resultados alcançados, constatou-se que o principal motivo que facilita ou inibe a implantação do planejamento estratégico na gestão de instituições de ensino é a transparência dos objetivos aos profissionais junto ao gestor, ou seja, um planejamento construído com a participação de todos será muito mais fácil atingir os objetivos esperados e poder ter uma visão geral do passado para projetar o futuro, pensando nos aspectos pedagógicos, econômico-financeiros e a concorrência existente no setor.

Palavras-chave: Gestão na educação; Planejamento estratégico; Instituição de ensino.

1. INTRODUCTION

When we talk about managing an organization, we are talking about administering. Administering or organizing a company is a process of planning, directing, and controlling all the resources surrounding it. For Dourado (2012), educational administration and educational management are often understood as synonyms and often as distinct terms. According to Martins (1999), the administration is a rational process of organization, command, and control, while for Silva (2009), management can be considered a more comprehensive process than administration because management recognizes the conscious and enlightened importance of the professionals involved to make decisions about guidance and execution of their work. Thus, Bordignon (2004) defines educational management as a political, administrative process elaborated to grant guidelines to those responsible for management so that they can act in an organized, oriented, and feasible way.

In this context, the manager of an educational institution is increasingly concerned about doing a good job and improving its management because the reality experienced today requires one to seek innovations to improve the quality of education and service to the public that assists him. In order to contribute to good school management, there is strategic planning. Strategic planning is linked to all and any organizational administration and is considered a management tool that covers all hierarchical levels. In this context, the public or private school administration is framed at all levels (i.e., elementary school to higher education).

According to Welsch (1996), managing a company or educational institution involves decision-making, application of certain techniques, procedures, and motivation of individuals or groups towards achieving specific objectives. In this context, it is the managers' function to elaborate the organizational planning, using previous experiences in the organization, market researches, investigations, statistics, and inferences from research, among others (REZENDE, 2003).

Society is increasingly watching the educational system, the schools, the colleges, and all the institutions that involve teaching. Thinking about the quality of education is thinking about development, quality of life, and other demands that individuals are increasingly seeking. This situation requires school managers to seek new knowledge, skills, and attitudes for competent management in decision-making (BAARS, 2015).

Being an educational manager today is a great challenge; it is no longer enough to have goodwill and honesty, which is not everything, and takes much more (SAPORITI, 2002). In this context, Castro (2015) reported on the importance of the knowledge that the manager must have, meaning they will have to know pedagogical aspects, technological, administrative methods, and techniques, such as management tools (i.e., They will have to have extensive knowledge from the pedagogical to administrative in order to remain in the market and neutralize the negative impacts of the environment in which the institution is). In the same line of thought, Silva (2009, p.69) stated that

> Educational management constitutes a dimension and a focus of action that aims to promote the organization, mobilization, and articulation of all the material, human, and technological conditions required to ensure the advancement of socio-educational processes in educational institutions, focused on the effective promotion of learning, in order to equip students to be able to face the challenges of a globalized and knowledge-centered society.

One of the most significant challenges for managers is the qualification they must have to be able to embrace the current needs of society and promote quality education, these being essential factors for the institution to remain on the market, facing so much competitiveness. To meet these needs, Godoy, Rosa, and Barbosa (2011) presented designing and developing a continuous, dynamic, and participatory planning process as one of the biggest challenges of educational managers as well as of their institutions, especially to acquire the strategic culture, address the possible problem situations, and have an objective view of the expected results.

According to Araújo, Meneses, and Vasconcelos (2021), facing the pandemic and post-pandemic scenarios, various challenges the school manager had to experience and is still experiencing, requiring them to seek strategies to improve the full development of the educational process. This situation is one more challenge to be faced by the educational manager along with developing well-articulated strategic planning.

Given the importance of investigating the educational management process, the question that guides this research emerges: What factors facilitate the application of strategic planning as support for educational institution managers?

Thus, the main purpose of this study is to investigate the use of strategic planning as a tool that facilitates the planning and control process in educational management. To this end, it has as specific objectives a) to identify the inhibiting and facilitating factors in implementing strategic planning in educational institutions and b) to present suggestions and guidelines for managers of educational institutions to implement strategic planning in their management.

This work demonstrates its relevance by analyzing the process of strategic planning in educational management, verifying its success and/or failure in the performance of educational management seeking to identify the possible obstacles in its development and application. The results of this study will provide important contributions in this area, thus facilitating the implementation process and the adoption of techniques and/or solutions.

2. METHODOLOGY

In order to meet the objective of this study, a collection of articles was carried out, which were analyzed and mapped. The 21 selected articles were submitted to content analysis in the mapping phase. In this analysis, important points were identified during the reading and interpretation of the articles analyzed; these points were registered in a standardized form for the individual content analysis of each article. The standardized form included the following search topics: article code, journal name, title, year of publication, authors, article objective, methodological type of study, conclusion, and final results.

Data collection was carried out in the Google Scholar database, characterized as secondary data. According to Richardson (1999), secondary data are those obtained from bibliographical works or reports of previous research on the theme. In this search, publications were located from 1996 to 2020.

First, we located the terminologies in the title, abstract, and keywords of the articles: management, management in education, planning, and strategic planning. After this selection, we again investigated articles that presented indications of strategic planning in managing a school, college, or higher education institution. After selecting 29 articles, they were analyzed, and for this study, only the articles that state to address the application of strategic planning in educational management were selected, characterizing a sam-

ple composed of 21 (twenty-one) investigated articles. The choice of case study is justified because it allows "an investigation to preserve the holistic and significant characteristics of real-life events" (YIN, 2003, p. 21).

Table 1 lists where the articles and dissertations were published and the number of publications per site.

Table 1 - Articles that comprise the sample

	LOCATION PUBLISHED	N. OF ARTICLES
Journal	Revista Gestão Universitária na América Latina GUAL	2
	Revista Holos	1
	Revista O & S	1
	RAU Revista de Administração da UNIMEP	2
	Revista de Gestão em rede	1
	Revista Científica Intr@ciência	1
	Revista Brasileira de Administração Científica	1
	RACE Unoesc	1
	REUNIR Revista de Administração, Ciências Contábeis e Sustentabilidade	1
	RAP Rio de Janeiro	2
	Caderno de pesquisa	1
	RCA Revista de Ciências da Administração	1
	Universidade Lusófona de Humanidade e Tecnologias Instituto de Educação	1
University	Pontifícia Universidade Católica de São Paulo-PUC/SP	1
	Universidade Federal de SC	1
Congress	X Colóquio Internacional sobre Gestión Universitária em América del Sur	1
	IV Colóquio Internacional sobre Gestão Universitária na América do Sul	2
TOTAL		21

Source: From the authors (2022)

3. RESULTS

The research results are structured as follows: first, it is presented the general characteristics of the articles under analysis; second, the studies that present the application of strategic planning in the management of an educational institution; and finally, the studies that suggest the deployment of the tool. In this sense, it is sought to answer the specific objectives: to identify the inhibiting and facilitating factors in the deployment of strategic planning in educational institutions, to present suggestions and guidelines for managers of educational in-

stitutions to perform the deployment of strategic planning in their management.

3.1 Characteristics of the articles under analysis

The mapped studies analyzed were characterized by school level and type of educational institution (i.e., public, private, or public/private, and the proposed objectives). Table 2 shows the respective school levels and types of educational institutions.

Table 2 - Educational level

EDUCATION LEVEL	TYPE OF INSTITUTION	TOTAL
Elementary/Higher Education	Public	1
Higher Education	Private	1
	Public	7
	Public/private	7
Fundamental	Private	2
	Public	1
	Public/private	2
TOTAL GENERAL		21

Source: From the authors (2022)

According to the data presented in Table 2, one can observe that the predominance of studies on the use of strategic planning is in higher education institutions and public and private (15). The public or private basic-level educational institutions then appear (5). We also observe one study referring to institutions that serve from elementary to higher levels (1). Thus, it is noteworthy that the number of studies in higher education institutions is 71.43% of the total studies analyzed.

As for the objectives presented in the investigated articles, the studies aimed at analyzing the implementation of strategic planning, evaluating the contribution, and suggesting/guiding the implementation. Figure 1 demonstrates the percentage corresponding to the objectives of the analyzed studies.

Figure 1 - Objectives proposed in the analyzed studies

PROPOSED GOALS

Suggest and guide in implementing the EP
28.57%

Verify the implementation of the EP
71.43%
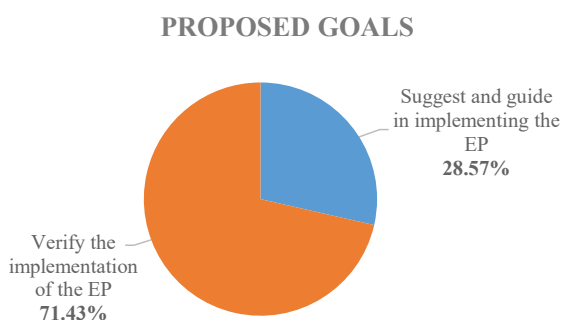
Source: From the authors (2022)

Figure 1 shows the number of articles that aimed to verify the strategic planning implementation (71.43%); other articles sought to present suggestions and guidelines for the strategic planning implementation (28.57%).

3.2 Studies that present the implementation of strategic planning in management

In this topic, 12 studies report on the implementation and consequences of strategic planning for school management. Table 3 lists the aspects diagnosed in the implementation of strategic planning.

Table 3 - Aspects diagnosed in the implementation of strategic planning

NO.	DIAGNOSTICS
1	It provides a relationship with the mission, vocation, goals, and environmental analysis, concern for the quality of education.
2	Self-knowledge, a horizontal view of the university, the opportunity for efficiency and effectiveness.
3	Difficulty in involving the institution's units.
4	Difficulties in accepting and implementing the EP, few sectors got involved in the process.
5	Strong influence of management and the external environment in the process of strategic adaptation, growth of the organization, teachers' concern for the classroom and market.
6	HEI but structured and committed to the dimensions of sustainability; consciously sustainable planning; and academic activities grounded in technological aspects, innovative, and with a tendency to flexibilization.
7	It is an important tool to form the institutional image, think about the university in the future, avoid rework, and improve the services provided to society.
8	The alignment of budget planning with strategic planning was observed.

NO.	DIAGNOSTICS
9	It allows one to effectively manage the strategic planning program and achieve the desired future vision.
10	Planning happens continuously, involves all sectors, maximizes efficiency, and reduces the impact of changes in the external environment.
11	It has defined its mission, vocation, vision, and superior guidelines.
12	Shared vision regarding the difficulties and a clear vision of the goals and actions regarding teaching, research and extension, faculty, administrative staff, and others.

Source: From the authors (2022)

It was possible to observe that in certain institutions, strategic planning provided greater concern by managers concerning the institution's future, the quality of education, and observing what the market demands, among others. In some studies, difficulties concerning the involvement of sectors in implementing strategic planning in the institution stood out. Next, we presented some analyzed articles that illustrate the main factors in implementing strategic planning in educational institutions.

Below, we will describe some articles that report on implementing strategic planning in educational institutions.

In the study of Silva et al. (2013), it was possible to observe that the Institutional Development Plan (IDP) and Strategic Planning benefit institutions mainly by providing managers and the institution in general with the opportunity for self-knowledge. Goals, objectives, and strategic actions, defining the direction the university wants to take, can be defined due to the overview of the institution that the planning provides to managers. Having a good knowledge of the institution in which they work, managers can rethink their daily actions, propose changes and improvements, seeking efficiency and effectiveness in their

management. In this sense, in the work of Silva *et al.* (2013), it became evident that the IDP and strategic planning can contribute to the management of Brazilian federal universities.

Castro et al. (2015) demonstrated in the view of the managers of the EI under study that the planning occurs continuously (i.e., it uses previous years and environmental analysis to develop or review their strategies as a basis). All involved in the institution, in groups or work committees, participate in this process, facilitating the visualization of possible problem situations and the expected results. Applying strategic planning in the institution may reduce the impact of external changes and maximize the organization's efficiency because it provides control and better knowledge of its strengths, opportunities, weaknesses, and threats in its field of situation.

The studies of Takahashi, Graeff, and Teixeira (2006) presented the strategies defined in the planning prepared by managers of some private schools, such as a) quality of education and training for life; b) disclosure; c) expansion and growth; d) integration, welfare and communication; e) curriculum organization and teaching materials; and f) commitment and people management. The school management's concern about strategic planning, in terms of pedagogical aspects, economic-financial aspects, and competition in the sector was evident.

For Rebechi (2007), higher education institutions have been structured to form their strategic planning; some institutions surveyed in his studies pointed out to be with the strategic planning formalized a few years ago. These institutions guarantee and sustain the formation of strategic planning. Despite the vision of these institutions, Rebechi's analysis in his studies and his final considerations indicate that higher education institutions are not yet fully prepared to deal with the strategic planning process

According to reports in the study by Estrada (2000), the university always has a model for implementing the EP, but it is never put into execution. The difficulty lies in not involving other segments or units of the institution. We did not identify reports on the discussion or dissemination of the mission among the members of the university community. This knowledge remained only between the technicians of the pro-rectory of planning and the members of the first echelon of the university. Concerning the strategy developed by the management, if, on the one hand, there is a generic description of the general objectives, the general guidelines, and the general lines of action of the university, on the other hand, the strong point of the UFSM models is the ample detailing with regard to the tactical and operational planning.

Silveira (2017) observed that there is an orientation of alignment between strategic planning and budget planning compulsorily linked with one of the strategic objectives, and there is harmony between the legal provision and the practice of the organization. The goal of management is to make this alignment increasingly effective in the institution.

According to Querino and Moraes (2014), it was possible to identify four important periods in analyzing the adaptation of strategic planning. The strong influence of management and the external environment in the process of strategic adaptation in the institution, many changes, and strategic adaptation suffered by the organization were consequences of external factors. Cunha (2011) sought to analyze the strategic planning of two HEI, one public and another private, to identify similarities and differences between the two based on the view of their managers. In this context, the author, as a result of the research, the great importance of strategic planning to form the image of the educational institution, think of the university in the future, avoid rework and especially improve the services provided to society.

Borges and Araújo (2001) analyzed the strategic planning implementation in the management of a university; they observed that several groups were defined within the institution to work on the planning, and these groups considered the planning important in the administrative action of the institution. They emphasize that adjustments to the strategic planning instrument are necessary regarding its use in university institutions because the university is different from other business organizations. The strategic planning presented to the leaders can be considered a key management tool in defining the planned future and possible alternatives for achieving the objectives because the planning does not refer only to the demands and internal capabilities but also to opportunities and conditions for decision-making in order to maximize the use of resources.

3.3 Studies that suggest the implementation of strategic planning in management

In this topic, nine studies report how it was to suggest and guide the implementation of strategic planning in educational management. Table 4 presents the aspects diagnosed when suggesting the implementation of strategic planning.

Table 4 - Aspects diagnosed when suggesting the implementation of strategic planning

NO.	DIAGNOSTICS
1	It is important to start applying and implementing the administrative concepts in their management for the institution's survival.
2	Overcoming challenges; transparency in the disclosure of the organization's performance; analyzing indicators and identifying the needs and interests of various segments.
3	It will provide a highly effective instrument of government and governance.
4	Sharing the organization's mission, objectives, and goals with everyone in the institution. Define strengths, weaknesses, threats, and opportunities by looking at the internal and external aspects of the institution.
5	It is important to start applying and implementing the administrative concepts in their management for the institution's survival.
6	Improve teaching and learning; rethink the school's reality - what are the school's strengths, weaknesses, opportunities, and threats.
7	Managers will have to have more mastery of rational technical skills or even political skills in dealing with the interests of individuals and groups.
8	Quality school process, capable of promoting effective learning, goals that must have a transforming and not an aggregating character, for example, making the school structure agile and flexible.
9	The people of the institution must be involved in the elaboration of the strategic planning in order to believe and commit themselves.

Source: From the authors (2022)

We observed that certain institutions consider implementing strategic planning important for the survival of the same in the market, which today is so competitive. Other studies show that it is expected that with the implementation, improvements in teaching-learning, information transparency, and, consequently, better relationships with all people, internal or external to the institution. Next, we present some analyzed articles that suggest the implementation of strategic planning in educational institutions.

Among some studies that suggest and guide the implementation of strategic planning in the management of educational institutions, we have the study of Dalcorso (2011), who prepared a survey involving some schools suggesting the development of strategic planning of the same. Among the items chosen to compose the planning, we observed that teaching-learning is one of the most important (i.e., the search for actions that enable quality improvement in the teaching-learning of students and, consequently, improvements in the quality of service offered by the teaching unit). In the sequence are people management, school infrastructure, and process management. Preparing strategic planning made managers and those involved reflect on strengths and weaknesses as internal factors and opportunities and threats as external factors to the institution.

According to Colenci Jr., Panzeri, and Barbosa (2004), the use of strategic planning, specifically the Balanced Scorecard (BSC) tool, a tool designed to assist management concerning financial and non-financial performance indicators, in four perspectives: innovation and learning, internal processes, customers and finances, together with the fundamentals of the National Quality Award (PNQ), that is, PNQ is an award for those who have developed excellent management in an organization, will provide the HEI to overcome the challenges, because, it will be a more transparent process, allowing the disclosure of the organization's performance facing the stipulated objectives and goals. Through a set of indicators, it will be possible to measure the success of higher education institutions.

Luck (2000) reported in his research that strategic planning will be an ideal methodology to achieve an environment and a quality school process capable of offering effective learning. The author stresses that the school's vitality is related to its ability to anticipate trends and development opportunities, which qualifies its performance. In this context, there is strategic planning, meaning a list of expected results that should be transformative rather than aggregative, for example, to make the school structure agile and flexible.

Both the study of Godoy and Machado (2011) and of Meyer Jr., Sermann, and Mangolim (2004) indicate that due to the increase of competitive competition that educational institutions experience, it is necessary for their survival the application of strategic planning in their management. It will provide many benefits to educational managers with the administrative concepts, especially in its contribution to the decision-making process.

For Sermann and Mangolim (2004), there are various ways to develop or implement strategic planning in an educational institution. Whatever the form, it is necessary that managers have more than the domain of rational technical skills or even political skills in dealing with the interests of individuals and groups.

Finally, Gentilini (2014) examined the efficiency of strategic planning in the educational area. In this context, the author considers it important to adopt the method of strategic planning in educational management, which enables the municipal leader of education, as a manager, politician, and planner and their team, a tool of government and governability of great effectiveness.

4. FINAL CONSIDERATIONS

This study aimed to investigate the use of strategic planning as an instrument that facilitates the planning and control process in educational management and to identify inhibiting and facilitating factors in the implementation of strategic planning in educational institutions, as well as to present suggestions and guidelines for managers of educational institutions to implement strategic planning in their management.

What factors facilitate the application of strategic planning as support for the manager in educational institutions?

In response to the questioning, it was possible to verify that one of the main factors is that the manager makes clear the planning goals within the institution and involves the professionals around him so that they can act together to meet the defined objectives. With the involvement, it is possible to know where the institution wants to go and what it expects due to the application of strategic planning. It is also possible to have an overview of the past, seeking improvements for the institution's future. It was noticed that pedagogical aspects, as well as economic-financial aspects and the existing competition in the sector, are thought at the moment of elaborating the strategic planning of the educational institutions.

As for the studies that suggest the implementation of strategic planning in educational institutions, it was observed that among the items to be chosen to compose the planning there is the teaching-learning as one of the most important (i.e., the search for actions that enable quality improvement in teach-

ing-learning of students and consequently improvements in the quality of service offered by the teaching unit). In the sequence are people management, school infrastructure, and process management. Preparing strategic planning made managers and those involved reflect on strengths and weaknesses as internal factors and opportunities and threats as external factors to the institution.

In terms of broadening this study, it is suggested to continue the studies, including our research of international character, both from journals and congresses, to compare with these results obtained, thus being able to identify research issues not yet discussed. Another suggestion would be to conduct empirical studies in educational institutions that successfully use strategic planning, aiming to investigate in depth how this practice occurs since we realize the importance of using strategic planning to be able to know the institution better and aim for better pedagogical and social practices in its daily routine.

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