

THE QUEST FOR FUNCTIONAL EDUCATIONAL MANAGEMENT SYSTEM FOR EFFECTIVE LEADERSHIP

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DOI: 10.13140/RG.2.2.29127.37285

Abstract

Functional educational management system is an important vehicle to improve the quiddity and essence of effective leadership in the human society. Consequently, the revitalization and strengthening of an excellent and functional educational management is a vigorous means for the advancement of standard education in a country, which in turn, brings about effective and learned leadership, through which the activities and affairs of a country are well helmed. In our world today, there are many issues that require urgent attention for the improvement of effective leadership. One of such requirements is the quest for a functional educational management system. Educational management system is a process of acquiring and allocating resources for the achievement of predetermined educational goals in order to adequately effect changes in learners and to build future learned leaders. Without a functional educational management system, there can be no such goal of effective leadership. This paper highlighted the concepts of functional educational management system and effective leadership. It posits by a way of conclusion that the absence of a functional educational management system, which involves educational planning for smooth running of educational activities will always result to the production of incompetence, a great vice that can ruin the various leadership sectors of a country. Thus, attention to functional educational management is recommended at all levels of education from the local, state and national levels.

Keywords: Functional Educational System, Excellent Management System and Effective Leadership.

Introduction

It is indisputable to state that the quality of effective leadership in a country is dependent on the quality of the citizens of such country. The quality of the citizens depends on the

quality of educational management system in a country, which is in-turn dependent on the combined efforts of functional planning, organization and effective administration of education in the country. Thus, the most significant factor is the effectiveness and functionality of educational management system. It means, therefore, that a functional educational management system has effective change in the fate of a country and its leadership.

Furthermore, the need for a functional and effective administration of educational system, whereby leaders are educated to make the world a more livable place by the administrators who exhibit excellent leadership behaviors that will set an example for new leaders is quintessential today. In this regard, what is expected in the management of schools, which are the educational institutions with the mission of raising the leaders of the future, is to exhibit excellent leadership behaviors in education.

Unfortunately, apparent in the human society is the lack of excellent and visionary leaders in government, which is gradually leading to educational paralysis. Some of the complications in which ineffective leadership brings to the educational management system of a country includes incompetence, poor educational infrastructure and the incursion of amoral behavior in the education and life of the people. All these are indications that lack of functional educational management system can result to incompetent and ineffective leadership and damages, to make a society or nation unlivable and uncomfortable.

Flowing from the above, this paper will give an all-inclusive examination on functional educational management system as a quest for effective leadership.

Education

The etymology of the word Education is derived from Latin words “*educere*”, “*educare*”, and “*educatum*” which mean “to learn”, “to know” and “to lead out”. The concept of education and its content is expected to affect or condition the social behavior of the person being educated, as one who learns, knows and leads out. Also, from this understanding, it can be deduced that education is a life-long process which is always used to imply a positive state of mind.

Just like any other concept, education has been defined by different scholars of various epochs in history and some of them will be explored. According to Bamisaiye (1989), Education is “a cumulative process of development of intellectual abilities, skills and attitudes, all of which form our various outlooks and dispositions to action in life generally”. It is seen as the perfect essence of learning which makes us permanently able and disposed to benefit ourselves and other members of the society in the use we make of

such learning. Schooling may lead to negative behavior, knowledge can be negatively used, learning too can also be negative, but education must be positive.

According to Fafunwa, “education is an aggregate of all processes by which a child or young adult develops the abilities and other forms of behavior which are of positive value to the society.” This implies that the processes of education aim at the formation of behavior and development and abilities that are not just helpful to the individual but to the society at large. So, primarily, education is the transmission of the values and accumulated knowledge of a society.

Education also involves the training of individuals in order to acquire a particular skill or skills and also the formation and development of moral character and mental power. Education has been viewed with different lenses by various individuals and groups down through the ages. It is a common dictum that *Education is the best legacy*. It can, therefore, be said that education adds value and it is one of the best gifts that can be given to an individual. From a general view, education is a cumulative process of development. This development will invoke the skills, intellectual ability, attitudes and all other kinds of development.

There are basically two types of education. They are: formal and informal education. Formal education has to do with the kind of education given in an academic institution where there is a laid down curriculum or programme which the students follow. Formal education helps in acquiring the proficiency demanded by the very nature of the educational institution. Formal education is also known as *Western education*. Informal education, on the other hand, can be said to be the opposite of formal education as it does not follow a particular curriculum. As a matter of fact, it does not have one. This kind of education is given or received at home and the immediate society. It is the type of education that existed before the Western education. Although it still exists, informal education is given by religious groups, the family and the society. There is also the presence of moral teachings.

Finally, education also means helping people to learn how to do things and encouraging them to think about what they learn. It is also important for educators to teach ways to find and use information. Through education, the knowledge of society, country, and of the world is passed on from generation to generation.

Management

The verb ‘manage’ comes from the Italian *maneggiare* (to handle, especially tools), which derives from the Latin word *manus* (hand). The French word *mesnagement* (later

ménagement) influenced the development in meaning of the English word *management* in the 17th and 18th centuries.

Management has different meaning in different fields, in business and organizations, it is the function that coordinates the efforts of people to accomplish goals and objectives using available resources efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization or initiative to accomplish a goal. Resourcing encompasses the deployment and manipulation of human, financial resources, technological resources, and natural resources. Management is also an academic discipline, a social science whose object of study is the social organization.

Educational Management System

Educational management as a field of study and practice was derived from management principles first applied to industry and commerce, mainly in the United States. Theory development largely involved the application of industrial models to educational settings. As the subject became established as an academic field in its own right, its theorists and practitioners began to develop alternative models based on their observation of, and experience in, schools and colleges. By the 21st century the main theories, had either been developed in the educational context or had been adapted from industrial models to meet the specific requirements of schools and colleges. Educational management has progressed from being a new field dependent upon ideas developed in other settings to become an established field with its own theories and research.

There is no single accepted definition of educational management as its development observed in several disciplines, however, some of the experts who explained the meaning of management are Frederick W. Taylor and Henry Fayol. They put forward the scientific management movement. Educational management also influenced by their views. Taylor recommended the use of performance standards, namely the achievement of the expected labor productivity. A goal is something to be achieved by the organization. While the standard is a measure of performance which if met will result in the destination set. The other management expert is Fayol. On his book *Administration Industrielle et Generale*, which translated in America become *General and Industrial Management*, he was the first who developed the theory of administrative management. He identified the difference between operational and managerial activities, and he wanted to find ways to improve management. So, Fayol focuses more on operational issues. He wrote five principles which become management functions, they are: planning, organizing, commanding, coordinating, and controlling. Many people have used the term administration to mean management. Administration is a generalized type of human behavior found in an organization. Administration is a process through which decisions are reached.

Administration is the process of directing and controlling life in any social organization such as schools or in an industry. On the other way, we may say that management is a science which concern with how the people cooperate to reach the organization goal. (Kimani, 2011: 17)

Basically, educational management is the implementation of management principles in education field. According to Gerald Ngugi Kimani (2011: 17) it is quite clear that educational administration and educational management are applied fields of study. Educational management is an applied field of management. One can therefore deduce that educational management refers to the application of theory and practice of management to the field of education or educational institutions. Educational administration is a process of acquiring and allocating resources for the achievement of predetermined educational goals.

Educational Management is the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research.

Conclusively, Educational Management focuses on the following:

- the study of theories of management science which define and describe the roles and responsibilities of the educational manager and the development of managerial skills.
- the study of educational planning at macro levels, its goals, principles, approaches and processes and on institutional planning and educational administration at the micro level.
- decision making, problem solving, communication, information management and effective team building.
- Planning of curricular and co-curricular activities, curriculum and academic calendar.
- Maintenance of school records, evaluation of students' achievement.
- Effective allocation of financial resources and the planning of the budgets of institutions.

Educational Management aims at some of the following:

- Achieving an institution's objectives
- Improving the processes of planning, organizing and implementing within the institution

- Creating, enhancing and maintaining a positive public image of the institution.
- Optimal utilization of human resources (administrators, non-teaching staff, teaching staff and students)
- Enhancing the efficiency and effectiveness of infrastructure
- Enabling job satisfaction.
- Creating and maintaining a congenial and cohesive atmosphere

Functions of Educational Management

The process of educational management consists of three basic functions, namely planning, implementing and controlling. A manager uses these functions to achieve educational organization goals and objectives.

The first is planning, and it is the first step of educational management. Kimani (2011:17) said “Planning is a rational and systematic way of forecasting the future of an organization. It is a process of preparing for change by formulating future course of action.” He also considered Warren (1994) who said that planning is a decision-making activity requiring the process of ascertaining objectives and deciding on activities to attain these objectives. Through planning process, the manager aims at managing organization efficiently and effectively.

Also, planning is the preparation activity to anticipate the actions which will be done. Planning may formulate the goals and what techniques to get it. Thus, according to Russel G. Davis (1980) “educational planning is a form of general social planning, and systematic social planning is rational foresight applied to stimulate and guide social action toward articulated objectives.” Planning should continuous and gradual activities which are guided by goals to be achieved. It could be single or plural activity, and support each other. One determines the other activities. Planning must formulate what actions will be taken. This is the core activity which contains decisions on actions to be implemented.

Furthermore, educational planning is the starting point to make the perfect educational management. It should be adapted and adopted by everyone, flexible to anticipate any possibilities, and based on the obtained and accurate need and information.

Implementing is the second function of educational management and this is equivalent with doing. It means we must implement the plan into the real actions. We could compile many educational functions which have similar characteristics as the real actions after we make the plan into implementing function. They are organizing (is similar to staffing which is the educational management function of gathering resources, establishing orderly uses for such resources and structuring tasks to fulfill organizational goals. It includes the

determination of what tasks are to be done, how tasks are to be grouped, who is responsible to do these tasks and who will make decisions about the tasks. As put together by human material resources in order to achieve organizational goal. In a school situation it may involve putting together teachers, non-teaching staff, building, teaching and learning materials to ensure pupils learn effectively); directing (similar to leading, motivating and coordinating, which is the integrating of people with the educational organization to get their cooperation for the achievement of its goal. Directing is a process through which educational personnel are motivated to make effective and efficient contribution to the realization of organizational goals. This requires some organizational commitment. It needs integration of organizational goals with those of individual and groups. It exclusively deals with the human element. It is therefore a very delicate and sensitive function that managers must take extreme care); communicating, staffing, accommodating, coordinating, motivating, and so on.

Controlling, which is the last function of educational management is a management function which monitors whether the activities are going well or not. As we know that the activities must fit in the planning. If there is something that is not appropriate, it needs an adjustment. Controlling involves determining what is achieved evaluate performance and implement corrective measures to enable the aims and objectives implemented in accordance with the original plan. Therefore, controlling means comparing performance with respect to pre-set goals and making the necessary adjustments and corrections. (Kimani, 2011: 45). Controlling is needed to update plans, to protect organizations assets from inefficiency and waste and to appraise employee's performance. It means this educational management function trying to control individual and organizational aspect. There are four steps in the process of control. First, establish the standards. Second, measure the performance. Third, compare the actual performances or results into standards. Fourth, take the corrective action which required. Effective and efficient is the main principle in educational management. Controlling as its function, must have the characteristics of effective control such as; accuracy, timeliness, flexibility, acceptability, integration, economic feasibility, strategic placement, corrective actions and emphasis on exception.

Effective Leadership

The concept of leadership has such a wide area of use and so is the cause for different definitions. In general, the view of leadership can be as much as the number of people who define it, the definition of leadership can be arbitrary and subjective. According to Kırıl and Başaran (2018), each person can express his view of leadership through his own lens. The definitions of leadership can be shaped according to the situation and time in its

context, or according to the emotional, sociological, physical, cognitive and biological characteristics of the person who exhibits leadership behaviors and makes this definition. In addition to this, the characteristics and personality traits of the individual who exhibits leadership behaviors is fundamentally significant in this large spectrum. The leadership behavior displayed by the leader gains meaning with his character and personality, and forms the visible part of the personality and character reflected on the outside. Therefore, acting by considering this fact while dealing with the definitions of leadership can provide a better understanding of the definitions.

The dictionary version of leadership is “to lead a group of people or an organization.” Leadership means creating and planning, securing resources, and looking out for and improving errors. Leadership is about motivating people to work together and cooperate with themselves and in some cases, other teams, to achieve a certain goal. It’s also important to point out that leadership is different from managing. While management is also an integral part of the success of an organization, it is fundamentally different from leadership.

Effective leadership shines not only when the going is good, but also (even more so, sometimes) when things are rough. They’re respected (not feared) by the people around them, who in turn, become motivated to work harder and make more significant contributions to the betterment of the organization as well. It is not about working towards a goal single-handedly but about inspiring and motivating people to work together towards a goal. Every effective leader needs to possess and/or work towards their goals and vision. To this effect Keith Davis defined leadership as the process of encouraging and helping others to work enthusiastically towards their objectives, as a way of extracting cooperation and willingness of the individuals and groups to attain the organizational objectives. Good leaders are keys to improved productivity and morale among members of an organization.

The Goals of Functional Educational Management System for Effective Leadership

Functional educational management system helps to build strong individuals who can make decisions without prejudice, but reasonably. This has a vigorous bear on leadership, because, more often than not, so much time can be wasted in the decision-making process that many opportunities are missed. Thus, with the effort of quality education and knowledge, decision making becomes easy and leaders are always mindful of the timeframes involved. Once a decision is made, effective leaders learn to commit to it and see things through. They realize that putting-off important decisions can have significant effects on an organization’s productivity and growth.

Similarly, effective leadership, in essence, involves leading by example and assisting others in living well. In a modern century, leaders are expected to set the bar, meet the bars and encourage other to do the same, however, it will be difficult to achieve this if a leader has not been properly schooled in a functional educational system. Following the words in in Forbes that, “A leader who rolls up their sleeves and gets dirty from time to time will create a loyalty in his or her people that will result in achieving goals beyond what we usually expect.” This is one of the functions of an effective educational system, to inculcate morals and to teach the individuals, by preparing them for the future.

It is undeniable to state that effective leaders are problem-solvers or that they do not dwell on problems, but instead focus on working towards a solution. It takes consistent effort to train such leaders who would not lose focus, but remain steadfast. Leaders who do not have the answers all the time, but are always working to get answers. Such effective leaders do not complain and instead look forward and move forward, always keeping in mind the goals they set at the beginning, and always looking at the bigger picture. To this end, they prioritize and set the tasks that need to be done first. These are the values that are inbuilt in the individuals as they go through functional educational management system.

Functional educational management system builds virtues in the individuals to make them responsible and capable of the task the future holds for them. One of such virtues is to be trust-worthy. Trustworthiness, which the goal of education, makes effective leaders more approachable, and makes others feel more comfortable opening up to them and providing honest feedback or input that in the end, thus, there will be enormous contribution to the growth of the organization from the different end. Learned and effective leaders never violate trust that is given to them either by people higher up in the organizational ladder, or by people who work for and with them.

Another goal of education is to allow the students acquire quality communication skills, because an integral part of effective leadership is strong communication, which is all about listening and truly considering the input that comes from other people in the team. Proper communication allows for better dissemination of information, as well as a stronger ability to work well with others when the situation calls for it. It is then important that functional educational management system should be ensured for every citizen who are to be entrusted with leadership of any organizations.

In the same vein, there is a strong connection between leadership and knowledge. Proper education is a pre-requisite for effective leadership, since effective leadership is about believing in what one knows and is doing. Good leaders care about what they do, they care about the organization, and they care about the people they lead and work with

through their knowledge of good human relation. This also makes them humble and accountable, by always willing to take responsibility for their actions.

Furthermore, the goal of functional educational management system includes building the individual to be confident and not to be afraid of the unknown as leaders. Great leaders are true visionaries, who are not afraid to step outside their comfort zones. They are willing to take risks and try new things. They are all about seeing the organization continue to grow and develop, instead of just settling down into a comfortable and complacent routine. They are willing to tackle challenges as they come for the sake of meeting their goals and their vision. Accordingly, schooled and effective leaders are able to prove that (they) have the competencies and the skills to be an effective leader and to lead the team to its common goal, through acquired knowledge.

Educational management has a vast area of operation ranging from planning to budgeting in an effort to make the educational process purposive and functional. An important tool it is effective, systematic and has a definite purpose. It focuses upon the attitude towards work and adopts practical measures to ensure that the system of work functions efficiently and assists in the achievement of the aims of education thus benefiting the learners who are the main stakeholders in the educational system.

Conclusion

The journey of human beings for excellence can be initiated by excellent leaders who seek and strive for this excellence, however, the absence of guidance towards leadership cripples the essence of effective leadership. This implies that without a functional educational management system of adequate control and educational planning, there can be no such goal of effective leadership. Thus, this study was undertaken to find out the functionality of educational management system for effective leadership. This paper highlighted the concepts of functional educational management system and effective leadership. It argues that the absence of a functional educational management system, which involves educational planning for smooth running of educational activities will always result in the production of incompetence, a great vice that can ruin the various leadership sectors of a country.

In a bird's-eye view, functional educational management system is vital and essential in the formation of effective leadership towards the development of a nation and in-turn, progress in the educational system of a country.

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