

Evaluation of the District Educational Management System in Secondary and Higher Secondary Education

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Abstract

The present study is survey in nature. The main objectives of the study is to evaluate the district educational management system in secondary and higher secondary education. All the educational administrative officers, principals, supervisors and teachers serving in secondary and higher secondary education of Rajkot District were taken as the population of the study. The investigator was purposively selected Total sample were 100. Survey type research method was used. In the present study Management System Scale (EMSS) was prepared by investigator himself. The researcher collected the data for the study of Educational Management System. Responses of Responders by Educational Management System Scale (EMSS) were recorded. The data were analyzed by statistical technique by Chi - square. The study revealed that the district educational management system is more effective, transparent and fruitful. Under the Rajkot district educational management system, political interference is discouraged; service problems of the officials are being solved properly; appointments are being made on merit basis; corruption level has been decreased; supervision system is effective; the evil of nepotism and favoritism has been eradicated; education officers are sovereign in their legal powers; and federal, provincial and national rules and policies are properly implemented. In addition, there also exists some weaknesses in the Rajkot district educational management system but it is expected that these weakness will be also eradicated with the passage of time. In a nutshell, it is right to say that the Rajkot district educational management system is more effective, successful, fruitful and transparent. It is expected that newly developed educational management system will bring a constructive revolution in education in Rajkot district.

Keywords: Educational Management System Scale (EMSS).

INTRODUCTION

Management is the primary instrument in all organizations and associations. Management is a discipline and culture. Management is effective utilization of human and material resources to achieve the enterprise's objectives (Glueck, 1977). Management is the process of planning, organizing, motivating and controlling in order to formulate and achieve the objectives of an organization. Administrators must develop skills and abilities to manage every principal's job, problem

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analysis, judgment, decisiveness, organizational ability, leadership, sensitivity, and range of interest, personal motivation, stress tolerance, oral communications, educational values, and written communications (Huma, 2005). The current paper is written in order to evaluate the district educational management system in secondary and higher secondary education.

Educational Management and Management Skills

Management of educational organization means setting realistic goals and preparing plans for the achievement of these goals. Those plans involve creating distinct phase, setting objectives, allocating resources, delivering results, evaluating the impacts and resetting the objectives in the light of evaluation. Whetten and Cameron (1995) defines

educational management as the theory and practice of organization and administration of current educational establishments, organizations and systems. According to Choudhury (2001) management of education is the process of learning values, attitudes, information and skills for the achievement of desired relations between resources and objectives. Management is the process of designing and maintaining an environment in which individuals work together in groups to achieve selected aims efficiently. According to Chesler and Cave (1974) "it is with the form and shapes of the institutions in which administrators, supervisors, teachers, students, parents, communications, and other functions, both the institutional environment and their effects on the parties are concerned". According to Griffin (2000), the most important managerial skills are presented in Table 1.

Table 1: Management Skills

No.	Management Skills	Descriptions
1.	Communication Skills	Communication skills are the abilities of the managers to communicate and receive ideas and information with others.
2.	Conceptual Skills	Conceptual skills are the abilities of the managers to visualize the most suitable response to a situation.
3.	Decision-Making Skills	Decision-making skills are the capabilities of a manager to recognize and define problems and opportunities and to select a proper course of action for each.
4.	Diagnostic Skills	Diagnostic skills are the abilities of the managers to visualize the most appropriate response to a situation.
5.	Interpersonal Skills	Interpersonal skills are the capabilities of the managers to understand and motivate both individuals and groups.
6.	Technical Skills	Technical skills are essential to complete or understand tasks relevant to the organization.
7.	Time-Management Skills	Time management skills are the abilities of a manager to prioritize work, to work efficiently and to assign appropriately.

Functions of Management

Generally, the management process consists

of four functions which are presented in Table 2.

Table 2: Functions of Management

No.	Functions	Descriptions
1.	Controlling	The process of comparing actual performance with standards and taking any essential corrective action is called controlling. Controls assist to ensure the performance of workers in accordance with plans.
2.	Influencing	A large number of topics are placed under this heading, consisting motivation, leadership, communication, group dynamics, politics, power, and corporate culture.
3.	Organizing	The process of prescribing formal relationship among people and resources in order to achieve goals is called organizing.
4.	Planning	The process determines in advance what should be done and how it should be realized is planning. Ideally, plans should be stated in specific terms in order to ensure the provision of clear guidance for the managers and workers.

Levels of Management in Administration

According to Aggarwal (1982), management

can be classified under three main levels which are presented in Table 3.

Table 3: Levels of Management in Administration

No.	Levels	Descriptions
1.	Lower/Supervisory Management	Lower or supervisory managers arrange and implement routine activities, making certain plans to be carried out by the workers.
2.	Middle Level of Management	In general, the middle manager is responsible for the supervision of salary and salary systems, motivation of subordinates, conduction of meetings for purpose of training, control or coordination, conduction of appraisals and counseling.
3.	Top Level of Management	At the top management level, relatively few technical skills are used. The stress here is on planning and there is notable less effort in relation to working with people to execute definite activities.

Concepts of Administration

Concepts of Administration are presented in Table 4.

Table 4: Concepts of Administration

No.	Authors	Concepts
1	Campbell (1962)	Administration is originated from the Latin word "Minister" which means service i.e., work dedicated for the wellbeing and interests of people. Generally, it is concerned with the business, an organization, an institution, a factory or an army etc. Administration is a vital and fundamental element of any organization that ensures a favorable environment for the development of society or the nation or an individual
2.	Musaazi, (1987)	Administration is an important part of any organization and a social process which is concerned with identifying, maintaining, motivating, controlling and unifying formally and informally organized human and material resources within an integrated system. This system is designed mainly for the achievement of predetermined objectives
3.	Sharma (1994)	Administration in any organization performs several rational functions i.e. planning, organizing, coordinating, evaluating, delegating, controlling and other similar activities.

Educational Administration and its Principles

Educational administration deals with the educational affairs. Educational administration has to carry out various functions i.e. planning, organizing, directing and motivating, controlling, coordinating, decision-making, evaluating, recording and reporting etc to make the education process more effective and productive. Educational management is also considered as administration because of the benevolent nature of education activities and the professional character of its work. The task of administration contains curriculum planning and instruction; finance and business management; staffing; pupil accounting; legal responsibilities; school plans services; community school relations and implementation of state programmes.

Principles of Educational Administration

Principles of Educational Administration are presented in Table 5.

REVIEW OF RELATED LITERATURE

The administrator performs the same work as manager performs. The need for managers has been increased due to the development of more complex organizations and associations. Rapid expansion of knowledge that is useful to management will need competent and qualified managers. The work of management identifies a particular group of people whose job is to direct the efforts and activities of other workers for the achievement of common goals and objectives. Therefore management means "get things done through other people" (Massie, 1992). Management is a particular

Table 5: Principles of Educational Administration

No.	Principles	Descriptions
1.	Principle of Co-Operation	Mutual co-operation between administrators and their subordinates plays a vital role in the completion of an activity. Mutual assistance and discussion can discover proper solution of a problem because it is not possible for a single individual to explore the solution of a problem.
2.	Principle of Coordination	Coordination among the workers and administrators ensures success therefore this principle should be given much importance.
3.	Principle of Democracy	It is a reality that democratic type of administration is successful in any organization. Under democratic administration or leadership, everyone feels easy and at comfort. According to Badar and Akhtar (1991) in the democratic administration, the administrators try to understand their subordinate officials or worker's problems and then try to explore a proper solution according to the requirement of the subordinates or staff.
4.	Principle of Evaluations	According to Bhat (1985), an evaluation is an important function of administration. It is more than testing workers or rating them. Evaluation is a process which is used to develop and improve the personnel performance, and products involved. It is a process of making decision through which more planning for improvement is possible.
5.	Principle of Flexibility	According to this principle, rules, procedures and standards should be flexible and changeable to fulfill the requirements of varying conditions.
6.	Principle of Planning	Successful achievement of the objectives of an organization depends upon effective planning. Successful and efficient supervision too, depends for its success on careful planning. Therefore, it can be concluded that successful accomplishment of the objectives depends upon effective planning.
7.	Principle of Scientific Method	Principle of scientific method concentrates attention upon achieving the facts, analyzing the situation, as it exists and drawing objective conclusions.

practice that changes a group of individuals into an effective, purposeful and productive group (Mescon et al., 1988). Therefore effective management is totally dependent upon the human element. Heads do not get the job performed by themselves in spite of their individual talent or drive. They must work with other individuals to achieve the goals and objectives of an organization (Kraus and Curtis, 1986). Management is defined as a social process which is designed to make sure the cooperation, participation, and involvement of others in the effective and successful achievement of a given or determined objective. It is the art of guiding and directing the activities of a group of people in order to achieve common goals (Guruge, 1984). Management is the process assumed by one or more persons to coordinate and direct the activities of others to achieve those results which are not possible to achieve by a common individual acting alone (Desselar, 1998). Management is a practice rather than a science similar to the fields of medicine, law and engineering. It is not only a knowledge but also performance (Drucker, 1974). Management

is also defined as functioning with people to determine, interpret, and achieve objectives of an organization by executing the function of planning, organizing, staffing, leading and controlling (Megginson, et al. 1992). Management is a set of activities (including planning and decision making, organizing, leading and controlling) directed at any organization's resources (human, financial, physical and information) in order to achieve goals of that organization in an efficient and effective manner (Griffin, 1996). Management is the process which coordinates and integrates work activities so that they are completed successfully and effectively with and through other individuals (Robbins, 1999). Management is the process of achieving organizational goals by working with and through individuals and other organizational resources. The term management also refers to the persons who guide and direct organizations or to a career devoted to the task of guiding and directing organization (Certo, 2003).

Objectives of the Study

Objectives of the study are:

To evaluate the district educational management system in secondary and higher secondary education.

Variables Involved in the Study

Two types of variables were involved the study: (1) Independent variable and (2) Dependent variable.

Independent Variable. The independent variables of present study were educational administrative officers, principals, supervisors and teachers serving in secondary and higher secondary education of Rajkot District.

Dependent Variable. The dependent variables of present study were Educational Management System Opinions Scores on the Educational Management System Scale (EMSS).

Operational Definitions of Terms

Operational definitions of terms were as:

Educational Management System Opinions. Opinions of educational administrative officers, principals, supervisors and teachers serving in secondary and higher secondary education of Rajkot District were considered. The Score achieved in the Educational Management System Scale (EMSS) was used.

Question of the Study

With reference to objective, the Questions were framed as:

What is the effectiveness of the district educational management system in secondary and higher secondary education Rajkot District?

Population & Sample

All the educational administrative officers, principals, supervisors and teachers serving in secondary and higher secondary education of Rajkot District were taken as the population of the study. Total sample were 100.

Research Method

The study employed a survey research method because none of the variables used in the study

was manipulated but were used as they have existed.

Tool of the Study

In the present study, the investigator in order to trace out in educational management system opinions by Educational Management System Scale (EMSS) was prepared by investigator himself. They were Educational Management System Scale (EMSS) was divided to two sections. Section - I requested for the background information of the respondents and section - II was the Educational Management System Scale (EMSS) consists of (19) items, each rated on five-point Likert scale ranging (1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 Agree, and 5 = Strongly Agree). For this study, experts in the field ensured face and content validity of the items through consultation. The scores were reversed for negatively worded items. It was given to Responders for content and construct validity. The reliability of the used tools is verified and established. Through the split half method the reliability coefficient of Educational Management System Scale was 0.87 and by Spearman brown method it was 0.89. The internal consistency of the tool was established using Cronbach Alpha which yielded a reliability index of 0.85 (Cronbach, 1951). The tool was pilot tested and the Kuder-Richardson 20 reliability index was 0.78 (Kuder & Richardson 1937).

Data collection

The researcher collected the data for the study of Educational Management System Responses by Educational Management System Scale (EMSS). The Educational Management System Responses of Responders by Educational Management System Scale (EMSS) were recorded.

Statistical Technique Used of Analysis of the Data

The data were analyzed by statistical technique by Chi - square.

Results and Discussion

After the collection of data, the data was

organized, tabulated and analyzed. The researchers decided to apply chi square for the statistical treatment of the data. Therefore

chi-square was applied in order to draw the results are presented in Table-6.

Table 6: Chi-square value of Responders with referenced to Educational Management System Scale (EMSS)

No.	Statements	Responses/Options					Total	χ^2
		SA	A	UD	D	SD		
	<i>Under the district educational management system,</i>							
1.	is more effective, transparent, successful, and fruitful.	44	36	3	14	3	100	72.3**
2.	all the officers within district are sovereign in their legal powers.	29	32	9	16	14	100	19.9**
3.	annual audit system is implemented effectively.	15	20	7	32	26	100	18.7**
4.	appointments of the teaching and non-teaching staff are being made purely on the merit basis.	44	36	3	10	7	100	69.5**
5.	corruption level has been decreased in education offices.	40	36	4	11	9	100	55.7**
6.	funds given to institutions are properly used.	9	17	4	40	30	100	44.3**
7.	higher authorities of education make their surprising visits regularly.	17	18	6	39	20	100	28.5**
8.	monthly formal meetings of higher authorities within district are arranged regularly.	30	34	6	18	12	100	28.0**
9.	nepotism and favoritism has been discouraged.	32	33	4	20	11	100	32.5**
10.	political interference is discouraged.	31	45	3	12	9	100	61.0**
11.	political interference does not influence the administrative powers of the education officers and other official matters.	31	36	7	15	11	100	32.6**
12.	service problems of the officials are solved properly.	32	42	3	13	10	100	53.3**
13.	supervision system is satisfactory and effective.	29	41	4	14	12	100	43.9**
14.	system of reward and punishment is properly implemented to ensure the quality of education in your district.	12	16	8	33	31	100	25.7**
15.	the education officers take a drastic action against unfair means during examinations.	12	16	6	37	29	100	32.3**
16.	the officers enforce relevant federal provincial laws, rules and policies more effectively.	29	35	8	20	8	100	29.7**
17.	the officers implement and monitor all educational activities in the district within the framework of provincial and national guideline/ policies/ targets.	24	34	5	20	17	100	22.3**
18.	the officers take appropriate corrective actions based on the information received from subordinate officers.	28	30	6	22	14	100	20.0**
19.	transfers of the teaching and non-teaching staff are being made purely on merit basis.	23	35	7	20	15	100	21.4**
*Significance $df = 4$ table value of χ^2 at 0.05 level = 9.488 **Significance $df = 4$ table value of χ^2 at 0.01 level = 15.277 SD: Strongly Disagree, D:Disagree, UD: Undecided, A: Agree, SA: Strongly Agree								

Table-6 illustrates that the statements number 1, 2, 4, 5, 8, 9, 10, 11, 12, 13, 16, 17, 18 and 19 calculated value of χ^2 was found to be 72.3, 19.9, 69.5, 55.7, 28.0, 32.5, 61.0, 32.6, 53.3, 43.9, 29.7, 22.3, 20.0 and 21.4 respectively which is statistically significant because it is greater than

the table value of χ^2 at 0.05 and 0.01 level. Hence the statement that “1, 2, 4, 5, 8, 9, 10, 11, 12, 13, 16, 17, 18 and 19” is accepted due to the value of chi square but positive responses are more than negative which means that majority of the respondents responded that-

1. Under the district educational management system is more effective, transparent, successful, and fruitful.
2. Under the district educational management system, all the officers within district are sovereign in their legal powers.
3. Under the district educational management system, appointments of the teaching and non-teaching staff are being made purely on the merit basis.
4. Under the district educational management system, corruption level has been decreased in education offices.
5. Under the district educational management system, monthly formal meetings of higher authorities within district are arranged regularly.
6. Under the district educational management system, nepotism and favoritism has been discouraged.
7. Under the district educational management system, political interference is discouraged.
8. Under the district educational management system, political interference does not influence the administrative powers of the education officers and other official matters.
9. Under the district educational management system, service problems of the officials are solved properly.
10. Under the district educational management system, supervision system is satisfactory and effective.
11. Under the district educational management system, the officers enforce relevant federal provincial laws, rules and policies more effectively.
12. Under the district educational management system, the officers implement and monitor all educational activities in the district within the framework of provincial and national guideline/policies/targets.
13. Under the district educational management system, the officers take appropriate corrective

actions based on the information received from subordinate officers.

14. Under the district educational management system, transfers of the teaching and non-teaching staff are being made purely on merit basis.

Table-1 illustrates that the Statements number 3, 5, 7, 14 and 15 calculated value of χ^2 was found to be 18.7, 44.3, 28.5, 25.7 and 32.3 respectively which is statistically significant because it is greater than the table value of χ^2 at 0.05 and 0.01 level. Hence the statement that "3, 5, 7, 14 and 15" is accepted due to the value of chi square but positive responses are more than positive which means that majority of the respondents responded that-

1. Under the district educational management system, annual audit system is not implemented effectively.
2. Under the district educational management system, funds given to institutions are not properly used.
3. Under the district educational management system, higher authorities of education make their surprising visits not regularly.
4. Under the district educational management system, system of reward and punishment is not properly implemented to ensure the quality of education in district.

CONCLUSION

It was found that district educational management system is more effective, transparent and fruitful. Under the Rajkot district educational management system, political interference is discouraged; service problems of the officials are being solved properly; appointments are being made on merit basis; corruption level has been decreased; supervision system is effective; the evil of nepotism and favoritism has been eradicated; education officers are sovereign in their legal powers; and federal, provincial and national rules and policies are properly implemented. In addition, there also exists some weaknesses in the Rajkot district

educational management system but it is expected that these weakness will be also eradicated with the passage of time. In a nutshell, it is right to say that the Rajkot district educational management system is more effective, successful, fruitful and transparent. It is expected that newly developed educational management system will bring a constructive revolution in education in Rajkot district.

Implication of the Study

Research implications were as under:

- All the education officers should be selected directly through transparent and competitive examination. Their appointments should be made purely on merit basis to enhance the quality of education.
- All the education officers should take a drastic action against the curse of unfair means during the examinations conducted by boards and universities. For this purpose, special strict rules and regulation should be made.
- Annual audit system should be properly institutionalized to minimize the level of corruption.
- Regular formal monthly meetings should be arranged among the education officers, principals and headmasters to improve the quality of the education system. In the same meetings, various educational issues and problems should be discussed so that its appropriate solutions are explored.
- Newly appointed education officers should keep an eye on their office subordinates because they are habitual to get involved in corruptions under former educational management system.
- Political interference should be discouraged. The education officers should be made sovereign and autonomous in the use of their legal powers.
- Keeping in view the conclusions, the researchers make some recommendations which are described as under:
- Surprising visits should be made regularly in order to assess the teaching performance of the teachers. For this purpose, the officers are advised to make a schedule in which ample time should be reserved for office work and surprising visits. Therefore, we recommend that they should reserve three days for surprising visits and three days for office work.
- The Rajkot district educational management system should take necessary actions to institutionalize a system of reward and punishment to ensure the excellent performance of teachers and other officials. Teachers and administrators should be rewarded on their outstanding and extraordinary performance.
- Those officials who were found guilty should be punished and a drastic legal action should be taken against them. Consequently, our education system will be strengthened and will produce fruitful and effective results.
- To eliminate corruption in funding provided to the institutions, special supervisory staff should be appointed for this purpose. Effective check and balance system should be lunched.
- Training opportunities regarding administration and management should be provided to all newly appointed officers for the effective management and administration. Consequently, their administrative performance will be further improved.
- Transfers of the officials should be made on purely merit basis. Political interference should be discouraged in the same matter.

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