

DOI: 10.15804/tner.2025.81.3.13

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## **Transformation Process in the Educational Sphere – Problems of the Formation of Creative Management Competence**

### **Abstract**

The article comprises a presentation of the results of the study into introducing a transformed model of functioning of the educational system in general and its management component in particular. The importance of determining the main imperatives of studying transformational processes in education which are depicted in a structural-logical scheme. The extremely urgent problem of the transformation of traditional forms of management in an educational institution into a competence-based construct founded on the theory of creativity is solved. The content analysis of the world scientific literature on the relevance and importance of the creative competence of heads of educational institutions was carried out. It has been proven that managerial innovations in educational processes, the formation of creative leaders in education, ensure the competitiveness and efficiency of the educational institution.

**Keywords:** transformation process, imperatives of research into transformations in management of education, creative management, creative management competence, educational organizations

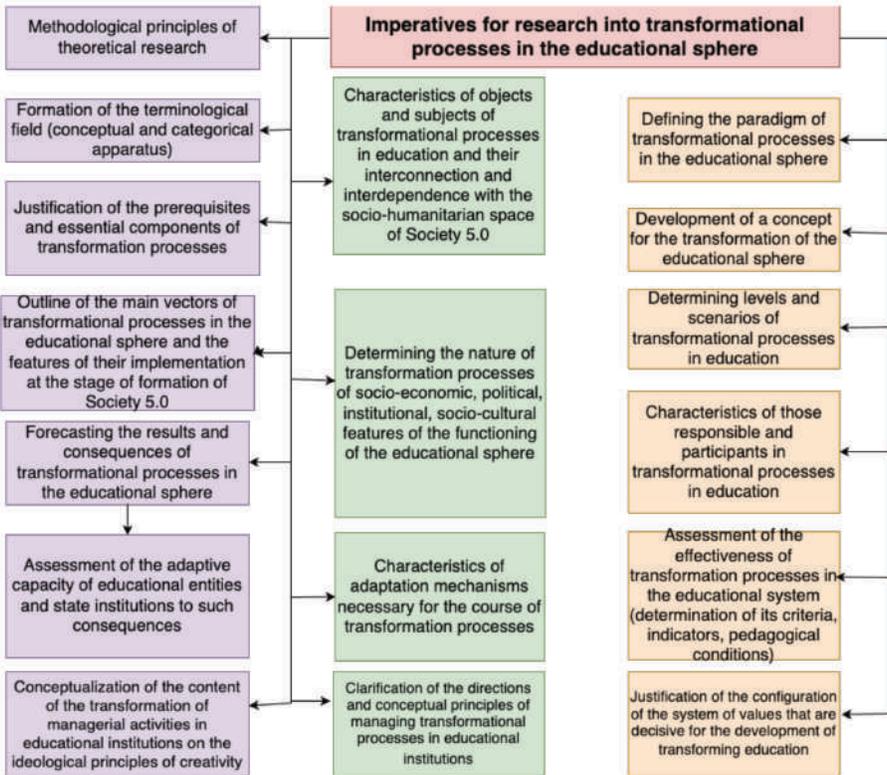
## **Introduction. Formulation of the problem**

Globalization processes of the early 21<sup>st</sup> century are accompanied by such significant changes that do not leave any sphere of society untouched. High dynamism inherent in all national economies currently creates some prerequisites for the analysis and revision of paradigms in all spheres of human existence. Today, the whole civilization has gone far beyond the claims that social progress is determined solely by rapid technological development, and the new world order puts forward a modernized format of transformational strategies related to the socio-cultural sphere. In this context, transformational processes in education are the key factors of socio-economic development and of solving global problems of national economies. Accordingly, a new ideology and practice of education as a functioning social and pedagogical system is formed. The system is in constant motion and development, which makes it necessary to research the features of modern trends in transforming the management model of an educational institution in order to ensure its openness, democracy, and equality of all subjects. What is discussed now is the introduction of a transformed model of functioning of the educational system as a whole and its management component in particular. Therefore, it is necessary to revise/change the worldview, patterns of behavior, sectoral educational policy, and, in particular, to transform the modern management of educational institutions in the context of the theory of creativity.

At the same time, the lack of established views can be observed in the content of the concepts of “transformation”, “structural transformation in education”, and “transformation of management activities in the educational sphere”. The authors proposed the study of transformational processes in the educational system on the basis of the formulated imperatives (cf. Figure 1).

The transformation process should be considered as a movement, a change, a multidimensional process involving the reorganization and reorientation of the educational system and its elements, in particular, the management component. In this regard, it can be noted that the content analysis of the world scientific literature (Csikszentmihalyi, 2014; Global Education Monitoring Report, 2023; Ismoilov, 2025, pp 381–386; Krzeminski, 2022; Smith, 2024, pp. 1–3; Townsend, 2024, pp. 1–7) testifies to the new logic of the 21<sup>st</sup> century modality, which transforms the matrix of managerial activity in education into contexts of creative management. As regards this, in modern conditions, the most relevant is the process of conceptualizing the content of the transformation of management in educational institutions on the ideological principles of creativity.

**Figure 1.** The main imperatives of studying transformational processes in education (author's elaboration)



Moreover, as education today becomes the most important factor of social progress and global competitiveness, the causal link between educational management and socio-economic development is especially significant at the beginning of the 21st century. This requires a new quality of responsibility of educational institutions for training qualified specialists. This includes creating conditions for economic growth for sustainable development.

### **Theoretical and methodological research assumptions**

The latest conceptual approaches to the modernization of the educational system are united by a focus on the implementation of the humanistic paradigm of education. This is especially actualized in the report of the United Nations Development Programme on Human Development: Uncertain Times, Unsettled

Lives: Shaping our Future in a Transforming World. *World* (September 2022), and which proclaims the priority of “innovations to respond to potential future challenges” (Human Development Report, 2022).

In modern conditions, it is quite objective to ensure educational organizations that are adequate to the realities of the present system of creative management process. This is considered the starting position in considering the phenomenon of creativity in management activity. In the 21<sup>st</sup> century, desire, diligence, and dedication, which were the main signs of a good leader of the 20<sup>th</sup> century, are no longer enough. In particular, this pertains to a qualitatively new level of competence, the corresponding qualitatively new preparation for a managerial position, and the formation of a professional management culture on the basis of creativity. Thus, it becomes obvious that, on the way to building an information society and transforming the intellectual and spiritual product of social activity into a real productive force in the managerial sphere, radical changes are taking place. Therefore, contemporary leaders need to add additional competencies to their arsenal in addition to professional skills and abilities.

It should be noted that management activities in the modern practice applied in educational institutions have traditionally been perceived as somewhat primitive. At the same time, in the last decade, there has been a trend of steady growth in the scale and share of organizational and managerial creative decisions in the total volume of management activities of educational organizations. That means there is a certain awareness that using the management potential brings the corresponding effect at relatively minimal costs. In this regard, the American economist and sociologist, R. Florida, rightly stated that creativity is a large-scale and continuous practice that constantly modifies and improves all possible products, processes, and operations (Florida, 2002).

The major difference between the modern creative management process and the traditional one (which was formed based on scientific management by F. Taylor, A. Fayol, M. Weber at the beginning of the 20<sup>th</sup> century and underwent minor changes in the 21<sup>st</sup> century) is that its main tools are knowledge, skills, resources, and information, and the result is creative management activity.

At the same time, reflecting upon the phenomenon of creativity (from Latin *creation* – creation) allows you to define creativity as the creative ability of a person, readiness to create fundamentally new ideas that deviate from traditional or accepted schemes of thinking. As regards this, the fundamental importance of creativity in the management of educational institutions can be identified as follows: the present time requires a positive definition of the economic role of non-materialized parameters – creative, informational, in-

tellectual, motivational, and other social resources. Consequently, reflections on the prospects for sustainable development and a civilized technological future lead to the conclusion about their direct dependence on a clear definition of creative approaches to the educational process in general. This also applies to the management of education, in particular. At the same time, attention is drawn to the fact that the process of developing creative management strategies in educational institutions remains a rather controversial issue. This is due to the existing ambiguity of the definitions of the terms “creativity” and “creative management”, the lack of clear methodological approaches to their implementation, and the assessment of their effectiveness.

However, many studies in recent years have emphasized the importance of forming creative management competence in the process of transforming the educational sphere. Scientists propose various approaches, including the integration of digital technologies (Hermanson, 2025, pp. 11–17), the use of flexible teaching methods, and the development of pedagogical competence for the successful adaptation of educational processes to modern requirements (Halimah et al., 2024, pp. 207–218).

Awareness of new tasks in the field of transforming management activities in the educational sphere objectively determines the analysis of creative and innovative leadership in an educational institution. Taking into account the realities of the “new time”, researchers consider the current problems of the development of adaptive management strategies in education (Yacek et al., 2021, pp. 529–537), the creation of a supportive environment for teachers and learners (Granville-Chapman et al., 2024, pp. 247–267; Kareem et al., 2023), as well as the integration of digital technologies and entrepreneurial skills into the educational process (Alshammari, 2025, pp. 1383–1403).

Scientific approaches to determining the role of creativity in expert literature are diverse, which is associated with insufficient formation of the scientific terminology and unclear interpretations of the term. It is believed that the first use of the term “creativity” as the ability of a person to overcome stereotypes in thinking belongs to D. Simpson (1922). In 1950, J. Guilford applied the concept of “creativity” as a person’s capability of creativity, highlighting six of its parameters (Guilford, 1986). The American psychologist E.P. Torrance defines creativity as “the individual’s ability to think outside the box, to think creatively, the individual’s sensitivity to problems and finding ways to solve them, the ability to think flexibly and put forward new ideas” (Torrance, 1972, pp. 236–252). Therefore, the concept of creativity, relatively new in science, in socio-psychological research covers a complex of intellectual and personal characteristics of the individual, contributing to the independent nomination of problems,

the generation of a large number of original ideas, and their unconventional solutions. In particular, K.A. Nordström and J. Ridderstrale's "Funky Business" articulates creativity and creative management not simply as new technologies but as the spirit and philosophy of the Third Intellectual Revolution Era (Nordstrom & Ridderstrale, 1999, pp. 98–146). The formation of "Society 5.0" (Super Smart Society), which is a reaction to the exponential development of information and communication technologies of "Industry 4.0", brings to the fore in scientific discourse the theme of creativity. It becomes justifiably "popular" among representatives of various scientific disciplines – psychologists, teachers, sociologists, lawyers, economists, and philosophers. Scientific interest in creativity arises in connection with the study of efficiency, management, and organizational activities. In this context, the scientific analysis of the term "creativity" as a specific construct allows one to identify the essential characteristics of the new quality of professional management competence. Analysis of various approaches and concepts related to diverse fields of scientific knowledge is presented here. Firstly, the content analysis of the world scientific literature confirms the new logic of the 21<sup>st</sup> century modality, which transforms the matrix of managerial activity into contexts of creative management.

Actually, a creative approach to organizational issues means creating conditions that provide a continuous flow of creative ideas. According to the conclusions drawn by a teacher of The American University E. Ward (Vestena et.al., 2020, pp. 1179–1200), the ability to produce new knowledge is intrinsic to humans and is one of the most outstanding aspects of human knowledge. B. Hennessey and T. Amabile argue that creativity and its achievements have advanced human culture worldwide in various fields: in science, technology, philosophy, art, and the humanities. Therefore, in their opinion, creativity is more than just the production of random ideas. It should be defined as tangible competence based on knowledge and practice that helps people achieve better results, often in limited and difficult conditions (Hennessey & Amabile, 2010, pp. 569–598). B. Lucas and E. Spencer argue that, like any other ability, creative thinking can be nurtured through practical and targeted application (Lucas & Spencer, 2017). Yet, the component theory of creativity developed by a group of authors (Lucas, 2016, pp. 278–290; Amabile, 2012, pp. 135–139; Amabile & Pratt, 2016, pp. 157–183) describes it as a multidimensional phenomenon. No less cynical is the "[investment theory of creativity]" by R. Sternberg (Sternberg, 2012, pp. 3–12), according to which six different but interrelated resources are needed for creativity: intellectual skills (such as synthetic and analytical skills); subject knowledge; special "styles of thinking" (such as the preference to think in a new way); motivation; specific properties of personality; and an environ-

ment that supports and rewards creative ideas.

Special attention should be paid to the research of M. Chiksentmihalyi (Csikszentmihalyi, 2014), which remains one of the most thorough works devoted to creativity. In the context of forming the strategy of creative managerial competence, M. Chiksentmihalyi focuses on the peculiarities of the functioning of the sphere of education, in particular: high sensitivity to changes in the external environment, dynamism, inexpediency of using “far-sighted” strategies in their pure form, lack of information support for the application of traditional Western models and matrix methods of strategy development; unexpected changes in the external environment. In addition, the problems that currently arise due to the complication of the contents and boundaries of management activities of the head of an educational institution, their overload with unusual functions, need to be solved. Therefore, creative management activity is an alternative to mainly pragmatic, normative, standardized, executive management based on “knowledge of experience”. Moreover, creative management is focused on the establishment and development of the art of management, which originates and flourishes only under certain circumstances and in certain conditions of the educational process. These circumstances determine the need to create long-term competitive advantages, relying not only on experience and intuition, but also on applying the achievements of modern management science and the provisions of the creatosphere. Consequently, transformational practices of creative management are formed in the modern, rapidly changing educational landscape. This means that an educational institution can become unique due to especially valuable creative strategies.

## **Research results**

Referring to the application and full use of the concept of creative management activity of the head of an educational institution should in no way be considered as a “newfangled theory.” Undoubtedly, the formation of this concept results from the objective need to update the prospects and requests of management. In modern conditions, in the context of updating the concept of creative management, such a request involves the use of not only knowledge, abilities, and experience, but also high-quality, transformed management. This acts as a strategic resource of education that meets the conditions of uniqueness. In regard to this, the authors’ scientific analysis and practical experience demonstrate the necessity of transforming the direction of educational management towards the development of a system of creative managerial activities as a strategic goal for the advancement of the educational system. This system

should not merely correspond to current socio-economic conditions – it must outpace them.

At the same time, it is important to note that the theory of creative management activity and the analysis of its components have not yet gained sufficient traction in the educational field due to the following reasons: 1) lack of skills and experience in creative management among leaders of educational institutions; 2) imperfection of management methods and tools; 3) absence of unified approaches to creative management within educational organizations.

## **Conclusions and research prospects**

In analyzing the concept of “creative management activity” of an educational institution leader (the management subject), the object can be defined as follows: firstly, it is the educational organization, where the primary function is the effectiveness of educational activities aimed at achieving organizational goals; secondly, it is the educational and administrative process.

Accordingly, in contemporary education, 1) creative management focuses on the development and implementation of innovations in management practices related to planning, organization, motivation, control, communication, and decision-making technologies – in other words, organizational and managerial innovations; 2) creativity is regarded as a key competence of a manager. In this context, educational institutions increasingly emphasize the training and involvement of creatively and intellectually capable professionals in the management process.

Therefore, a leader’s creative managerial competence is defined as: 1) creative abilities characterized by a readiness to generate fundamentally new, unconventional, and original ideas that differ from traditional and commonly accepted thinking patterns in decision-making; 2) a well-established technology for setting strategic and tactical goals; 3) the ability to flexibly and creatively solve both standardized and non-standard problems in the management field; 4) a set of personalized motivation technologies for staff; 5) diagnostic skills; 6) a worldview grounded in the full acceptance of the ideology of creativism.

The research results made it possible to identify the key problem areas: 1) recognizing and substantiating the importance of creative competence within the educational system; 2) prerequisites for forming modern models of transformation in educational management; 3) the critical role of a creative leader in navigating the complexities of digital transformation, and in fostering an environment of innovation, adaptability, and efficiency.

Consequently, the success of the country in geopolitical competition in the 21<sup>st</sup> century is increasingly determined by education, the development of science, the possibilities of the information environment, and management innovations in educational processes. In these circumstances, the urgent problem is the formulation and implementation of a new educational paradigm to achieve prospects for sustainable social development. Moreover, in the context of the above, the extremely important task is to achieve sustainable positive dynamics of progressive changes that are achieved during the transformation process of the educational sphere.

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