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Conceptualizing Educational Management for Enhancement of Quality of Education

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Abstract

Educational management and school improvement in any country have been considered imperative as far as improving students' achievements at schools is concerned. Education management involves the management of all processes of education and technologies which are used in the process of learning in order to improve the learning conditions of students. School improvement is ensuring that students are provided with conducive learning conditions. The main objective of this study is to explore and review the importance of educational management in a country to provide students with an adequate and high-quality education through a review of the literature. It is apparent from the research studies that the enhancement of education (i.e. learning and teaching) can be effectively done with the proper application of ideal management practices such as planning, organizing, staffing, directing, coordinating, reporting and budgeting. Therefore, it is pivotal that the leadership of educational institutions and schools needs to possess managerial skills more than qualifications and experience in specific fields. In the case of higher education and universities, the findings in respect of educational management in school education can be easily adapted as the major components of educational management specified in the school

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education system resemble that of the higher education and the university sector.

Keywords: Educational management, administration, planning, leadership, student achievements

Introduction

The profound effect of educational management has been coined in the widespread belief that the impact of educational management significantly enhances the quality of school education and the subsequent effect on student achievements. Educators have stressed the importance of promoting educational leadership development in higher education to strengthen the quality of teaching and learning (Fields, Kenny and Muller, 2019).

The concept of management often overlaps with the terms; leadership and administration. The term management is famous and used, for instance, in Great Britain, Europe, and Africa. On the other hand, the term administration is preferred in the United States, Canada, and Australia.

Enhancement of the quality of education basically involves the major three domains; learning, teaching and assessment (Dhanapala, 2012). However, it is vital to ascertain the macro-level function of management beyond the identification and effective functioning of the three main domains. The effectiveness of the three domains (learning, teaching and assessment) in the educational setting is predominantly subject to institutional management and administration. Failure and improper educational management would result in attaining the goals set in the institution (Tarragó & Wilson, 2010).

The interest paid towards management in education is on the belief that effective management in the educational environment makes a significant difference to school and student outcomes. In many parts of the world, including both developed and developing countries, there is recognition that educational institutes require effective leaders and managers if they are to provide the best possible education (Bush, 2008). The traditional view in many countries is that the senior staff of educational institutions need only to be qualified and experienced. However, there is now an emerging recognition that management is a parallel, sometimes separate condition that requires specific preparation. In line with these conditions in education, Bolam (1999) defines educational management as an executive function for

carrying out agreed policy. He identifies that management in educational institutions facilitates policy formulation and organizational transformation.

As there are escalating phenomena of the vitality of educational administration and management, the purpose of this paper is to identify and review the validity of educational management in the educational sector for the purpose of enhancement of the educational environment and ultimate outcomes by way of a literature review.

Methodology

The paper is presented as a review article that contains the literature related to the practical domain of educational management. Further, the study examines the contribution of effective management towards the educational environment and the subsequent attainment of ultimate outcomes of the educational institutes. The development of concepts related to educational management and the contribution towards enhancement in education was done with the help of literature available in the study area.

The Concept of Management

Organizations, private or state, must have a person or group to pilot the activities and affairs to attain the goals through planning, organizing, controlling, and coordinating human activities. These people are identified as managers, administrators, leaders, or supervisors. In line with the vision and the mission of the organization, these positions are charged with the daunting responsibilities of ensuring that the fundamental environment is operated effectively and efficiently in order to achieve the goals of the organization. Hence, the effectiveness of any organization depends greatly on management (Akpan, 2011). The concept of management can be further elaborated as the effectiveness of utilizing the resources of organisations through the systematic arrangement of the resources available. The management process involves the process of working with and through people to achieve group goals and objectives. Furthermore, creating, supervising, and monitoring human activities through coordinated and concerted efforts are involved in the process of management.

Definitions of management

Management may be defined in many different ways. Many eminent authors on the subject have defined the term "management". A few noteworthy definitions by experts in the discipline are appended below.

- According to F.W. Taylor (father of scientific management) – "Management is an art of knowing what is to be done and seeing that it is done in the best possible manner."
- In the words of Henry Fayol (father of modern management) - "To manage is to forecast and to plan, to organize, to command, to coordinate and to control."
- According to - "Management is the development of people and not the direction of things."
- According to Joseph Massie - "Management is defined as the process by which a cooperative group directs action towards common goals."
- In the words of George R Terry - "Management is a distinct process consisting of planning, organizing, actuating, and controlling performed to determine and accomplish the objectives by the use of people and resources."
- According to James L Lundy - "Management is principally the task of planning, coordinating, motivating and controlling the efforts of others towards a specific objective."
- Peter F Drucker's definition includes, "Management is concerned with the systematic organization of economic resources, and its task is to make these resources productive."
- In the words of Koontz and Weihrich, "Management is the process of designing and maintaining an environment in which individuals working together in groups accomplish efficiently selected aims."

From the above definitions, it is clear that management is the coordination and administration of tasks to achieve set goals. Such administration activities include setting the organization's strategy and coordinating the efforts of staff to accomplish these objectives through the application of

available resources. Management can also refer to the productive utilization of resources.

According to Akpan (2011), for a manager to succeed in the working environment, the tasks have to be assigned and be performed by the people, materials have to be procured for use by the people in the performance of tasks, and the tasks performance has to be supervised and monitored to ensure that rules and policies are followed in order to maintain and enhance the standard of achievement. Thus, management is not an isolated activity performed by the manager alone. It involves cooperation and teamwork from all members of the work organization. For managers to succeed in this direction; they need to create an organizational climate in which people work willingly and cooperatively toward the achievement of set goals of the organization.

The Concept of Educational Management

While education is the provision of a series of learning experiences to students in order to impart knowledge, values, attitudes and skills with the ultimate aim of making them productive members of society, Educational Management is the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources optimally to effectively and efficiently accomplish functions of teaching, extension work and research.

According to Babalola (2006), educational management is a concept that goes along with the quest to put the formal education system under control, regulation and supervision. Dash (2000) is of the view that management in education means deciding the goals of an educational institution and the activities to be conducted to achieve these goals. The definition by Idoko (2015) reflects the domain of human factors and thus explains that educational management is the process which helps educational institutions develop a human personality. Hence, the major duty of the manager of an educational institution is to get the work done in order to accomplish the pre-planned objectives.

From the various definitions, Akpan (2016) deduced that educational management is concerned with the following:

- Planning, decision-making and formulation of educational policies, goals, and programmes.
- Harnessing and managing educational resources for the attainment of educational goals.
- Mobilizing people in the educational system to work effectively toward goal achievement.
- Planning, organizing, controlling, conducting, and supervising activities in educational institutions toward achieving set goals.

As Idoko (2005) states, school management involves coordinating the efforts of the people by way of human and material resources in order to accomplish the set objectives of the educational institute to accomplish the educational institute's set objectives. Educational management, therefore, can be defined as the process of planning activities, formulating and setting educational goals and policies, and proper coordination and management of resources toward the achievement of pre-determined goals.

POSDCORB is an acronym widely used in the field of management and public administration that reflects the classic view of organizational theory. It appeared most prominently in a 1937 paper by Gulick & Urwick (1937). Initially, POSDCORB was envisioned in an effort to develop public service professionals. In Gulick's own words, the elements are as follows: Planning, Organizing, Staffing, Directing, Co-Ordinating, Reporting and Budgeting. The adaptation of each of these functions in educational administration is appended below.

Planning:

Planning involves examining the future and drawing up or mapping out a course of action for achieving specific goals (Akpan, 2011). Planning involves the activities or works to be done and the procedure for doing them to accomplish a set purpose. The planning functions of an educational or school manager include formulating policies and setting goals and objectives. Determining the future manpower need of the school, future enrolment of students or pupils and facilities needed for the successful operation of the school are part of the functions of planning. Planning is an essential function of educational management as it is through planning that

educational objectives are initiated, translated into programmes and activities are implemented.

Organizing:

Organizing involves building up structures, both human and material resources, for the attainment of organizational goals. Further, organizing is a managerial function that deals with determining what is to be done, by whom and the procedure for doing it. It is also concerned with establishing a structural line of authority and indicating clearly the method of doing a particular job. It involves establishing an appropriate channel of communication for information flow in the organization. According to Okwori (2011), the organizing function involves dividing tasks or work, departmentalizing and delegating authority and responsibility.

Coordinating:

Coordinating entails interrelating the various work units or departments or sections of an organization and their activities to work together toward goal attainment. It involves building together, unifying and harmonizing all activities and efforts in the school organization (Akpan, 2011). Hence, coordinating can be defined as the process of ensuring that the efforts and activities of workers are properly channelled and directed toward the achievement of organizational goals. It involves the ability of the educational manager to put together the available educational resources (human and material) and utilize them effectively and efficiently to achieve school goals and objectives.

Controlling:

Determining how well an actual operation conforms with expected results can be termed controlling. If results fail to meet expectations, an attempt must be made to determine the reason for the failure and remedial actions should be taken accordingly. Controlling ensures that everything occurs in conformity with the plan, objectives and set standards. Controlling involves the evaluation of the performance of workers compared to the set plan. Therefore, managerial skill ensures effective acquisition and use of the organizational resources to achieve stated objectives.

Staffing:

Staffing is a whole personnel functional element of bringing in and training employees in order to maintain a favorable environment for work. It involves all activities concerned primarily with ensuring that educational institutions have adequate staff in quantity and quality (Akpan, 2011). It involves selecting new employees, orienting them and developing training programmes so that staff can attain a high level of effectiveness and become more competent in discharging their duties.

Directing:

Directing is the function that makes decisions and embodies them in specific and general orders and instructions, which serve as a guide in an organization. In educational management, the school management has to provide leadership in dealing with the subordinates as individuals and as groups. The function of directing necessitates the school manager to give orders and directives to other people and expect their compliance. Therefore, for the manager to do this successfully, he/she needs to understand the complex processes of leadership, such as the ability to influence subordinates to work willingly and cooperatively in institutional tasks. According to Akpan (2011), providing this kind of leadership means directing that involves supervising and establishing a good line of communication so that work processes can be carried out efficiently.

Reporting:

Reporting entails the ability of the school manager to keep himself and his subordinates informed through records, research, and inspection (Akpan, 2011). Reporting also involves the ability of the manager to effectively communicate information and school reports to his superiors and subordinates.

Budgeting:

Budgeting can be seen as the forecasting of future expenditures of an organization based on expected income. It concerns everything in terms of financial planning, accounting and control needed to implement organizational programmes and activities within a given period. The school manager or educational manager should be familiar with the principles of school financial management for the smooth functioning of the institute.

Identification of determinants of effective school management

Scholars in education have researched identifying vibrant determinants leading to effective management in the school context (David & Hopkins, 1996; Reynolds, 1996; Mortimore et al., 1988). However, these determinants can also be adaptable in higher education as they conform to management fundamentals. David & Hopkins (1996) discovered eight determinants for effective school management, which can be identified as; school leadership, the suitable climate within the school, focus on curriculum and teaching, clear goals and high expectations for students, monitoring performance and achievement, staff development and in-service training, parental involvement and external support. The determinants identified by Reynolds (1996) contain nine key determinants associated with effective school management. These are professional leadership, shared vision, goals, learning environment, high-quality teaching and learning, high expectations, positive reinforcement, monitoring pupils' progress, and pupils' rights and responsibilities.

Mortimore et al. (1988) identified twelve determinants for effective school management, and these are; purposeful leadership of the staff by the head, the involvement of the deputy head, the involvement of teachers, consistency among teachers, structured sessions, intellectually challenging teaching, work-centred environment, limited focus within lessons, maximum communication between teachers and pupils, record keeping, parental involvement, and positive climate.

The common determinants, such as leadership, staff development, and quality of teaching and learning, are among the determinants proposed by both Reynolds (1996) and David & Hopkins (1996). However, Mortimore et al. (1988) have focused more on the teaching and learning environment and the leadership domain in effective management.

Findings and Conclusions

It is evident from the literature that there is a positive relationship between educational management and the enhancement of education. The functions of management involve a series of activities oriented towards the effective and efficient use of organizational resources in order to meet organizational objectives (Sapre, 2002). The traditionally held concept was that leaders of

educational institutes need to possess the necessary qualifications and experience to function in the process of educational management. However, it is apparent from the research studies that the enhancement of education (i.e., learning and teaching) can be effectively done with the proper application of ideal management practices such as planning, organizing, staffing, directing, coordinating, reporting, and budgeting. Therefore, it is pivotal that the leadership of educational institutions and schools needs to possess managerial skills more than qualifications and experience. Leadership and management need to be given equal prominence if schools are to operate effectively and achieve their objectives. Leading and managing are distinct, but both are important. The challenge of modern organizations requires the objective perspective of the manager as well as the flashes of vision and commitment wise leadership provides (Bolman & Deal, 1997).

Further, the number of determinants proposed by Reynolds (1996), David & Hopkins (1996), and Mortimore et al. (1988) be given special attention in relation to effective functions of educational management. Some important determinants can be identified as; focus on curriculum and teaching, high expectations for students, staff development and in-service training, monitoring student progress, and positive communication with students. Further, the findings in respect of educational management in school education can be easily adapted to the higher education sector in general and the university system in particular, as the major components of educational management that are specified in the school education system resemble that of the higher education and the university sector.

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