

THEORIES OF EDUCATIONAL MANAGEMENT

MANAGEMENT MODEL

- FORMAL
- COLLEGIAL

- POLITICAL
- SUBJECTIVE
- AMBIGUITY
- CULTURAL

LEADERSHIP MODEL

- MANAGERIAL
- PARTICIPATIVE
- TRANSFORMATIONAL
- INTERPERSONAL
- TRANSACTIONAL
- POST-MODERN
- CONTINGENCY
- MORAL
- INSTRUCTIONAL

FORMAL MODELS

Formal model is an umbrella term used to embrace a number of similar but not identical approaches.

The title “formal” is used because these theories emphasize the official and structural elements of organizations.

COMMON FEATURES:

1. They tend to treat organization as systems. A system comprises elements that have clear organizational links with each other.
2. Formal models give prominence to the official structure of the organization.
3. In formal models the official structures of the organization tend to be hierarchical.
4. All formal approaches typify schools and colleges as goal-seeking organizations.
5. Formal models assume that managerial decisions are made through a rational process.
6. Formal approaches present the authority of leaders as essentially a product of their official positions within the organization
7. There is an emphasis on the accountability of the organization to its sponsoring body.

**Structural
models**

**Systems
models**

**Bureaucratic
models**

**Rational
models**

**Hierarchical
models**

STRUCTURAL MODELS

*refers to the formal pattern of relationships between people organization. It expresses the ways in which individuals relate to each other in order to achieve organizational objectives.(Bush,1997)

Becher and Kogan(1992) structural models

Central Level

including the various national and local authorities who are between them charged with overall planning, resource allocation and monitoring of standards.

Institutional as defined in law and convention. This includes all schools and colleges

Basic unit which corresponds with departments or faculties in colleges and departments and pastoral units in school

Individual level comprises teachers, students or pupils and support staff, focus mainly on teachers because “it is they who normally play the main role in shaping academic and curricular policy”

SYSTEMS MODELS

Systems theories emphasize the unity and integrity of the organization and focus on the interaction between its component parts, and with the external environment. These models stress the unity and coherence of the organization.

Systems theories are usually categorized as either Closed or open in terms of the organization's relationship with its environment

BUREAUCRATIC MODELS

*the most important of the formal models. The “pure” version of the bureaucratic model is associated strongly with the work of Weber who argued that formal organizations, bureaucracy is the most Efficient form of management.

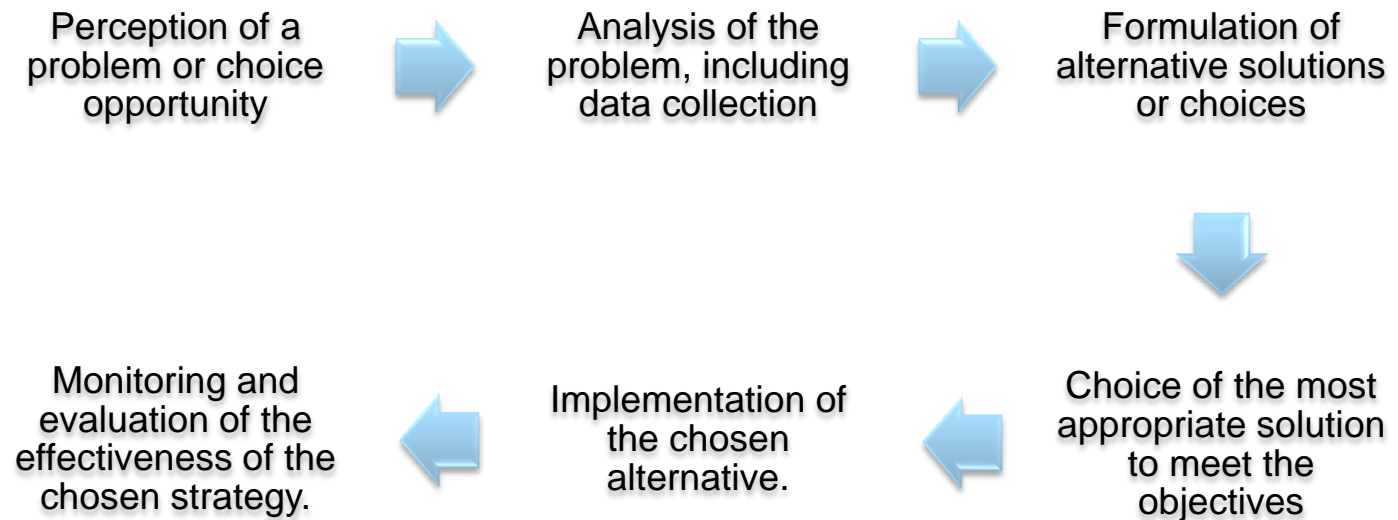
Main Features are:

1. It stresses the importance of the hierarchical authority structure with formal chains of command between the different positions in the hierarchy.
2. It emphasizes the goal orientation of the organization.
3. It suggest a division of labour with staff specializing in particular tasks as basis of expertise.
4. Its decision making is govern by rules and regulations rather than personal initiative .
5. Emphasize impersonal relationship between staff and with clients.
6. The recruitment and career progress of staff are determined on merit.

RATIONAL MODELS

*rational approaches differ from other formal models in that they emphasize managerial processes rather than organizational structure or goals.

Process of decision-making:



HIERARCHICAL MODELS

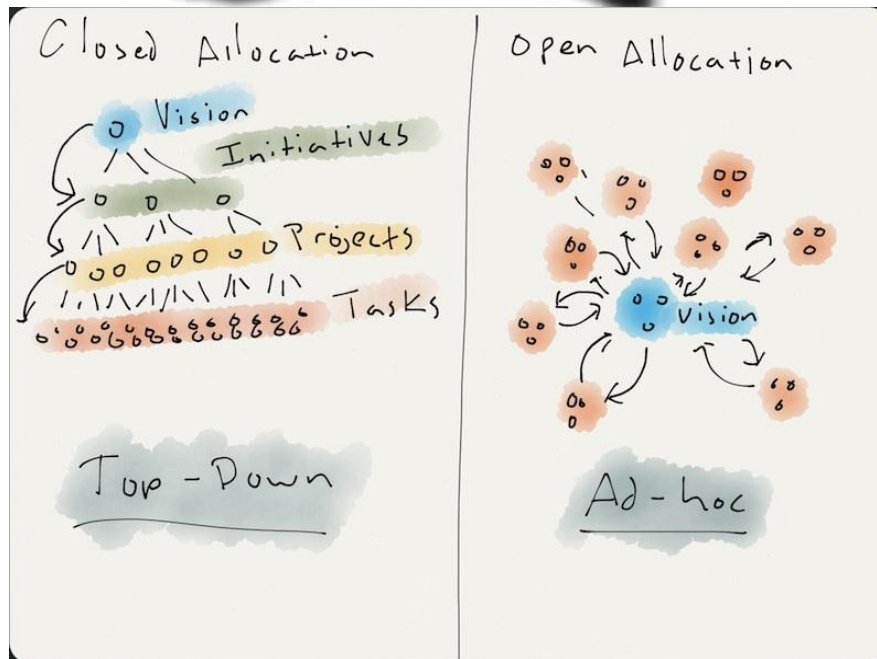
*stress vertical relationship within organization and accountability of leaders to external sponsors. It emphasized with particular reference to the authority and responsibility of the managers at the apex of the structure.

It emphasize vertical communication patterns.

Horizontal communication also plays a part in the hierarchy for co-ordination rather than management.

Central to the hierarchical models is the concept of accountability.

FORMAL MODELS : GOALS, STRUCTURE, ENVIRONMENT AND LEADERSHIP

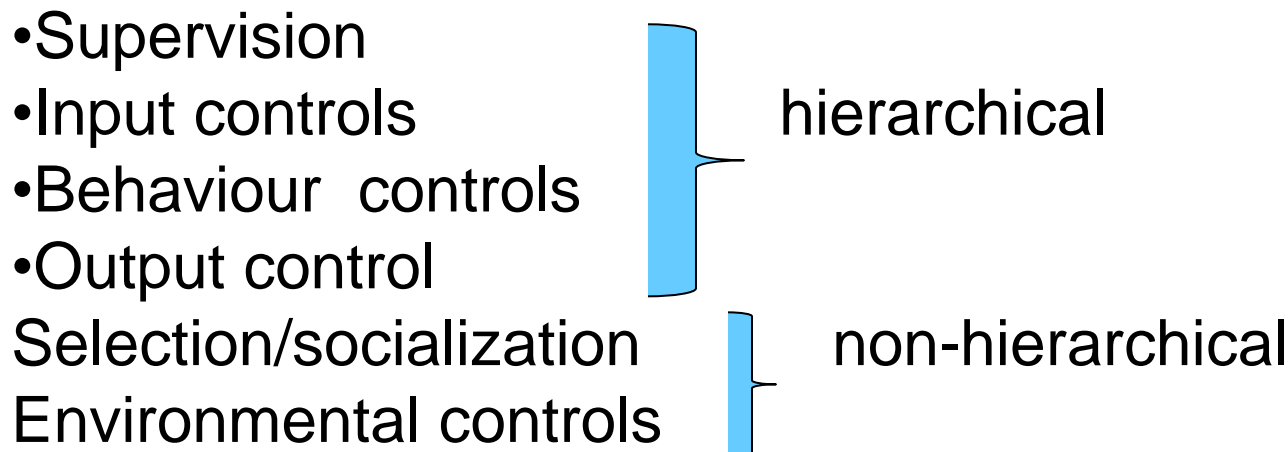


MANAGERIAL LEADERSHIP

Managerial leadership assumes that the focus of leaders ought to be on functions, tasks and behaviours and if these functions are not carried out competently the work of others in the organization will be facilitated.

According to Dressler “Traditionally the principal’s role has been clearly focused on management responsibilities”.

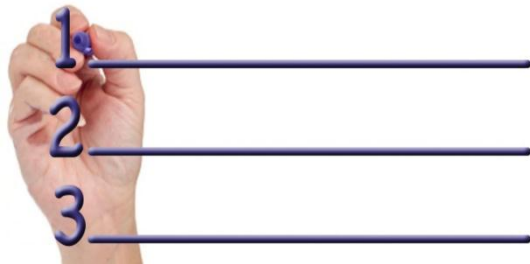
Managerial functions for a school principal
(Myers and Murphy)



According to Caldwell:

Managers and leaders of self-managing schools must be able to develop and implement a cyclical process involving seven managerial functions:

Setting Goals



**NEEDS
IDENTIFICATION**



Priority setting



implementing



COLLEGIAL MODELS

*Includes all those theories which emphasize that power and decision-making should be shared among some or all members of the organization who are thought to have a shared understanding about the aims of the institution.

Major Features:

- 1.They are strongly normative in orientation.
2. Collegial seems to be particularly appropriate for schools and colleges that Have significant numbers of professional staff. Teachers possess authority arising directly from their knowledge and skill .they have the authority of expertise.
- 3.Assume a common set of values held by the members of the organization.
4. The size of decision-making is an important element in collegial management.
5. Collegial models assume that decisions are reached by consensus rather than

COLLEGIAL MODELS : GOALS, STRUCTURE, ENVIRONMENT AND LEADERSHIP

GOALS

Assume that members of an organization agree on its goals. Goals have three main function:

1. they provide a general guide to activity.
2. goals serve as source of legitimacy.
3. they are means of measuring success.

STRUCTURE

Its structure is an objective fact which has a clear meaning for all members of the institution.

ENVIRONMENT

It is characterized by a decision-making as a participative process with all members of the institutions having an equal opportunity to influence policy and action.

LEADERSHIP

The leader is at a “first among equals” in an academic organization supposedly run by professional experts. The basic idea is less command than to listen, less to lead than to gather expert judgements, less to manage than to facilitate, less to order than to persuade.. Meaning leader is not so much as a star.

COLLEGIAL LEADERSHIP MODELS

Transformational leadership (Leithwood-1994)

- Building school vision
- Establishing school goals
- Providing intellectual stimulation
- Offering individualized support
- Modeling best practices and values
- Demonstrating high performance expectations
- Creating a productive school culture
- Developing structures to foster participation in school decisions

PARTICIPATIVE LEADERSHIP

*Participation will increase school effectiveness.

Participation is justified by democratic principles.

In the context of site-based management, leadership is potentially available to any legitimate stakeholder.

INTERPERSONAL LEADERSHIP

Much of the teachers' day is taken up in an intensity of relationship.

Understanding the changing nature of relationship with young students, the changing context of their lives and developing appropriate and effective responses to both their personal and academic needs requires constant reflection and adjustment. (Tuohy and Coghlan 19970)

POLITICAL MODELS

*embraces those theories which characterized decision-making as a bargaining process. Political models in schools and other institution are often described as “micropolitics”.

MAJOR FEATURES:

1. They tend to focus on group activity rather than the institution as a whole.
2. Political models are concerned with the interests and interest groups.
3. They stress the prevalence of conflict in organization.
4. Assume that goals of organization are unstable, ambiguous and contested.
5. Decision within the political areas emerge after a complex process of bargaining and negotiations.
6. The concept of power is central to all political theories.
the outcomes of decision-making process are likely to be determined according to the relative power of individuals and interest groups

BALDRIDGE'S POLITICAL MODEL

Social
Context
factors

Interest
articulation

Legislative
transformation

Policy

Execution
of policy

What are the conditions which promotes the formation of divergent values and interest group?

How do the interest groups bring pressure to bear?

How are the multiple pressures translated into official policy?

Policy an official commitment to certain goals and values

Policy execution



Feedback process: the generation of new political conflicts

There are six significant forms of power relevant to schools and colleges:

1. Positional power
2. Authority of expertise
3. Personal power
4. Control of rewards
5. Coercive power
6. Controls of resources

Six forms of power (Bolman and Deal, Handy and Morgan)

- Physical power
- Developing alliance and networks
- Access to and control of agendas
- Control of meanings and symbols
- Control of boundaries
- Gender and the management of gender relations

TRANSACTIONAL LEADERSHIP

*transactional leadership is the leadership in which relationships with teachers are based upon an exchange for some valued resource.

It is more potent and complex and occurs when one or more teachers engage with others in such a way that administrators and teachers raise one another to higher levels of commitment and dedications, motivation and morality.