Ez az áttekintő tanulmány az oktatási intézmények irányításának és igazgatásának integrált megközelítéseit vizsgálja, azzal a céllal, hogy egészséges és hatékony oktatási környezetet teremtsen. Interdiszciplináris megközelítés révén a tanulmány az oktatás kulcsfontosságú tényezőinek összekapcsolására összpontosít, beleértve a szervezeti vezetést és az összes erőforrás hatékony kezelését, a tanárok és diákok társadalmi és érzelmi támogatását, a stresszmegelőzést, az egészségmegőrzést és -fejlesztést, valamint az egészséges életmódot, és egy olyan pozitív szervezeti kultúra kiépítését, amely hozzájárul az oktatási folyamatban részt vevő összes résztvevő sikeréhez. A tanulmány fő célja, hogy a különböző területekről származó meglévő szakirodalom elemzésén keresztül megvizsgálja, hogy mi szükséges egy oktatási intézmény sikeres irányításához, azon feltételezés alapján, hogy az erőforrás-gazdálkodás és a pedagógiai folyamatok szükségesek, miközben törekszünk egy olyan környezet megteremtésére, amely elősegíti a fizikai és mentális egészséget. Összefoglalva megállapítható, hogy az irányítási stratégiák, az egészségügyi és pszichológiai támogatás integrálásával az oktatási intézmények hosszú távú előnyöket érhetnek el a stressz csökkentése, a diákok és a tanárok elkötelezettségének növelése, valamint az általános jólét javítása terén.

Kulcsszavak: oktatási intézményvezetés, integrált megközelítések, szervezeti kultúra, szociális és érzelmi támogatás, stresszmegelőzés

Ovaj pregledni rad istražuje integrisane pristupe upravljanju i administriranju obrazovnih institucija sa ciljem stvaranja zdravog i efikasnog obrazovnog okruženja. Kroz interdisciplinarni pristup, rad se fokusira na povezivanje ključnih faktora u obrazovanju, uključujući organizaciono vođstvo i efikasno upravljanje svim resursima, socijalnu i emocionalnu podršku nastavnicima i učenicima, prevenciju stresa, očuvanje i promociju zdravlja, kao i zdrav način života, i izgradnju pozitivne organizacione kulture koja doprinosi uspehu svih učesnika u obrazovnom procesu. Glavni cilj ovog rada je da se, kroz analizu postojeće literature iz različitih oblasti, ispita šta je potrebno za uspešno upravljanje obrazovnom institucijom na osnovu pretpostavke da su upravljanje resursima i pedagoški procesi neophodni, a istovremeno se teži stvaranju okruženja koje promoviše fizičko i mentalno zdravlje. Zaključno, može se reći da integracijom strategija upravljanja, zdravstvene i psihološke podrške, obrazovne institucije mogu postići dugoročne koristi u smislu smanjenja stresa, povećanja angažovanja učenika i nastavnika i poboljšanja opšteg blagostanja.

Ključne reči: liderstvo obrazovnih institucija, integrisani pristupi, organizaciona kultura, socijalna i emocionalna podrška, prevencija stresa

This review paper explores integrated approaches in the leadership and management of educational institutions, with the aim of creating a healthy and effective educational environment. Through an interdisciplinary approach, the work focuses on connecting key factors in education, including organizational leadership and effective management of all resources, social and emotional support for teachers and students, stress prevention, health preservation and promotion as well as healthy lifestyle, and building a positive organizational culture that contributes to the success of all participants in the educational process. The main objective of this paper is to examine through an existing literature analysis from various domains what is necessary for the successful leadership of an educational institution based on the assumption that it requires resource and pedagogical process management, while also striving to create an environment that promotes physical and mental health. In conclusion, it can be determined that by integrating managerial strategies, health and psychological support, educational institutions can achieve long-term benefits in terms of reducing stress, increasing student and teacher engagement, and improving overall well-being.

Keywords: educational institution leadership, integrated approaches, organizational culture, social and emotional support, stress prevention

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INTEGRATED APPROACH IN TERMS OF LEADING AND MANAGING EDUCATIONAL INSTITUTIONS: CREATING A HEALTHY AND EFFICIENT EDUCATIONAL ENVIRONMENT

Integrált megközelítés az oktatási intézmények vezetésében és irányításában: egészséges és hatékony oktatási környezet megteremtése
Integrisani pristup u pogledu vođenja i upravljanja obrazovnim institucijama: stvaranje zdravog i efikasnog obrazovnog okruženja

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Introduction

Modern educational systems face numerous challenges, including the need for sustainable leadership, resource management, and promoting the health and well-being of all participants in the educational process. Traditional approaches to leadership are not always sufficient to solve the complex problems of modern education (Bass & Riggio, 2006). For this reason, more researches emphasize the need for integrated approaches in the management and management of educational institu-

tions, where managerial strategies are combined with pedagogical principles, high motivation, emotional intelligence, organizational culture and general working environment (Day & Sammons, 2016; Leithwood & Jantzi, 2006). Such an integrated approach is increasingly popular in the entire scientific discourse due to its applicability and plasticity. Key segments of successful leadership of educational institutions include the development of transformational leadership, fostering academic optimism, as well as the application of models and actions that link the well-being of employees and students to the long-term success of the institution (Hoy, Tarter & Hoy, 2006; Leithwood & Jantzi, 2006). In addition, research shows that building trust among teachers and leadership is a key factor in successful school reform (Bryk & Schneider, 2002). Without a stable organizational culture and clearly defined values, any initiative in the education sector faces implementation challenges (Deal & Peterson, 2016; Schein, 2010). One of the key aspects of integrated leadership is recognizing the impact of emotional well-being and mental health on teacher effectiveness and student success. There is an increasing evidence that mindfulness programs and social-emotional learning can significantly improve resilience and motivation within the school community (Kabat-Zinn, 2003; Durlak et al., 2011; Elias et al., 1997; Meiklejohn, Phillips & Goldstein, 2012). In addition, research shows that a high level of self-determination and internal motivation of teachers contributes to the quality of teaching and their professional fulfillment (Ryan & Deci, 2000). It is precisely in the aforementioned lie that there is a great intervention and implementation potential that is worth using, closing the cycle where timely interventions lead to a reduction of unwanted behaviors and thus a smaller need for interventions in the future, maintaining a culture of mental health.

Given the complexity of educational institutions, successful leadership requires a holistic approach that takes into account not only academic results but also emotional and social dynamics within the system (Fullan, 2014), naturally taking into account the aspect of using available resources in the organization through effective management. Therefore, this paper seeks to investigate how the integration of various approaches can contribute to the creation of a positive, healthy, effective and, above all, sustainable educational environment in every sense, where all participants are supported and motivated for long-term success.

Transformational leadership and organisational culture in terms of education

Transformational leadership emphasizes inspirational motivation, intellectual stimulation and individualized employees' support (Leithwood & Jantzi, 2006). This leadership style is especially important in an educational setting because it encourages a sense of purpose and commitment among teachers and students. Leaders

who apply a transformational approach encourage innovation, empower educators and create an environment in which all participants feel valued and motivated (Bass & Riggio, 2006). In this way, they improve the quality of teaching and increase student engagement. Besides that, a positive organizational culture contributes to academic success and student satisfaction (Schein, 2010). A strong organizational culture is characterized by shared values, open communication and focus on collective goals. Educational institutions that foster a positive culture create a stimulating environment that supports the professional development and personal well-being of all employees (Deal & Peterson, 2016). When teachers and staff feel supported and recognized, their job satisfaction increases, which directly contributes to better student's outcomes.

A very important component is the encouragement of entrepreneurial thinking and the development of awareness of sustainability, which results from a positive organizational climate. It is through transformational leadership that the entrepreneurial component of all stakeholders in the educational process can be developed. This alone increases the capacity for potential financing of various projects, as well as innovation in terms of improving the educational process and creative use of existing resources. Effective leadership in education entails creating a clear vision and mission of the institution, building trust and cooperation among teachers and students, and promoting continuous professional development (Bryk & Schneider, 2002). Trust is the basis of successful educational leadership because it strengthens relationships and improves cooperation among all participants in the educational process (Bryk et al., 2010). Furthermore, continuing professional development programs help teachers to keep up to date with the latest pedagogical practices, thereby encouraging a culture of lifelong learning (Fullan, 2014). Moreover, transformational leadership plays a key role in stress management and emotional resilience within educational institutions. Research shows that mindfulness-based stress reduction (MBSR) and social-emotional learning programs can significantly improve teacher well-being and students' emotional resilience (Kabat-Zinn, 2003; Durlak et al., 2011; Meiklejohn, Phillips & Goldstein, 2012).

In conclusion, transformational leadership and positive organizational culture are key elements in creating a successful educational institution. By inspiring and supporting teachers, encouraging innovation and maintaining a strong institutional vision, educational leaders can create an environment that promotes academic excellence and the overall well-being of all participants.

Social and emotional support in terms of education system

One of the key aspects of a successful educational environment is social and emotional support for teachers and students (Elias et al., 1997). Educational institu-

tions that actively promote social-emotional learning (SEL) create an environment in which students develop key competencies such as self-awareness, self-regulation, social skills and responsible decision-making (Durlak et al., 2011). The implementation of these programs result in greater emotional resilience of students, improved interpersonal relationships and increased academic success. Social and emotional skill programs have been shown to have a significant impact on students' academic achievement and well-being (Durlak et al., 2011). Research has shown that students who participate in structured SEL programs perform better on tests, show higher levels of engagement and motivation and have reduced risk of behavioral problems (Ryan & Deci, 2000). Beside that, SEL programs benefit not only students, but also teachers by helping to create a positive and supportive classroom climate. In addition, reducing stress and preventing burnout are key factors in ensuring teacher productivity and satisfaction (Skaalvik & Skaalvik, 2010). Chronic stress among teachers can lead to reduced professional effectiveness, increased burnout rates and negative effects on mental health (Hoy, Tarter, & Hoy, 2006). Therefore, it is important to implement strategies that support teachers' emotional well-being, such as mindfulness programs, mentoring and professional development aimed at strengthening resilience and coping with stress (Meiklejohn et al., 2012; Kabat-Zinn, 2003).

In addition, trust within the school plays a key role in enhancing the emotional well-being of all participants in the educational process. Studies show that high levels of trust between teachers, students, and school leaders contribute to increased collaboration, reduced conflict, and improved working conditions (Bryk & Schneider, 2002). When a stimulating and supportive environment is created, teachers are more likely to innovate and develop professionally, while students feel more secure and motivated to learn. Therefore, social and emotional support is an indispensable aspect of modern education. Institutions that nurture the emotional well-being of teachers and students contribute to the creation of a more stable, effective and positive school environment. Implementation of SEL programs, strategies for stress reduction and building trust in schools are key elements for ensuring the long-term success of all participants in the educational process.

Stress prevention and preservation of mental health in educational institutions

Stress among teachers and students is an increasingly present problem that negatively affects productivity, motivation and general well-being. Programs focused on mindfulness and stress reduction, such as Mindfulness-Based Stress Reduction (MBSR), have been shown to be effective in reducing stress levels and improving cognitive abilities (Kabat-Zinn, 2003; Meiklejohn et al., 2012). Stress prevention and promotion of mental health are becoming increasingly important segments of the

educational system. Educational institutions face challenges deriving from high expectations, time pressure and the emotional demands of teachers' and students' work . Stress and professional burnout can result in a decrease in motivation, increased turnover of employees and lower academic students' performance (Skaalvik & Skaalvik, 2010). Therefore, it is crucial to develop strategies that will support the mental health of all participants in the educational process.

Mindfulness and mindfulness-based programs (MBSR) have been shown to reduce stress and improve cognitive abilities (Kabat-Zinn, 2003; Meiklejohn et al., 2012). Mindfulness practice can help teachers and students manage stress, improve concentration and develop emotional resilience. Studies have shown that the integration of mindfulness into school programs increases the ability to cope with academic and professional pressures and reduces the level of anxiety (Meiklejohn et al., 2012). Furthermore, practicing mindful presence helps teachers develop better relationships with students, thereby improving the overall classroom atmosphere (Durlak et al., 2011). Likewise, organizational strategies to reduce workload and burnout contribute to long-term employee well-being (Fullan, 2014). Effective working load management is key to preventing burnout among teachers. Institutions that promote balance between work and personal life enable professional development and provide systematic support to employees contribute to their long-term well-being and job satisfaction (Hargreaves & Fink, 2006). One of the effective approaches to stress prevention involves the development of a supportive organizational culture that promotes cooperation and mutual trust (Bryk & Schneider, 2002). Consequently, it is inevitable to conclude that a positive organizational culture, in which all stakeholders feel that they are factors present in decision-making, significantly reduces the level of stress and improves the overall atmosphere (Deal & Peterson, 2016). The leadership of educational institutions should focus on building a community in which the individual needs of employees and students are recognized and their emotional resilience is encouraged.

To sum up, it can be concluded that systematic prevention of stress and promotion of mental health are key elements of a successful educational system. By implementing mindfulness programs, social-emotional learning and organizational strategies to reduce workload, it is possible to ensure the long-term well-being and success of students and teachers.

Effective management of resources in terms of education

Effective management of resources, including human, material and financial resources, is essential for the success of an educational institution. Well-structured management enables optimal distribution of resources, improves the working condi-

tions of teachers and ensures better educational outcomes for students (Leithwood & Jantzi, 2006). Quality management of resources does not only refer to administrative processes, but also includes strategic planning, innovative methods of organization and continuous monitoring of the effectiveness of educational programs. One of the key aspects of successful management is the rational and transparent use of financial resources. Investing in the professional development of teachers, modernization of teaching methods and digitization of the educational process can significantly improve the quality of education (Robinson, Lloyd & Rowe, 2008).

By saying so, flexible work schedules and the application of a data-driven management model can increase the efficiency of educational institutions. For example, the adjustment of the lesson plan according to the analysis of students' results enables targeted improvement of weaker segments of teaching (Bryk et al., 2010). Also, the application of the participatory management model, where teachers and other participants in the educational process are actively involved in decision-making, can contribute to a greater sense of community and responsibility for the school's success, and the stated also applies to resource management. All school staff, as well as pupils and students, must be aware that common resources are their responsibility and that their utilization depends on adequate planning, but also that any unnecessary spending of resources has a long-term negative impact on them.

Effective resource management in education should be a dynamic and adaptive process based on modern managerial approaches, technological innovations and strategic planning. The integration of these elements enables the creation of a sustainable and stimulating educational environment that benefits both students, teachers and administrative staff.

Building-out a positive organizational culture

Organizational culture has a strong influence on teacher motivation and student academic success (Deal & Peterson, 2016). A quality organizational culture not only improves the working environment but also encourages innovation and engagement of all participants in the educational process. Research shows that schools with a clearly defined mission, values and positive climate achieve better results in terms of teacher satisfaction and student success (Bryk et al., 2010). A sustainable organizational culture is based on trust, cooperation and continuous professional development. Trust between teachers and administration and among teachers themselves is essential for the development of a cohesive school community (Bryk & Schneider, 2002). Professional development, when it is continuous and focused on the specific needs of teachers, enables the implementation of modern teaching methods and increases the motivation of teaching staff. Additionally, schools' academic optimism,

which includes collective teacher efficacy, academic expectations, and trust in the education system, positively affects student achievement (Hoy, Tarter, & Hoy, 2006). Research confirms that schools with high levels of academic optimism have better learning outcomes, and students in such schools show a higher level of self-confidence and engagement in class (Marzano, Waters & McNulty, 2005).

However, the challenge in creating a positive organizational culture lies in implementing changes and ensuring the long-term maintenance of a positive environment. Some schools face resistance to change, which can make it difficult to implement reforms (Hargreaves & Fink, 2006). Furthermore, if the school administration does not impart sufficient importance to building trust and cooperation, there may be a disruption of the organizational culture, which in the long run negatively affects the entire educational process (Schein, 2010). A positive organizational culture is one of the key elements of a successful educational system. It not only contributes to a better working atmosphere, but also has a direct impact on the motivation of teachers and the academic success of students. Effective management of educational institutions requires continuous investment in the development of teachers' professional competences, strengthening cooperation and trust, and creating a culture of high academic expectations. Critically looking at the challenges in implementing a sustainable organizational culture, it is clear that a long-term strategy and the support of all stakeholders are key to achieving positive changes in the education system.

Implementation of the best practices in educational institutions

Implementing concrete strategies, such as stress reduction programs, teacher professional development, health initiatives, and the development of students' emotional competence, is essential for the long-term well-being of educational institutions. Best practices, such as the integration of mindfulness techniques and flexible resource management, can significantly improve the functioning of schools and thereby reduce the use of resources for the prevention of undesirable behaviors, as well as their more rational allocation (Marzano, Waters & McNulty, 2005). According to all that has been said so far, stress is one of the main factors that negatively affect teachers and students, reducing their productivity and well-being. Introducing programs that include mindfulness, breathing techniques, relaxation and physical activity can significantly reduce stress and improve the mental health of all participants in the educational process. Research shows that schools that implement such programs record better academic results and a positive school climate (Jennings & Greenberg, 2009). Such measures are minimally expensive and, above all, require only the time and education of professional staff in educational institutions, as well

as their will. Social-emotional learning (SEL) has become an integral part of modern education. Programs that develop emotional intelligence, self-regulation, empathy and conflict resolution skills help students better cope with stress and learning challenges. Schools that implement SEL programs report lower rates of peer violence and better interpersonal relationships (Durlak et al., 2011). Therefore, investing in developing your own program could provide more significant results. Continuous training of teachers is a key element of quality education. Professional development through seminars, workshops, mentoring and reflective practice enables teachers to improve their pedagogical and managerial skills. The introduction of support and feedback systems further empowers teachers and contributes to better teaching quality (Guskey, 2002). The physical and mental health of students and teachers significantly affects the quality of education. Schools that implement initiatives focused on healthy eating, physical activity and disease prevention achieve better learning outcomes and reduce absences. Integrating school health programs into the curriculum can improve the overall health of the educational community in the long term (Basch, 2011).

Implementing best practices in educational institutions is essential for building a healthy and effective educational environment. Integrating stress reduction programs, continuing professional development for teachers, health initiatives, and developing students' emotional competencies are strategies that bring measurable positive results in the long term.

Conclusion

An integrated approach to the management and administration of educational institutions is shown to be a key factor in creating a healthy and effective educational environment. An analysis of the available literature and theoretical frameworks indicates that successful school management requires a holistic approach that encompasses leadership, organization, culture, resources and relationships within the institution. One of the key conclusions is that principals and managers of educational institutions are most successful when they apply a combination of transformational and distributive leadership, enabling the active participation of all stakeholders – teachers, students, parents and the local community. Empowering teachers and involving them in the decision-making process contributes to a positive school culture, greater employee motivation and better academic success of students.

Further analysis shows that the emotional intelligence of leaders is one of the key factors in school management, especially in the context of resolving conflicts and encouraging cooperation. Effective resource management and digital transformation of educational institutions have also been identified as essential elements of

an integrated approach. The application of innovative teaching methods, the use of information and communication technology and flexible organizational models can significantly improve the quality of education and adapt it to modern labour market requirements.

Based on the analysis and synthesis of existing research, it can be concluded that an integrated approach to the management of educational institutions not only improves management efficiency, but also contributes to the well-being of students and teachers. Future research should focus on empirically testing the effectiveness of different models of integrated management and on finding best practices that can be adapted to the specific contexts of individual educational institutions.

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