



A Review on Educational Administration and Management

Jalila S. Lala

College of Education, Adiong Memorial State College

ABSTRACT

Education management and administration are fields of study to pursue and a type of career a professional can work within. Professionals in this field not only have a passion for education, but they also want to be decision-makers for matters of policy, curriculum, and personnel. Educational administration gets into the role of setting up of goals of education, review, feedback and evaluation. Education management on the other hand is the function that coordinates and directs the human resources to meet the goals and objectives of the institution by using the available resources effectively.

Keywords: *Education; Educational Administration; Educational Management*

1. INTRODUCTION

LET us start by considering some definitions of Administration and Management with a view to easing our understanding of what Educational Administration and Management is. A distinction should be drawn between management and administration in order to dispel the misunderstanding associated with these terms. These two concepts overlap and their usage varies in different professional cultures and countries. In some cases, they are used interchangeably. The term 'Management' is mostly used in Britain, Europe, Asia and Africa, whereas in United States of America (USA), Canada and Australia the term 'Administration' is predominantly used (Bell & Bush, 2002; Bush, 1999; Baron, 1980). In the United Kingdom for example, 'management' relates to more operational matters, whereas 'administration' tends to relate to routine tasks. In the USA, 'administration' is an overarching term embracing both leadership and management and relates to the most prestigious level (Bush & Bell, 2002). But in essence, administration and management overlap and have the same objectives and functions. Literature, in this field, leads us to conclude that they are given equal importance in all organisations, be it in the field of medicine, commerce, business and education amongst others.

Numerous scholars have defined the concept of administration in varying ways and from different perspectives. For instance, Thungu, Wandera, Gachie, & Alumande, (2008), define 'administration' as the universal process of organizing people and resources effectively in order to direct activities towards achieving predetermined goals and objectives. Kakanda (2013) puts it that administration is about the implementation of policies which are put in place by those in management. Wango (2010) defines administration as involving the various activities which help the subordinates to work towards realizing the organizational goals.

One underlying factor which underpins the above definitions is that 'administration' is concerned with the functions and responsibilities essential to the achievement of established goals through associated effort. It is a formalized system which is premised on established authority meant to plan, control and make decisions about various activities of an organisation. Administration is also about directing, guiding, coordinating and inspiring the associated efforts of individual members so that the purposes for which the organisation has been established may be accomplished in the most effective and efficient manner possible (Nwankwo, 1982; Sidhu, 1996). Administration therefore, is more concerned with getting things done in the organisation.

The concept of Management has also been broadly defined by different scholars. For instance, Henry Fayol (1841-1925) puts forward an early classic definition that to manage is to forecast and plan, to organize, to command, to coordinate and to control. From his definition, management encompasses planning, organizing, resourcing, controlling, directing and measuring results in an organisation for the purpose of achieving a given goal (Smit, de, Conjé, Brevis & Vrba, 2007). It is all about the manipulation of human, financial and material resources so as to meet predetermined goals. In addition, Thungu et al. (2008) take management to imply working with resources available through individuals and groups to accomplish desired organizational goals. Further, Okumbe (1998) conceptualizes management as the process of

designing, developing and effecting organizational objectives and resources so as to achieve the predetermined organizational goals.

From the above definitions, management is the ability to get things done through people. Management is about deciding what should be done and then getting other people to do it. It is therefore, a process of getting activities completed efficiently with and through other people. It entails getting desired things done well and on time by an organisation. In the context of education, management can be said to be a field of study concerned with the operation of educational organisations for the purpose of achieving the expected goals of education.

Having defined what administration and management are, what then is Educational Administration and Management? First, we start by defining what is meant by Educational Administration. The existing literature in the field of educational administration stipulates that it is taken to imply a structure or framework with which educational systems function and which is supported by a specific type of administrative work. It is also considered to be the “process of setting and achieving educational goals through the execution of management functions that utilize human, financial and material resources” (Thungu, et al., 2008:235). Bush (2000) puts it that Educational Administration refers to routine clerical and financial functions. Okumbe (1998) views Educational Administration as a process of acquiring and allocating resources for the achievement of predetermined educational goals. Teklemarian (2009) on the other hand, believes that Educational Administration, as a social process, is concerned with creating, maintaining, controlling and unifying formally and informally the organised human, financial and material energies within a system designed to accomplish specific educational objectives. What then is Educational Management?

Van der Westhuizen (1997) defines Educational Management as a scientific study of those management procedures which are essential for teaching and learning to take place. Educational Management represents a wider range of activities involved in running successful educational organisations (Bell & Bush, 2002). It can thus be defined as the specific type of work in education which comprises those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation in order for educational activities to take place smoothly. Educational Management thus, is a field of study and practice concerned with the operation of educational organisations (Bush, 2000). Educational Management is about the application of managerial theory and practice to educational institutions. It can be described as a process of using techniques and procedures to manage the educational organisations in accordance with established policies, objectives and goals in order to accomplish educational goals.

From the foregoing, Educational Administration and Management is centrally concerned with the purpose or aims of education. It is the process of designing, developing, and affecting educational objectives and resources so as to achieve predetermined goals. An education manager is thus a policy maker and executor. It should also be noted that the concept of Educational Management is borrowed from management taken from the business and commercial worlds which have found their place in educational settings (Bush, 1999). Many of the ideas on management, representing the various schools of thought, have been discussed and researched by educational theorists and researchers, taking the realities of educational settings into consideration.

The fields of educational administration and management have helped educational managers, teachers and leaders in assisting them to understand the complexity of educational organisations and, simultaneously, enhance their practice in leading and managing their schools effectively and successfully. Educational management and administration are therefore, an applied field of study and practice like medicine, engineering, computer science and others. It is not a discipline on its own like Biology, Chemistry or History. It builds upon such basic disciplines as psychology, philosophy sociology, political science and economics to name a few (Nicholas, 2016; Santrock, 2011; Kakkar, 2005; Okumbe, 1998). As we espouse the belief that educational administration and educational management can be used interchangeably, it is in the context that both of them entail the effective use of educational resources such as human, financial, space and material resources to effectively achieve the predetermined educational objectives. For a school to achieve its objectives, it should be well organized into departments and sections, where well-defined responsibilities should be assigned to individuals within the organisation (Wango, 2010).

But how has the field of Educational Administration and Management evolved up to date? The subsequent section considers the historical and theoretical grounding of Educational Administration and Management as a field of study.

Historical Development, theoretical grounding and growth of Educational Administration and Management as a field of study

As a separate stand-alone field of study and practice, the origin and development of th Educational Administration and Management can be traced back to the mid-20 Century (Oplatka, 2009). In America, the discipline was offered at Colombia, Stanford, Chicago and Harvard universities in the 1950s (Kowalski, 2003). In Australia, the University of New England was the pioneer in teaching Educational Administration (Örücü, 2006; Bush, 2000). In addition, Educational Administration grew from infancy to a scientific field of study in the United Kingdom in the mid-1900s. In these different regions: United States of America, Australia and the United Kingdom, institutions of higher education had established Educational Administration programmes and faculties to train, in management skills, those who aspired to take up leadership roles as managers of educational institutions.

The compelling rationale to come up with the field of Educational Administration was to promote efficiency and effectiveness in the management of educational institutions at that time. Emphasis was on the promotion of scientific approaches in the field of school administration so as to master the art of effective management of educational systems and the organisations. The prominent scholars in the early 20 century who applied administrative thinking to educational organisations were William Payne and William Harris to name a few (Oplatka, 2010). Today, the field of Educational Administration has grown due to a number of theories that have led to the development and application of administrative thinking to educational organisations.

It is also worth noting that the existence of organisations is legitimized by an adherence to their mission which is kept alive through the achievement of organizational goals. The realization of such organizational goals does not happen naturally, it requires planning, coordination and control of activities among other managerial roles. On what basis then do we plan, coordinate and control to achieve intended organizational objectives?

In human history, different approaches and theories of management have been used in order to achieve desired objectives. The Organisation Theory is one such lens which can help us appreciate the evolution of educational administration. Organisation Theory or management and administrative theory is thus the body of thinking and writing which addresses the problem of how to organize. These theories include Classical Scientific Theories, Human Relations Theory, Behavioural Approach Theory and others (Okumbe, 1998). Educational organisations refer to a group of individuals located in a specific place or institution whose purpose is to guide and help learners acquire knowledge, skills and attitudes to achieve pre-determined educational objectives or goals. Such organisations include pre-primary, primary and secondary schools, trade schools, colleges and universities.

The growth and development of Educational Administration and Management as a discipline can thus be traced to four (4) major phases. The phases in the development of administrative thought are as follows: (1) Period of Classical Organisation Theory, (2). Human Relations Approach, (3). Behavioral Science Approach and, (4). The Post Behavioral Scientific Approach (Lunenburg & Ornstein, 1996). These theories, to a greater extent, have shaped the origin and growth of Educational Administration and Management as a field of study and practice over time. However, it is beyond the scope of this chapter to consider in greater details the four phases of the historical and theoretical grounding of administrative thinking. Discussed below are the Scientific Management Theory, The Human Relations Movement and the Bureaucratic model as classical works upon which the origin and development of the field of Educational Administration and Management is premised.

2 CONCLUSION

In conclusion, administration is all about defining the policies and goals of an organization. Management is all about planning, organizing, directing, and controlling people and systems. Supervision is all about overseeing works and processes.

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