MODULE FOR POST-GRADUATE DIPLOMA IN EDUCATION

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IoE/MoF/TUC/GHANA CARES TRAINING AND RETRAINING PROGRAMME FOR PRIVATE SCHOOL TEACHERS

Ministry of Finance

Trade Union Congress

Institute of Education, UCC

EPA 775D:

Educational Management and Administration

Units 1 & 2

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TOPIC

UNIT 1:
The Concept of Educational Administration, Management And Leadership

Unit Objective(s)

After completing this unit, you should be able to:

- Conceptualise educational administration and management
- Describe the nature of educational administration and management
- Describe the scope of educational administration and management
- Explain the objectives of educational administration and management
- Analyse the functions of educational administration and management
- Describe the structure and agencies for educational administration and management in Ghana
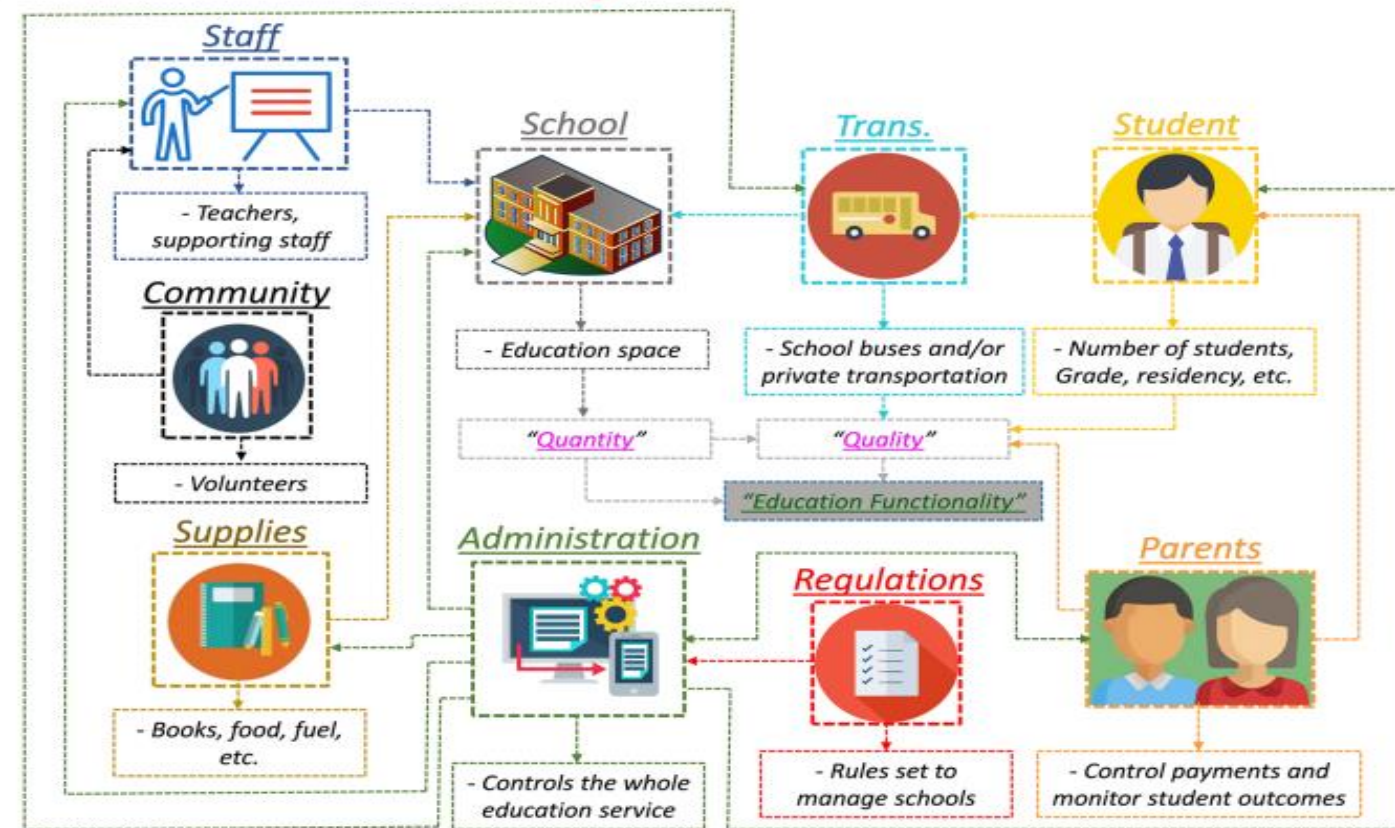
Introduction

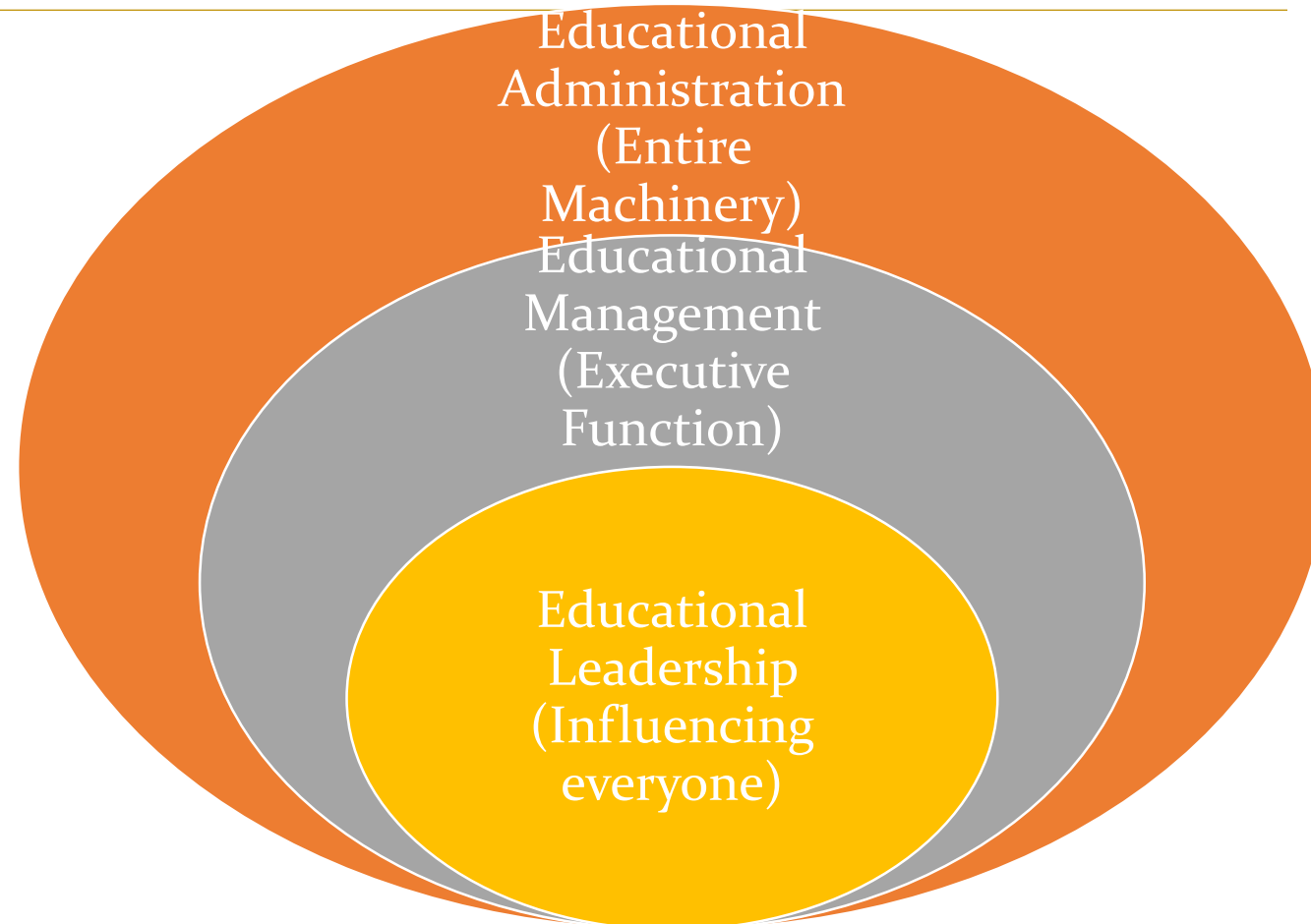**Figure 1.** Components of educational services.

Hassan et al.,2020

Introduction cont...

- No education system or institution exist without Administration, Management or Leadership

- Every organized human activity has two fundamental and opposing requirements
  - Breaking the activity into various tasks to be performed
  - Coordinating these tasks to accomplish the activity

- A structure is created for the activity

- The structure results in those who perform the primary activity itself and those who ensure that the activity is accomplished

- Ensuring that the various tasks are brought together to accomplish the activity is known as Administration, Management and Leadership

Conceptualising Educational Administration, Management and Leadership

Educational Administration (Entire Machinery)

Educational Management (Executive Function)

Educational Leadership (Influencing everyone)

Conceptualising Educational Administration

❖ The word **'administration'** comes from the Latin word **'minister'** which means to render service to others

❖ Administration occurs at any group work.

❖ The mechanism(s) for sharing and coordinating the works of two or more people

❖ It involves helping to get the work done through other people in the most effective and efficient manner

❖ Educational Administration is the machinery that runs the education system or institution

Conceptualising Educational Management

- Management is the art of getting things done through others by directing their efforts towards achievement of pre-determined goals

- Involves effective and efficient utilization of human and non-human resources to achieve organisational goals.

- Performing the executive function of the organisation

- Directing the work of others and coordinating all resources of an organisation through the process of planning, organising, directing, controlling and evaluating

Conceptualising Educational Leadership

- Evolved from Administration, through Management(Eacott, 2015)

- The capacity to influence others to achieve desired goals through articulation of a clear vision and direction

- Educational leadership is the ability to inspire and boost the motivation of educational workers towards the achievement of desired educational goals

Educational Management as a Science

- Educational management is a science because it involves establishing theories, principles, processes and practices which can be applied in different situations

- Involves the development of concepts and principles which have value in predicting what will happen in similar circumstances

- It advances knowledge, proves, predicts, defines, and measures events and behaviours

Educational Management as an Art

- It involves creativity, personal skills and perfection through practice

- The practice of educational administration also involves the use of unique personal skills which might not be generic to all administrators.

- Theoretical knowledge of administration may not be adequate or relevant for solving a particular problem

- Educational administrators learn from their mistakes as they practice and by so doing, they become better practitioners

Educational Management as a Process

- Educational Management is a process and not an event
- Involves creating structures and establishing relationships based on vision, mission, objectives, targets, functions and tasks.
- As a process, educational management consists of three aspects:
  - ✓ making productive and useful interactions among people to ensure the achievement of the goals of an educational organisation
  - ✓ bringing together human, physical and financial resources to achieve the goals of an educational organisation
  - ✓ constantly identifying problem and solving them adequately.

Educational Management as an entity

- Educational management is seen as collective group of professionals working in government agencies and educational organisations including schools

- Refers to all people in the educational enterprise who are not directly involved in the primary activities (e.g. teaching and learning)

- Specifically, they are those concerned with making important institutional decisions.

Educational Management as a Discipline

🛡️Educational management is a field of study which involves the acquisition of knowledge, skills and attitudes through learning certified courses.

🛡️Every professional educational administrator must make deliberate efforts to acquire expertise in the principles and techniques in educational management

The Scope of Educational Management

The scope of responsibilities in Educational Management can be put into two main categories. These are :

✓Operational jurisdictions of educational management and

✓Structural jurisdictions of educational management

Operational Jurisdictions of Educational Management

🛡Operationally, the scope of educational management covers a large variety of activities such as :

✓development of regulations and policies for education

✓determination of purposes and procedures of education

✓acquisition of personnel for education

✓mobilization and utilization of funds for education

✓responsibility for development of curriculum for education

✓acquisition and maintenance of physical facilities for education

✓maintenance of effective public relations for education

Structural Jurisdictions of Educational Management

⛨Structurally, educational management encompasses all levels of education.

⛨In Ghana, the following levels of education exist:

✓ Pre-School Education

✓ Primary Education

✓ Secondary Education

✓ Tertiary Education

❖**NOTE**

Some of the levels may have different forms such as Formal Education, Non-formal Education, General Education, Technical and Vocational Education, Professional Education, Special Education, and Inclusive Education

18

The Scope of Educational Management

Operational

Structural

Objectives of Educational Management

- To provide appropriate education to students
- To ensure appropriate acquisition and utilization of resources
- To ensure ethical practice and professional development among staff
- To ensure ethical practice and professional development among staff
- To mobilize stakeholder support for education
- To ensure qualitative improvement of education

Functions of Educational Management

The functions of educational management are summarised as follows:

✓Planning

✓Organization

✓Directing

✓Coordinating and

✓Evaluating

Functions of Educational Management

Structure of Educational Administration in Ghana

- In Ghana, educational management takes place at different levels

- The degree of centralisation and decentralisation of educational administration and management depends on the levels of education being considered

- Educational management involves several units including national, regional, district and institutional-level

Structure of Educational Administration in Ghana

Structure of Educational Administration in Ghana(National-Level)

- In Ghana, educational administration and management begin at the Ministry of Education
- It sets the policy direction for education delivery in the country
- Initiates and advise on government plans
- Undertake such research as maybe necessary for the effective implementation of government policies
- Review government policies and plans
- Coordinate and monitor the implementation of the education sector policies and strategies

Structure of Educational Administration in Ghana(Regional-Level)

- The regional-level units of GES are responsible for the co-ordination, supervision and monitoring of the management functions of the District Directorates of Education

- Regional directorate of education serve as a link between the GES headquarters and the various Districts Directorates of Education

- Regional Director of GES is responsible for providing the necessary support and making available funds, educational resources, and materials from headquarters to all the districts under his or her jurisdiction.

Structure of Educational Administration in Ghana(District-Level)

🛡️The District Directorate of Education is responsible for educational management at the district

🛡️Responsibilities of the District Director of Education include :

✓supervision and monitoring of schools within the district;

✓dissemination of education-related information to head-teachers, teachers, and educational institutions

✓organizing training programs for teachers and head-teachers

✓provision of educational resources

✓management of capitation grant scheme

✓resolution of conflicts between schools and communities

✓organizing school/community participation programs

27

Structure of Educational Administration in Ghana(Institutional -Level)

- The institution is the primary unit of management.

- Executive functions of education performed at this level is based on the level of education

- At the tertiary level, the institutions report to only to the national level agencies such GTEC and NABPTEX

- There is low degree of decentralisation at the pre-tertiary level of education in Ghana

- The head is expected to coordinate, supervise and monitor all activities carried out in the institution on daily basis

TOPIC

UNIT 2:
Theories of Management

Unit Objectives

By the end of this unit, you should be able to:

❖ Argue out the importance of theory in educational management practice

❖ explain at least four different categories of educational management theories in your own words

❖ describe three key strengths of at least four different categories of educational management theories

❖ describe three key limitations of at least four different categories of educational management theories

❖ indicate at least two ways of using theory to improve practice in educational management

30

Education and Formal Theories of Management

The nature of educational organisations

❖Formal education refers to organised approaches of learning administered by a recognised body or institution or organisation.

❖Every organised human activity also involves two fundamental and opposing requirements :

✓division of labour into various tasks to be performed

✓coordination of these tasks to accomplish the activities (Mintzberg, 1983).

❖The divided tasks and the bringing together of the tasks results in a structure referred to as an organisation, institution or a body

31

Education and Formal Theories of Management

❖ As the organisation clientele or customers and/or their demand increases, the operating core increases

❖ The administration duplicates itself horizontally and vertically by creating different units and levels of administration

❖ Five main mechanisms exist for coordinating the tasks of the operating core of an organisation (Mintzberg,1983)

❖ These are mutual adjustment, direct supervision, standardisation of work processes, standardisation of work output and standardisation of skills.

Education and Formal Theories of Management

❖ What is Theory in Educational Management?

✓It is an established pattern of behaviour or relationship that can be generalised to describe or explain the occurrence of phenomenon because it is supported by evidence

✓They are frames used to explain our world

✓In educational administration it is a set of assumptions directed towards describing, explaining, relating and predicting behaviours in the educational systems.

Education and Formal Theories of Management

Formal theories of educational management include:

Structural,

Systems,

Bureaucratic,

Rational

Hierarchical theories of organisation. (For details of each theory, read Bush, 2011).

Collegial theory

❖Emphasizes the sharing of power and decision-making among all members of the educational organization(schools and colleges)

❖Assumes that policy determination and decisions are made through a process of discussion leading to consensus

❖Collegial theory favours a professional bureaucracy configuration of schools and colleges.

❖Collegial theory is linked with transformational, participative and distributed leadership styles

Features of Collegial Theory

- The advocacy of collegiality is made more on the basis of prescription than on research-based studies of school practice.
- Appropriate for organizations such as schools and colleges that have significant numbers of professional staff
- Assumes a common set of values held by members of the organization.
- The size of decision-making groups is an important element in collegial management.
- Assumes that decisions are reached by consensus

36

Limitations of Collegial Theory

- The evidence of collegiality in schools and colleges tends to be sketchy and incomplete
- Collegial approach to decision-making tends to be slow and cumbersome
- Assumes that decisions are reached by consensus
- Collegial theory has to be evaluated in relation to the special features of educational institutions
- Collegial approaches to school and college decision-making may be difficult to sustain
- Its effectiveness depends partly on the attitudes of staff

Political Theory of Educational Management

❖ Assumes that in organizations policy and decisions emerge through a process of negotiation and bargaining

❖ Interest groups develop and form alliances in pursuit of particular policy objectives

❖ Appears to best capture the realities of life in many education settings.

❖ Most closely aligned with political theory of educational management is transactional leadership

38

Features of Political Theory

- Focus on group activity rather than the institution as a whole
- Concerned with interests and interest groups
- Stresses the prevalence of conflict in organizations
- Assumes that the goals of organizations are unstable, ambiguous and contested.
- Decisions within political arenas emerge after a complex process of bargaining and negotiation
- The concept of power is central to all political theory

39

Limitations of Political Power

- Neglect other standard aspects of organizations because is immersed so strongly in the language of power, conflict and manipulation

- Stresses the influence of interest groups on decision-making

- Places too much emphasis on conflict and a neglect of the possibility of professional collaboration leading to agreed outcomes

- Political theory is regarded primarily as descriptive or explanatory theory

Subjective Theory of Educational Management

- Focuses on individuals within education organizations rather than the total institution or its subunits

- Argues that events and situations have different meanings for the various participants in institutions

- Assumes that education organizations are the creations of the people within them

- Aligns closely with the notion of post-modern leadership in educational management.

- Instead of a compelling vision articulated by leaders, there are multiple voices, and diverse cultural meanings that must attract the attention of leaders.

Features of Subjective Theory

- Focuses on the beliefs and perceptions of individual members of organizations rather than the institutional level or interest groups

- Concerned with the meanings placed on events by people within organizations.

- Interpretation of events depends on the beliefs held by each member of the education organization.

- Treats structure as a product of human interaction rather than something that is fixed or predetermined

- Emphasizes the significance of individual purposes and deny the existence of organizational goals

42

Limitations of Subjective theory

- It is strongly normative in that it reflects the attitudes and beliefs of their supporters
- Perceived organizations to be nothing more than a product of the meanings of their participants
- Imply that meanings are so individual that there may be as many interpretations as people
- Subjective theory provides few guidelines for managerial action

Ambiguity Theory of Educational Management

- Stresses uncertainty and unpredictability in organizations

- Considers organisational life as full of turbulence, confusion, instability and complexities

- It is a prevalent feature of complex organizations such as schools

- assumes that turbulence and unpredictability are dominant features of educational organizations

- Contingent leadership is linked to ambiguity theory

Features of Ambiguity theory

- There is a lack of clarity about the goals of the organization
- Educational institutions are regarded as typical in having no clearly defined objectives
- Assumes that organizations have a problematic technology in that their processes are not properly understood
- Argue that organizations are characterized by fragmentation
- Within ambiguity theory organizational structure is regarded as
- Tends to be particularly appropriate for professional client-serving organizations
- Emphasize that there is fluid participation in the management of organizations

Limitations of Ambiguity theory

- It is difficult to reconcile ambiguity perspectives with the customary structures and processes of schools and colleges

- Exaggerates the degree of uncertainty in educational institutions

- Less appropriate for stable organizations or for any institutions during periods of stability

- Offers little practical guidance to leaders in educational institutions.

CULTURAL THEORY OF EDUCATIONAL MANAGEMENT

- Emphasizes the informal aspects of educational organizations rather than their official elements
- Focuses on the values, beliefs and norms of individuals in the organization
- Sees an organisation as manifested by symbols and rituals rather than a formal structure
- Assumes that beliefs, values and ideology are at the heart of organizations.

Features of Culture Theory

- Focuses on the values and beliefs of members of organizations

- Focuses on the notion of a single or dominant culture in organizations

- Emphasizes the development of shared norms and meanings

- Culture is typically expressed through rituals and ceremonies, which are used to support and celebrate beliefs and norms.

- Assumes the existence of heroes and heroines who embody the values and beliefs of the organization.

Limitations of Culture Theory

- There may be ethical dilemmas because cultural leadership may be regarded as the imposition of a culture by leaders on other members of the organization

- May be unduly mechanistic, assuming that leaders can determine the culture of the organization

- Focuses on symbols such as rituals and ceremonies may mean that other elements of organizations are underestimated

49