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FOUR PILLARS OF AN EDUCATIONAL INSTITUTION

Educational institutions are places of learning, growth and transformation. In this world, we – tall or short, strong or weak, rich or poor – build our dreams, plan our future, determine our destiny. It is also where most of our formative and transformational phases begin. It must therefore provide an education that fosters good behavior and changes the minds, hearts and hands of learners. Otherwise, we may reach the target literacy rate, but not the educational aspirations. We may see graduates with certificates but no studies skills, and talents with which they can proudly penetrate the world of work. It is unthinkable for any country to simply produce graduates who are neither prepared for the opportunities nor trained to face the challenges. In this context, it is necessary to re-examine the four pillars:

leadership, workplace culture, physical infrastructure and human resources, which are indispensable to the delivery of quality education and ultimately involve the mind, body and spirit of learners in the vision of many education policies.

Leadership is the engine of an organization because it has a fundamental influence on the organizational conditions of the organization. While it may not have a significant impact on the organization alone, it may regulate the working climate within the organization. One is that because leaders have administrative and managerial power over their system functions, power can stagnate, corrupt, or transform institutions. For example, when an authoritative leader has a negative impact on the system and workforce, a visionary leader, on the other hand, innovates and systematizes its functions, often making it successful in a short time. The former is either self-centered or a particular group, as it relies on conformity, cronyism and favoritism. The latter is all-human. For example, the way it works is based on collaboration and partnership. This leader is not only emotionally intelligent and religiously compassionate, but also adept at "timing construction." He promotes diversity, fosters a collaborative culture, values dynamism, ensures collegiality, and fosters organizational learning. At the same time, he/she also disintegrates individualism and balkanization because he/she knows they threaten empathic relations, institutional development and collective progress.

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ВИБІР ПРОФЕСІЇ: ІСНУЮЧА ТИПОЛОГІЯ ОСВІТНІХ ПРОБЛЕМ

Для визначення типології проблем, що виникають при виборі старшокласниками професії, важливо з'ясувати сутність поняття «професія»,