LECTURE 1

Introduction to Educational Management and Leadership

1.1 Lecture Overview

Welcome to our first lecture in Educational Management and Leadership. This section presents basic introductory remarks concerning educational management and leadership. It distinguishes between educational management, educational administration and leadership. In addition, it examines educational institutions as systems, explores the reasons why educational managers need to study management and leadership as discipline and the importance of setting goals.

1.2 Objectives

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

i.   Distinguish between education management, administration and leadership
ii.   Explain the purpose of studying educational management
iii.   Evaluate schools as educational organizations
iv.   Examine the relevance of mission statement, goals and objectives
v.   Discuss the Importance of setting goals

1.3 Definition of Key terms

  a. **What is Management?**

The term "Management" is defined as the art of getting things done through and with people informally organized groups.

Management has also been defined as the process of planning, organizing, leading and controlling the efforts of organizational members and using all other resources to achieve the stated organizational goals.

In relation to educational setting, management can be defined as a field of study concerned with the operation of educational organizations for the purpose of achieving the expected goals of education.

The operations and functions include planning, organizing, directing, controlling, and staffing (Erven, 1999).

b. What is Educational Management?

Educational management is the process of designing, developing and effecting educational objectives and resources so as to achieve the predetermined educational goals (Okumbe, 1999).

This definition shows that the educational manager is both a policy maker and a policy executor.

The foremost task of a manager is to be able to determine the long range goals of an organization.

Having set out the goals of the organization, the manager should be able to designing and develop the objectives/short range goals, and then determine both the human and material resource required for the attainment of these goals.

When the objectives have been designed and put in place, the manager will then put all these entities into "effect" for the achievement of the predetermined organizational goals.

c. What is Leadership?

Leadership is the process by which an individual directs, guides influences or controls his/her subordinates behavior towards the achievement of organizational goals.

Leadership binds a group together and motivates or influences it towards achievement of organizational goals.

d. What is Education Administration?

Educational administration is defined as the process of acquiring and allocating resources for the achievement of predetermined educational goals. It deals with the running of educational institutions. Educational administrators are therefore policy makers

From the foregoing definitions, it is evident that educational administration is part of educational management.

Though many authors have used the terms "management and administration" interchangeably, the overall purpose of education administration/management is to facilitate and enhance teaching and learning (Amanuel, 2009).

1.4 Differences between Educational Management, Administration and Leadership

- The term management, administration and leadership can be used in different ways and interchangeably depending on one's locality and context definition.
- Management is a higher order duty of organizational operations.
- Leadership is a concept that implies an influence relationship to achieve the expected goal. Leadership deals with "higher orders task designed to improve staff, students, and school performance", hence, it focuses on people (Amanuel, 2009).
- Administration implies "lower order duties" because it deals with implementation of directives given by managers.

- Administration can be considered as an aspect of the management process (Bush and Bell, 2007).

1.5 Purpose of studying Education Management

1. There is the need for head-teachers, teachers and student- teachers to have knowledge of how to manage the classrooms, run the schools and other educational institutions. Studying educational management and leadership enables them to predict what might happen in the future, and to understand the present educational practices from a theoretical and practical background.

2. Studying educational leadership and management enables educational managers to acquire skills and knowledge on how to handle people. It equips the managers and leaders with the artistic touch in human relations and management.

3. Studying educational management and leadership provides educational managers and teachers with skills and knowledge of evaluating the school and classroom performance.

Activity 1.1

Apart from what is provided in this chapter, state five other reasons as to why we study educational management and leadership

1.6 Schools as educational organizations

An organization can be defined as a system of consciously coordinated activities of two or more persons (Amanuel, 2009).

- Organizations consist of groups of people whose efforts are deliberately coordinated for the achievement of specific goals.

- Examples of organizations include: schools, hospitals, factories, religious organization, churches, universities etc.

An educational organizational thus refers to a group of individuals in a given place (schools, colleges, training institutions and universities), whose efforts are

deliberately coordinated for the purpose of achieving specific educational goals (Olembo etal.,1992).

- Organization can be formal or formal. Informal organizations do not have a clear goal, structure of leadership, official membership, or identified roles. Examples of informal systems would include a group of old classmates, informal social groups, friends, and families.
- In the formal organization we have clearly structured system with specific and identified goals, plans, management positions, roles, etc. in these organizations. Activities are carried out in stratified manner.
- Typical organizations have the following characteristics:
  - Title of the organization: its name, logo, symbol, emblem, badge or trade mark, motto, location and address
  - The mission statement and objectives of the organization
  - Expected results and products

1.7 Relevance of mission statement, goals and objectives

Educational management exists to put into play the organization's mission through the guidance of educational goals so as to achieve specific objectives.

Mission refers to the reason why the organization exists.
It can also be said to be the philosophy of the organization. At the top of the hierarchy is the mission, the organization's reason for existence.
A well-defined mission is the basis for development of all subsequent goals and plans.

Goal means desired future outcomes of the organization's basic business scope and operations that distinguishes it from similar types of organizations (Amanuel, 2009). Goals are used to express intended results in general terms, and they are broad in nature.

The school management's role is to ensure that all school activities are geared towards achieving the goals of education.

Objectives are specific intended outcomes as a result of instruction/teaching or a short term expected outcomes. In other words, objectives are statement in terms of knowledge, skills or performance and attitudes of desired educational outcomes. The acronym SMART identifies the main characteristic of an objective; that it should be Specific, Measurable, Achievable, Realistic and Time bound.

1.8 Importance of setting goals

An organization exists to fulfill broad set goals. Managers should therefore understand and internalize the goals for the organization they serve. In order for them to accomplish the goals, managers must learn to set modes of achieving them.

As school managers, it is important to know how best to achieve the objectives of the institutions by setting goals. This activity helps in the following ways:

- Source of motivation, enthusiasm and commitment: they reduce uncertainty and clarify for what should be done. A goal provides the "why" and the plan of the "how"
- Resource allocation: Goals let leaders know what plans will require specific amount of resources to achieve expected outcomes.
- Guidelines on action/give direction: goals, objectives and plans provide a sense of direction for employees.
- Rationale for decisions: decisions are always aligned with the organization's goals and plans.
- Standard on performance/results-orientation: the desired outcome serves as the performance criteria. Goals improve your performance.
- Can raise self-confidence and increase personal satisfaction when you achieve them.

- They help you to prioritize or decide what to do with your time.
- They tend to increase your concentration.

This lecture has presented the concept of educational management, leadership and administration as a field of study and why it is considered to be crucial to teachers and school administrators. In addition, this lecture has also examined the schools as educational organizations; and reviewed the importance of setting goals, the relevance of mission, goals and objectives in educational organizations.

1.9 Self-Assessment Questions

i.   Distinguish between Administration, Management and leadership.

ii.   Citing examples from school setting, discuss the advantages and disadvantages of schools as organizations.

iii.   Explain why is it important for a teacher trainee to study Education Leadership and Management as a course.

1.10 Further Reading

Amanuel A.T (2009).*Managing Education: A handbook for student- teachers, Trainers and School Principlals.* Nairobi: CUEA Press.

Okumbe, J.A. (1998). *Educational Management: Theory and Practice*. Nairobi: University Press.

Smarth, M.W. (2001). *Fundamentals of Management*. New Delhi: Chanda and Co. Ltd.