

THE ROLE OF EDUCATIONAL MANAGEMENT IN THE CURRENT ERA OF GLOBALIZATION.

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ABSTRACT

This study examined the role of educational management in the current era of globalization. Educational Management is defined as a field of study and practice derived from management principles. Scientific management theory of Fredrick W. Taylor was used in the study. Functions of educational management as used in the study include planning, organizing, directing, and controlling. Concepts of technology, and globalization were also reviewed in the study. The study concluded that educational management has gone far beyond classroom management since it now has an online presence, therefore its role in the current era of globalization cannot be over-emphasized.

Keyword: Education, Management, Educational Management, Technology, Globalization.

INTRODUCTION

Education is the provision of a series of learning experiences to students in order to impart knowledge, values, attitudes and skills with the ultimate aim of making them productive members of society. Educational Management is the process of planning, organising, directing and controlling the activities of an institution by utilising human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research. The National Policies on Education seek to bring about a social, economic and cultural development in society by focusing on human resource development through education. Education, therefore, curricula, be dynamic, and empower students to bring about desirable social changes while preserving the desirable aspects of our existing culture.

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.

The national developmental goals require the professional management of education to bring about the effective and efficient functioning of educational institutions. The scope of Educational Management is wide and includes the history and theories of management science, roles and responsibilities of an educational manager along with the requisite managerial skills.

Literature Review Management

An institution is an organ of a society, existing to make specific contribution and to discharge specific social function. Management can be best defined or understood in relation to its performance-dimensions and of the demands of performance on it. The emergence of management during the last century may have been a pivotal event of history as it signaled a

major transformation of society into a pluralistic structure of institutions of which it is the effective organ. It is described as an organized body of knowledge having universal application.

Management is the life-giving dynamic organ of the institutions that it manages. In fact, management and institutions are inversely related, explaining each other to mutual advantage. As such, it is not only culture oriented but also a culture conditioner, as it shapes society and culture. Management, after more than a century of development as a practice as well as a discipline, burst into prominence after the Second World War. Management is a social function and, therefore, resides in society, responding to its traditions, values, customs and beliefs, and to its governmental and political systems. Management, therefore, is people oriented: every managerial success or failure is the success or failure of individuals, of people, of men in an organization who add a real plus value to the entire management operation. Though tasks and procedures are vital, it is the organization of human resources that assume prominence in any management operation. Management has become a phenomenon and has changed the world's economic and social landscape.

An appropriate use of means and resources is termed as management. The term 'management' in education is related to the following components:

- Educational administration.
- Educational organization.
- Educational planning.
- Educational supervision.

Concept of Educational Management

Some experts, who explain the meaning of management is Frederick W. Taylor and Henry Fayol. They put forward the scientific management movement. 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. In 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 hand, we may say that management is a science, which is concerned with how the people cooperate to reach the organizational goal (Kimani, 2011). Basically, educational management is the implementation of management principles in education field. According to 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.

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.

Planning

Planning 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. Planning is a preparation activity to anticipate the actions which will be done. Planning may formulate the goals and what techniques to get it (Satori, 2007). In the educational context, Davis (1980:1) posited that "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." Consider the experts, we may said that educational planning is a management function which involves the process of formulate the education organization's goals, establishing an overall strategy for achieving those goals and developing a comprehensive set of plans to integrate and coordinate organizational work.

Planning should be a continuous and gradual activity which is guided by goals to be achieved. It could be single or plural activity, and support each other. Planning must formulate what actions will be taken. This is the core activity which contains decisions on actions to be implemented. Formulation of the plans contains some uncertain elements because not all the obstacles that will occur in the future can be foresighted in determining what techniques are most appropriate. The future cannot be predicted exactly and definitely because of the possibilities has always existed. Optimization foresight will likely occur to maintain the minimum failures. (Satori, 2007). According to Kimani (2011: 39), there are four characteristics of planning functions. First, planning is anticipatory. Decisions are made on how and what to do before it is done. Second, it is goal directed. Third, planning focuses on desired future results. Fourth, planning is future oriented. It involves making decisions that will be achieved in future.

Planning must be adaptable, adoptable, flexible and scientific. 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.

Planning is a very important function of management. This helps in setting goals. The output of an organization can be considered good if there is intended output at the earliest. Through the plan, managers can learn what the organization intend to achieve. They can make decisions to ensure that internal policies, roles, performance, structure, products and expenditures will be in accordance with the desired results.

Implementing

Implementation is equivalent to doing. It means we must implements 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, communicating, staffing, directing, accommodating, coordinating, motivating, and so on. It depends on what kind of object to be managed. If we talk about educational facility management, it does not mean that we must communicate or motivate our facility, but just maintenance. On the other hand, we must communicate, direct, coordinate, and motivate the person who is in charge of the facility.

Organizing

Organizing is similar to staffing, it is an 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 is to be done, how tasks are to be grouped, who is responsible to do these tasks and who will make decisions about the tasks. Organizing is a process

of putting together human and material resources in order to achieve organizational goals. In a school situation, it may involve putting together teaching, non-teaching staff, building, teaching and learning materials to ensure pupils learn effectively. In order to achieve maximum success, activities need to be well organized (Kimani, 2011). The following are the principles underlying organizational design:

- The principle of objectivity. Every organization geared towards achievement of its goals and objectives.
- The principle of specialization. In the allocation of work, the specialization of workers should be taken into consideration.
- The principle of definition. The content, duties, authority, and responsibility for each position should be clearly defined.
- The principle of correspondence. Authority and responsibility for each position should correspond.
- Efficiency. Organizational structure should enable it function efficiently and accomplish objectives with minimum cost.
- Simplicity. Organizational structure should be as simple as possible.
- Flexibility. The organization should be adaptable to changing circumstances and permit expansion or replacement.
- Balance. There is need to balance the size of different departments and factors such as human, technical, expertise and financial.
- Unity of direction: For a group of activities having the same objective, there should be one head and one plan.
- Personal ability. Selection, placement and training of staff should be given priority to ensure optimum performance from employees.

Directing

Directing is similar to leading, motivating and coordinating, which is the integrating of people with the educational organization to get their cooperation for the achievement of organizational goals. Directing is a process through which educational personnel are motivated to make effective and efficient contribution to the realization of organizational goals. Directing 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. There are many types of directing. At least we recognize three majors of it. First, the democratic leading or consultative directing. Participative techniques of giving directions. Second, the free-rein directing/laissez faire. The leader, director, or supervisor does not participate actively in giving decisions. Third, the autocratic or dictatorial directing. The leader keeps the entire authority and control with him.

Controlling

Why is controlling needed? It is because of the goals of individuals or groups sometimes contrary to the organization purposes. The other reason is the deviations which caused by a gap period between the time when the objectives are formulated and embodied. Controlling is a management function which monitors whether the activities are going well or not. As we know that the activities must fit in to 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).

Controlling is needed to update plans, to protect organizations assets from inefficiency and waste and to appraise employee's performance. 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. According to (Kimani, 2011: 46), effective control systems tend to have certain characteristics. These are:

1. Accuracy. Effective control should generate accurate data and information for effective managerial decisions.
2. Timeliness. Control should ensure that information reaches a decision maker when a meaningful response can be taken.
3. Flexibility. Control should be flexible to accommodate changes in the environment. It is important to update control system if when a need arises.
4. Acceptability. A good control system is one where people affected by it understand and fully accepts it.
5. Integration. Control that is consistent with organizations values and culture are easier to enforce as they become integrated to organizational environment.
6. Economic feasibility. A control system should be economical and reasonable to operate. Costs of operating such as system should be balanced against its benefits.
7. Strategic placement, control should be placed at strategic points where time and money costs of failures are greatest.
8. Corrective actions, control should identify deviations and be programmed to give solutions to such deviations.
9. Emphasis on exception. Good control systems work on exception principle so that only important deviations are brought to the attention of management.

Educational Management as a Field of Study

Basically, educational management is concerned with three major functions, they are planning, implementing, and controlling. So, it needs a harmonious collaboration between the educational management functions and its field study area. (Engkoswara, 2001).

Educational management has three major field study area, they are:

1. Human resource; through the student, the educational personnel, and the stakeholder and community as an education service user.
2. Learning resource, such as tools through the planning which will be used as a media or curriculum.
3. Facility and finance resource, as supporting factors which make the education better. The functions and area of the educational management field study must be used as the guideline for organizational activity to reach the productive education goal. We must arrange the good harmony between individual and organizational needs.

Educational management is trying to make a productive education which is effectively and efficient. There are ten (10) field study areas: They are educational leadership, educational supervision, educational organization, curriculum management, student management, educational personnel management, educational facility management, educational finance management, educational archives and management information system.

Concept of Changing World

Throughout time, education has been the way human beings pass down knowledge, values, and culture to subsequent generations. Yet, contextual factors define what kind of change each era faces, and what tools are needed to best deal with that change. Currently, there are changes in at least three notable domains with major implications for education: technology, work, and globalization. Within each of these domains there is promise for a better future where the world is more connected, efficient and equal. However each also has a flip side, perils that can come with rapid change leave large communities behind and fail to maximize every member of society's

potential. Today and in the future, we will need young people who are prepared to harness these promises and mitigate these challenges.

Technology

Technology, from the wheel to the printing press to the mobile phone has shaped human history and will undoubtedly continue to do so. Today, computers and the digital revolution are spreading across the globe, creating connections we have never before imagined and possibilities and perils only before dreamed of in science fiction. Whether it is called the second machine age, the Digital Revolution, or the 4th Industrial Revolution, technologists, economists, and academics are all concerned with recent rapid technological advances and what they imply for the future. While artificial intelligence, exponential increases in computing power, and expanding mobile networks hold promise to make our lives easier and safer, they also threaten to leave those at the bottom even farther behind if not evenly distributed.

In their account of technological evolution, Massachusetts Institute of Technology and business experts Eric Brynjolfsson and Andrew McAfee argue that the Digital Revolution is transforming people's relationship to cognitive or mental work much in the same way the Industrial Revolution transformed people's relationship with physical work. For example, even a decade ago the ability of a self-driving vehicle to navigate a car through traffic, identify other cars around it, and maneuver amidst other drivers seemed far too complex. Yet, recent advances in artificial intelligence have put Google's self-driving cars on the road. IBM's Watson, a computer with multiple artificial intelligence applications, has managed not just to beat a human in chess, but also win Jeopardy!, "a game that requires not only encyclopedic recall, but also the ability to untangle convoluted and often opaque statements. It is not just that technology can do what we previously needed humans do but also that machines are increasingly working together without human interaction at all. The Internet of Things (IoT) does this by connecting objects, appliances, and devices online: A car can automatically navigates to your next calendar appointment; an alarm clock can alert a coffee maker; and your refrigerator can order more milk when you run out. While these may seem like mundane examples, the potential to transform our world is tremendous. IoT enables our devices and objects to become active participants in our environment "capable of recognizing events and changes in their surroundings and are acting and reacting autonomously largely without human intervention in an appropriate way.

Six years ago the number of connected "things" surpassed the number of people in the world, and it is estimated by 2020 that 50 billion devices and objects will be on IoT. Many of these technological advancements have followed and even outpaced Moore's Law, the observation in 1965 by the cofounder of Intel Gordon Moore that computing power will double every two years.

Globalization

The current era of globalization has transformed the landscape of how goods and information flow. This not only helps us connect with people and places far from our shores and allows fresh fruit to be consumed in winter, it also enables important solutions to pressing problems. For example, in health, solutions in the global north such as vaccine and drug production have been providing improved health in the global south. Global coordination has enabled quicker and more effective responses to rising health epidemics such as the Ebola virus. Globalization has also transformed trade. For example world exports grew about twice as fast as the world's average gross national product in the last 35 years of the 20th century. These examples suggest the merits of globalization on individuals, on systems, and on markets.

At the same time, the impact of globalization remains uneven. As the boundaries of communities and nations that contained our problems and solutions fade, we need new approaches to many of the most important issues today. We need young people who are not only well-versed in their chosen discipline but also who are creative and collaborative and can find ways to cross boundaries and address global problems from climate change to health epidemics to insecurity.

For one, many environmental problems do not have boundaries. The effects of climate change may be caused on one side of the globe and felt on the other. Small increases in the Earth's temperature can have a massive impact on the environment by creating extreme weather patterns, altered ecosystems, and risks to human health, food supply, and safety. A warmer planet also impacts agricultural and worker productivity, predicted to reduce global GDP more than 20 percent by 2100 if risks go unmitigated.

Theoretical Review

Scientific management theory by Fredrick W. Taylor (1923)

This is a theory of management that analyzes and synthesizes workflows. Its main objective is improving economic efficiency, especially labour productivity. It was one of the earliest attempts to apply science to the engineering of processes and to management. Scientific management is sometimes known as Taylorism after its founder, Frederick Winslow Taylor. Taylor began the theory's development in the United States during the 1880s and '90s within manufacturing industries, especially steel.

CONCLUSIONS

In conclusion, the work covered the role of educational management in the current era of globalization. Education is the provision of a series of learning experiences intended for students to impact knowledge, values, attitudes and skills with the ultimate goal of making them productive members of the society. While educational management is the process of planning organizing, directing and controlling the activities of an institution of utilizing him and material resources so as to effectively and efficiently accomplish functions of teaching, extension working and research. It also looked at the advent of technologies in teaching and learning such as internet of things which is used to carried objects and devices online as a result of globalization.

Based on the aforesated, it is suffice to state here that educational management has gone far beyond classroom management to online presence which tries to bring teachers and learners together ever in the virtual space via the advancement of technologies therefore, its role in this current era of globalization cannot be over-emphasized

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