Management Theory

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Master's Degree in Education

Assignment Information Manual

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July 30, 2022

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Introduction

The management Theory Course discuss the major structural information about an education Management and Administration. The adaptability in an educational system aims to support the learner during the study, giving the system the ability to be dynamically adjusted depending on the learner and its evolution according to student preferences. These systems maintain a model of each administration in which each student learn about the management of educational systems and the leadership characteristics that comes with it. This course is very informative about the educational system and how we can make changes as times goes by.

Abstract

Education is the key to change the traditional way of living and to open the gate of modern way of life. As a result, the management of educational organization is regarded as one of the most important management angles in the society.

Educational management argues that management has to be concerned with the purpose or aims of education. These objectives or aims serve to provide a crucial sense of direction in managing educational institutions. At the heart of education management is the process of deciding on the goals and objectives of the educational institution. In some schools, universities and colleges, it is the principal or the president, whichever is the title of the organization's highest official that decides these goals and objectives. Often, this is done with the help of the principal or president's senior colleagues and even the school board or its stakeholders, in the case of a private corporation. However, in many educational institutions, education management with respect to goal setting is a corporate activity done by formal bodies or informal groups or individuals.

The other issue that needs to give importance is the closely intertwined relationship between educational management and educational leadership. It is true that the combination of educational management and educational leadership can lead to academic excellence of every learner if it's only done in a right manner and perspective. This Information Manual aims to review the models of educational management and Characteristic of education management along with the history of education in Mexico as Mr. Thomas has discuss in class.

Key Definition

I. **Educational Administration** is a discipline within the study of education that examines the administrative theory and practice of education in general and educational institutions and educators in particular. The field ideally distinguishes itself from administration and management through its adherence to guiding principles of educational philosophy.

II. **Administration** is the ability to mobilize human and material resources towards achievement of organizational goals.

III. **Educational Management** is the theory and practice of the organization and administration of existing educational establishments and systems.

IV. **Leadership** is a process by which an executive can direct, guide and influence the behavior and work of others towards accomplishment of specific goals in a given situation. Leadership is the ability of a manager to induce the subordinates to work with confidence and zeal.

V. **Management** is the process of planning, organizing, leading, and controlling people in the organization to effectively use resources to meet organizational goals.

VI. **Strategic management** is defined as a process of specifying the objectives of the organization, developing policies and planning to achieve the objectives, and then allocating resources so that plans can be implemented.

Basis of administration and educational management

The concept of educational administration may not be totally different from what we are familiar with in the concept of administration. Education at different levels has its objectives, the most important of the objectives that cut across all the levels of education is teaching and learning. It is the function of the school to produce educated and enlightened human beings who would be able to contribute positively to the development of the society. He said further that a school is a micro-community, existing within a macro community to mound the habits, interest, attitudes and feelings of children and transmit from one generation to another. The school also comprises certain personnel, teaching and non-teaching staff as well as the students. These human resources in the school work with some materials, such as instructional materials, equipment, and financial resources in order to achieve the objectives of the school.

(Mañebog, 2011)

The prime concern of administration of any programmed is proper accomplishment of the pre-fixed purposes and goals. This becomes possible through adequate utilization of both human and material resources with the purpose of bringing qualitative improvement of the programmed. For this there is the necessity of different aspects of management which are accepted as the functions of administration. In order to simplify it we can be said here that proper management of a programmed needs various aspects that are regarded as the functions of administration.

Educational management usually comprises the following four areas of school management:

- **Executive management.** Endowed with a mission to guide and promote the improvement of an educational institution, it is dedicated to coordinating the needs of the establishment to integrate its own educational culture. This means that it is in charge of exercising leadership and administrative control of the campus, as well as updating and reviewing the recreational, social and psychological dynamics that accompany the educational act.

- **Pedagogical and academic management.** It is properly in charge of learning, that is, of what happens in the classroom. This implies developing, updating and rethinking the academic curriculum, taking into account the specialized knowledge in the matter and the suggestions of the academic community, as well as the agreements with the other members of the educational community, especially regarding the forms of evaluation.

- **Financial and administrative management.** In this case, it refers to everything concerning the registration and information systems of the students, the provision of complementary services and, above all, guaranteeing that the educational establishment can continue to exist over time, managing its human and capital resources in the best possible way. . This also includes regulations, inventory of assets, etc.

- **Community management.** This fourth aspect concerns the social side of the educational act, through the promotion of citizen participation, exchange plans, stimulation of the researcher, the promotion of professional growth and other aspects concerning the educational community as individuals who make their lives in around learning, and aspire to a peaceful and mutually enriching coexistence.

Functions of Educational Administration

Planning

Planning is an intellectual activity which is performed on the basis of facts, ideas and principles. Activities are planned so that the objectives for which it has come to existence can be achieved.

Organizing

Organizing means arrangement, inter-relationship and order among people, material, procedure, knowledge and the work to be done.

Commanding

Commanding or directing involves the execution of plans and decisions and makes staff to perform their responsibilities efficiently.

Coordinating

Coordinating educational administration requires harmonizing in a unified manner all the elements involved in the programmed. It seeks the cooperation of all involved in the administration. (Functions of Educational Administration, 2022)

Basic Skills for Education Administration

Organization

Strong organizational skills to keep your workspace and the office you manage in order. Having an organized desk, computer and calendar can help you complete administrative tasks in a quality and time-efficient manner. Administrative professionals might also be in charge of organizing supply closets, filing systems and processes.

2. Communication

Communication is a crucial skill to have when performing administrative tasks. You must be able to communicate processes and information to others, respond clearly to questions and requests and more. You must also be able to use various types of communication including verbal, nonverbal, written and visual communication.

3. Teamwork

Having strong teamwork skills can help you when collaborating on administrative projects, developing a new process, communicating and putting a new process into place or delegating tasks. Being a good teammate includes practicing empathy, humility and being a good communicator.

4. Customer service

In administration, it is common to answer questions for others or perform certain tasks that others are unable to do themselves. These responsibilities can be performed well with strong customer service skills which include active listening, setting expectations and communication.

5. Responsibility

Tasks related to administration are often important to keeping a business running efficiently. Hence, having the responsibility to complete tasks on time and in a quality manner without much oversight is crucial.

6. Time management

There are so many various responsibilities involved in business administration, managing your time wisely is a key skill. Maintaining your calendar, planning time to complete tasks and setting proper timeline expectations are all parts of being a strong administrator.

7. Multitasking

You might be asked to handle multiple tasks simultaneously. It's not uncommon to have to respond in a timely manner to emails, answer calls, address in-person requests and handle project requests. Combining other skills like organization and time management gives you the ability to multitask, allowing you to manage multiple responsibilities at once by to be able to efficiently.

Comparison	**Management**	**Administration**
Meaning	An organized way of managing the people and things of a business organization is called management.	The process of administering an organization by a group of people is known as administration.
Authority	Middle and Lower level	Top level
Area of operation	It works under administration.	It has full control over the activities of the organization.
Role	Executive	Decisive
Key Person	Manager	Administrator
Represents	Employees who work for salary.	Owners, who receive a return on the capital invested by them.
Function	Executive and governing	Legislative and Determinative
Focus On	Managing work	Making best possible allocation of limited resources.
Decides	Who will do the work? And how will it be done?	Who will do the work? And how will it be done?
Work	Putting plans and policies into action.	Formulation of plans, framing policies and setting of objectives
Applicable to	Profit making organizations, i.e., business organizations.	Government offices, military, clubs, business enterprises, hospitals, religious and educational organizations.

Difference between educational management and administration

S.No.	**Management**	**Administration**
1.	Management is a systematic way of managing people and things within an organization.	Administration is defined as an act of administering an entire organization by a group of people.
2.	Management is an activity at the business and functional level.	Administration is a high-level activity.
3.	It focuses on policy implementation.	It focuses on policies formation.
4.	Management makes decisions under the limits set by the administration.	Administration takes all important decisions of the organization.
5.	A group of individuals, who are employees of the organization, are collectively known as management.	The administration represents the owners of the organization.
6.	Management focuses on managing people and their work.	Administration focuses on making the best possible use of the organization's resources.

The Importance of Management in Educational Institutions

Education management deals with administering all the affairs inside an academe. Education managers are not given teaching assignments, and if they were, their loads were minimal so as to have them focus on the affairs of the school. Professors, instructors and other members of the teaching faculty are usually made to focus on their task as passers of knowledge and skills. The non-teaching affairs of the academe including handling teaching salaries, maintenance of school buildings, equipment and ground, as well as doing other transactions are left for education managers to mind. Education managers make the job easier for the teaching staff by handling the school's problems and affairs alike.

While teachers and professors worry about the intellectual well-being of their students, education managers are in-charge of taking care of the over-all wellness of the students and teachers alike. They do this by providing safe and suitable places for instructions, procuring equipment necessary to speed up the learning process, and handling all paperwork and finances needed. These tasks are not the easy ones, since running schools is totally different from running company. The main concern of education managers is to make the lives easier for professors for the latter to concentrate on their teaching jobs. Education management is a complex thing to do but is a very rewarding task.

(Educational Management and Its Importance to the Academe, 2012)

The complexity of educational management as a concept is evidenced by its inclusion of related but subsidiary though important notions such as ethics, culture, and diversity within differing educational systems. The overall purpose of educational management is to effectively and efficiently create and maintain environments within educational institutions that promote, support, and sustain effective teaching and learning, but how those key objectives are set and the means by which they are attained may differ significantly depending upon education system or level and across educational cultures. In striving to accomplish these goals, educational managers, through thoughtful practical application of management principles, enlist and organize a society's available resources to attain the educational goals that have been set by that society's political leaders. As such, the various educational goals set by differing societies to which educational managers at all levels of the educational system must respond are by definition changeable along with changing socioeconomic conditions within a society and the disruption occasioned by the rapid development of digital technologies used as management tools. Educational management, while guiding planned change, must be responsive to unplanned, disruptive change created by rapid changes in both social structures and cultures as well as advances in digital technologies. This is where the element of educational leadership that directs and guides the entire process of educational management and administration takes on particular importance. Leadership includes both manager and teacher professional ethics and is expressed within a variety of theories of ethical leadership in education that respond to cultural imperatives in differing societies. Educational management must be responsive to both global and local changes due to technological developments that directly impact teaching and learning through changes in curriculum in terms of pedagogical and assessment practices. It is in how educational management as a discipline evolves to effectively meet the needs of educational systems

contingent upon the challenges derived from technological, social, cultural, and economic changes sweeping the globe in the first decades of the 21st century that will determine the effectiveness and efficacy of management practices going forward. Effectively and innovatively managing change is the primary challenge facing educational management locally, regionally, and globally in the decades ahead. (Educational Managemen, 2020)

A lot of factors are required to be considered, a plethora of opportunities to be conceived and many threats to be encountered. As said, education is the formal process in which sets of knowledge and skills are passed from instructors, teachers and professors to students. To expedite this process, there is a need to manage all concerned affairs, including those not directly related to teaching; that is where the relevance and importance of education management comes in.

The education managers are responsible for dealing and administering all the ongoing affairs of an institution. Educational administrators are minimally loaded with teaching assignments; they mainly focus on the other allied affairs. The faculty members are primarily required to focus on teaching while the other jobs like handling teaching salaries, maintenance of school buildings, equipment and ground, as well as doing other transactions are mainly looked after by the educational managers. They make the lives of the teaching staffs easier by handling the school's problems and affairs alike.

The teachers and professors work in integrity; while the former focus more on the intellectual well-being of the students, the latter take care of the overall wellness of the teachers and students

alike. They ensure to provide safe and suitable places for instructions, procuring equipment necessary to speed up the learning process, and handling all paperwork and finances needed. Running schools is quite different from running corporate organizations. The main concern of the educational managers is to unload the teachers as much as possible of other duties, so that they can focus more on the teaching assignments. The job involves lot of mental stress and responsibilities; it is complicated yet rewarding.

If anyone is looking for an educational administrator's role so that he/she can leave a significant impact on the learning process as well as educational administration, then he/she can opt for an advanced program in Education Management and Administration. This program sheds light on institutional improvements through effective leadership and helps to develop administrative and management skills that meet organizational goals.

Teaching professionals about to switch over to an administrative role or preparing for a management career in education will find the course extremely beneficial, which covers an array of relevant topics like educational psychology, information and communications technology in education, crisis and disaster management, training center management etc. The course is offered in both in class and online modes in many institutions, so that someone already in a job and not wanting to hinder the prior commitments can also pursue with ease.

Today's educational leaders influence the overall approach to learning and administration in an educational setting and therefore, those who are in charge need to deal with curriculum issues efficaciously, handle complex administrative matters confidently, take sound decisions and maintain good interpersonal relations and overall supervision. Trained professionals are need of the hour in the administrative and management wings of an educational institution.

(Kar, 2016)

The United States was founded, formed and grew to international prominence and prestige without compulsory schooling and with virtually no government involvement in schooling. Before the advent of government-controlled schools, literacy was high (91-97% in the North, 81% in the South), private and community schools proliferated, and people cared about education and acted on their desire to learn and have their children learn.

Mr. Matthew J. Brouillette, President of the Commonwealth Foundation in Harrisburg, Pennsylvania and former Director of Education Policy for the Mackinac Center for Public Policy, wrote:

From the outset of the first settlements in the New World, Americans founded and successfully maintained a de-centralized network of schools up through the 1850s.

For the first 150 years of America's settlement and the first 50 to 75 years of the nation's existence, government schooling as it is known today did not exist.

Some few people ask how Americans, without the help of government education, came to tame an unsettled continent and eventually establish the freest nation in history.

Early America was arguably the freest civil society that has ever existed. This freedom extended to education, which meant that parents were responsible for, and had complete control of, their children's schooling. There were no accrediting agencies, no regulatory boards, and no teacher certification requirements. Parents could choose whatever kind of school or education they wanted for their children, and no one was forced to pay for education they did not use or approve of.

Americans were as innovative about education as they were about everything else. They started private schools, hired tutors, taught their children at home, taught themselves. As the country grew, private schooling of many varieties grew and complemented the many other options.

But there were always the reformers, the people who thought they knew better than everyone else and felt they had the right to force their views on others by law, if no one would cooperate otherwise.

Public education today is a product of more than a century of reform and revision. In each era, visionary individuals have taken the lead and transformed the system to meet their ideals.

"Visionary individuals" is an overly nice term for people who consider themselves superior enough that they should have the right to force "their ideals" on all others.

One of these visionaries was Horace Mann, a lawyer from Massachusetts. He's often referred to as the father of public education because he was such a fervent reformer, but there were others before and after him.

Mr. Mann's hometown of Boston was a city of many private schools in the early and mid-1800s with attendance reported at 96% by a committee commissioned to study the issue.

But high attendance was not the goal of school reformers. Horace Mann helped establish a board of education in 1837, and by 1852, he had his compulsory schools and state schools from elementary through high school.

Power is tempting and many reformers and politicians fell to its lure. One state after another tightened its grip on American education. Parents who refused to comply sometimes found themselves at the sharp end of state militia bayonets.

Once the state grabs power in a particular area, it is only natural that unless people fight back the power will grow and freedom will slowly die.

According to Albert Shanker, former president of the American Federation of Teachers, it's time to admit that public education operates like a planned economy, a bureaucratic system in which everybody's role is spelled out in advance and there are few incentives for innovation and productivity. It's no surprise that our school system doesn't improve: it more resembles the communist economy than our own market economy.

But Americans have not surrendered their freedom altogether.27,000 private schools serve over six million students in America. Nearly two million students are home schooled. Tutoring services and learning centers number in the thousands. Community groups, churches and

charities offer free tutoring. Parents pool their resources to run summer schools and special classes for their children.

Much more could be done if parents and students were not trapped in the web of government schooling. As it is, many parents are actually afraid to step into independence. Some are afraid because schools threaten or intimidate them. Some are afraid of the financial responsibility. Many simply are unaware of all the opportunities and possibilities available.

It is our goal to not only explain why government involvement in schooling is detrimental to students, families, society and liberty, but to provide families with ideas and resources to aid their path to independence.

(How Did Government Get So Involved in Education, 2022)

Leadership and management are often regarded as essentially practical activities. Practitioners and policymakers tend to be dismissive of theories and concepts for their alleged remoteness from the real school situation. Indeed, it is clear that theories are simply not used very much in the realm of practice. This comment suggests that theory and practice are regarded as separate aspects of educational leadership and management. Academics develop and Rene theory while managers engage in practice.

The theory-practice gap stands as the Gordian Knot of educational administration. Rather than be cut, it has become a permanent xture of the landscape because it is embedded in the way we construct theories.

Managing the budget, investments, fees, operational costs, salaries, recreational activities, alumni meet-ups, functions, and other paid services on the campus there are numerous umbrella activities under financial management.

Education management focuses on managing all the aspects of accounting and financial management in an educational institution that have a direct or indirect bearing on the overall functioning. The educational managers have to analyze the constituent elements of budget and cost management and identify the major issues related to them.

They need to manage, process, and analyze the cost data and project future steps to keep the costs controlled.

Problems in Financial Management

While it seems easy at first, managing finances in an educational institution is a daunting task that requires a thorough understanding of financial rules and regulations. Further, the educational manager has to identify the ways of bringing structural changes in the accounting system.

Also, there are numerous other management tasks that need attention on a daily basis, and dedicating time to learning the minutes of financing is impossible.

Solutions

Investing in financial management software or tools for organizational budget management can not only reduce the burden but also make the job easier, more reliable, and less prone to errors.

Hiring the right talent to manage the basic tasks and operating the budget management system will also ensure better delegation of duties.

2. Personnel Management

Managing the people constituting the educational institution is also an important task and requires a fair balance between the personal needs of employees and the organization.

Some of the common activities involved in it are:

Discipline

Trade union relation management

Training the personnel for professional growth

Performance assessment and reporting

Managing hiring, firing, and transfers

Placements and promotions

Wage and salary management

Ensuring adherence to the job responsibilities

Finally, education management also aims at personnel welfare via housing, health and safety, education of their children, pensions or policy plans, and food & recreation incentives.

Problems in Personnel Management

Many times, the managers lack the qualities of head and heart to manage the personnel which leads to inadequate attention paid to the personnel or staff. Further, staff management requires a thorough understanding of the human relations approach, such as sympathetic listening, friendly persuasion, resilient yet flexible attitude to the adherence to rules and regulations, etc.

Some other problems in personnel management are:

The narrowness of the scope of staff management activities

Absence of thorough and robust personnel policies

Inadequate, inaccurate, or unreliable personnel records

Not involving employees in decisions that affect them

Solutions

Create personnel management policies, regulations, and charters with the senior management and staff members

Ensure routine checking of staff sentiment

Take feedback from staff in all the departments and work on the problems gathered in it.

Institutional Management

Managing an institute is a whole lot of trouble, especially when you are looking at large educational setups such as universities and multiple departments with a campus of their own. Right from the staff to hardware, infrastructure to maintenance and beautification to new constructions the number of activities in institutional management is astonishing.

Major categories of all the activities involved in institutional management are:

Staff management and delegation of institute management activities among the members

Managing, maintaining, and ensuring the physical facilities

Investing in an inventory management system and record-keeping system

Interpersonal relationship management

Participatory management

Managing the business aspects of institute management

Institutional organization (Bharti, 2022)

The History of Educational Management in Mexico

The history of education in Mexico, it is long and has had different contexts that have influenced its evolution to this day. Since its inception during the Mesoamerican period, through Spanish colonization and then through the educational policies of independent Mexico, the country's education has been exposed to various very notable historical changes.

The Catholic Church and Charles V played a fundamental role in changing the traditional education imposed by the local tribes before the colony. Without a doubt, the Catholic religion was the main factor that defined the educational policies of the country under the rule of the Spanish Crown. It was also the time when the first universities were founded.

The first signs of an educational system that appeared in the history of Mexico came from the hand of the Aztec civilization. They had two main types of educational institutions: the calmécac, which were used to train warriors; and the cuicacalli, used to educate priests.

During the Aztec rule in Mexico a high importance was given to religious culture. The creation of institutions that would serve to prepare the future priests of the villages was considered essential. They learned everything related to the worship of the Aztec gods, as well as learning to perform ceremonial rituals.

As the Aztec civilization expanded throughout Mesoamerica by means of arms, it was essential to train trained warriors to quickly and effectively end the life of the enemy.

The first educational systems of Mesoamerica and, therefore, of Mexico, were born.

The Mayan civilization also had an educational system, although it was much more selective than that of their Aztec counterparts. The Maya educated only the highest social classes, tribal chiefs, and war leaders.

People of less affluent social classes or without relation to royalty were educated at home by their own families. It was a fairly selective and exclusive system. Therefore, in many instances hieroglyphs were used to transcribe certain words.

Educational centers were built throughout the region and some locals were even trained to become priests, although the latter was not very successful.

In the larger indigenous communities that remained in Mexico after the Conquest and during the colonization period, churches were built to teach catechism and promote Catholicism.

The whites had a more specialized education, especially the Creoles. Peninsular whites went to Mexico already prepared in Spain, while Creoles were usually educated within the same region.

Similarly, mestizo girls and boys or boys from less favored social classes had few educational privileges. In many cases they did not study, which caused the entire pre-independence Mexican region to have a high level of illiteracy.

One of the main arguments to popularize education in Mexico was to involve young people in religious doctrine. Most young people in what was then New Spain were thought to have little knowledge of Christian religious doctrines; by then, it was unacceptable.

This led to the creation of schools specialized in religious teaching and the creation of a "moral" in all students. This morality would not only serve to save young people from hell, but also to create a certain level of responsibility in society that would enact peace within the nation.

It should be noted that the training was not purely religious. Young people also learned literature and mathematics. The skills they were taught were mainly technical, so that upon completion of their studies they could become useful members of the colonial society of the time.

It was near the end of the century when other types of methodologies began to be implemented. More emphasis began to be placed on teaching subjects, although religion was still prioritized.

The government of Agustin Iturbide (monarch of the First Mexican Empire) tried to establish more clearly an educational system in Mexico, but the lack of money in the country did not allow it to do this work. However, it laid the foundations for the reforms of Valentín Gómez Farías, who made education public with his 1824 project.

With Mexico already independent, Gómez Farías was considered the father of public education in the country. The government became the main responsible for Mexican education, leaving the Church on one side and giving priority to other issues beyond religion.

After the arrival of Porfirio Díaz to the Mexican government, and with the advice of the teacher Justo Sierra Méndez, the University of Mexico was inaugurated. A few years later, it became the first autonomous university in the country and received its current name: the National Autonomous University of Mexico (UNAM).

It was in the mid-1930s that the teaching profession received a new prestigious degree. Until 1935 most teachers did not have a high level of education.

With the creation of a law that made teachers official workers of the country, and the founding of the official teachers' union in Mexico, education received a significant boost with the improvement of the quality of teachers.

The 1960s were also productive for Mexican education, as textbooks were updated to give more emphasis to students' scientific and historical knowledge.

Starting in 1970, priority was given to the education of Mexican women, since the number of female students was quite small compared to their male counterpart. This process was consolidated in 2006, when Mexican education reached its current state of development.

(History of Education in Mexico: Background and Evolution, 2022)

The Mexican education system

Pre-school which is optional and privately-funded is available for children starting at age three. Primary school is mandatory from ages six to twelve, after which middle school and also mandatory is for children aged twelve to fifteen. Mandatory schooling finishes with high school, after which attendance at university is possible although uncommon, especially in rural areas of Mexico.

Primary School (Primaria)

Primary school (or Primaria) is offered free of charge to children in Mexico and is mandatory for all children aged six to 12. Primaria starts in grade one and concludes in grade six . New standards created by the SEP have seen more and more schools requiring a second language. Where learning a second language is mandatory, half of the school day is taught in Spanish while half is taught in a second language of choice (often English, French, or native Mexican languages Tzotzil or Tzeltal).

Middle School or Junior High School (Secundaria)

Secundaria begins at the age of 12 for Mexican students and usually consists of three years (grades seven to nine). It's during these years that students receive more focused and specific education, including courses on subjects like Physics, World History and more.

Mexico also offers telesecundaria, or distance learning programs, for students aged 12-15.

High School or Preparatory School (Preparatoria)

Preparatoria was not mandatory for Mexican students until very recently. It's now compulsory for all children in Mexico to complete their education through to the 12th grade, however, there are a wide variety of options available for specialized education.

There are two main types of high school programs in Mexico:

SEP Incorporated Preparatoria - curriculum is mandated and run by the Government via the Secretariat of Public Education

University Incorporated Preparatoria - these Preparatorias are closely affiliated with a local University, who establishes the curriculum

Should you decide to send your child to a private school, you may also choose from other minority programs such as the International Baccalaureate program. Should a student choose to pursue a vocation rather than higher education, there are tecnología (technology) and comercio (commercial) programs that are designed to prepare students for a future outside higher education. Each of these programs carry different systems and methods of teaching, but in order to be accredited each must include a national subject and pass standard qualifications as established by the SEP.

One difference you'll see between Mexican Preparatoria schools and American High Schools is Preparatoria allow students to select some degree of specialization. For schools that prepare students for higher education (college or university), the first half of the year is dedicated to a common curriculum. These schools are often called Bachilleratos and allow students to focus on a specialization of their choice from physical or social sciences chemistry, biology, commerce, philosophy and law to artistic endeavors literature, fine art and music later in the school year.

The Mexican educational system has had a history of ups and downs and has come under a lot of criticism in recent years. The number of students who complete their schooling is extremely low, and lower still is the number of students who choose to continue on to higher education after completing their compulsory coursework. The cause of this drop-off is often attributed to the lack of infrastructure in rural schools - much of Mexico's population lives in non-urban areas. (The Mexican education system: An overview, 2017)

Bases of Strategic Management

Elements of Strategic Management

Organizations are supposed to select the directions in which it will move towards. Strategic management has three major elements, which include strategic analysis, strategic choice, and strategy implementation.

Elements of Strategic Management

1. Strategy Analysis

Strategy analysis is usually concerned with understanding the organizations strategic position. This is an element that is concerned with the changes that are going on in the environment and how the changes are going to affect the activities of the organization. It also focuses on what the associated groups in the organization aspire to and how the changes affect the present position and the future position of the organization. Strategic analysis usually aims at creating a view of the factors that can have an impact on the future and present performance of the organization. When strategic management is performed in the right manner, it helps in selecting the correct strategy.

There are certain factors that should be considered during strategic analysis. The first factor includes the business environment. It is hard for organizations to exist without interacting with a complex, political, commercial, economic, social, cultural, and technological environment. The environmental changes are sometimes complex for certain organizations than others. Therefore, when organizations are faced with the environmental changes, they should have a clear understanding of the impacts so that to be able to formulate a strategic plan. The central importance of strategic analysis is to understand the environmental

effects to the organization. It is necessary to consider the environmental effects on the business and also the present and expected changes in the environment.

The second factor is the organization resources, which are internal influences. When thinking about the strategic capability of the organization, it is necessary to consider the weaknesses and strengths. The weakness and strengths of organizations can be identified by considering the organization resource areas like its management, physical plant, products, and its financial structure. This aims at forming an observation of the internal influences and restriction on the strategic choice.

The final factor is the prospects of the different stakeholders in that the development of the organizations depends a lot on the expectations of the stakeholders. The assumption and beliefs of the stakeholders greatly constitute them culture of the organization. A lot of influence in decision making concerning the strategy is normally influenced by the organization's stakeholders and degree of the stakeholder's impact on the strategy depend on the respective power of every group of stakeholders. The beliefs and assumptions of the stakeholders are usually influenced by the resource and environmental implications. The influence that tends to prevail normally depends on the group that has the greatest power. It is extremely necessary to understand this as it helps in recognizing why the organization is following a particular strategy.

Consideration of the resources, expectations, environment, and objectives in the political and cultural framework of the organization provide the foundation for strategic analysis in the organization. In order to be able to understand the strategic position that the organization is in, it is essential to examine the extent of the implication and direction of the current strategy and the objectives the organization is following if they are in line with and can manage with the strategic analysis implications.

2. Strategic Choice

Strategic analysis usually creates a foundation for strategic choice. After strategic analysis has been done, it is now ready to make a strategic choice. Strategic choice is normally defined as the practice of selecting the best possible course of action, and it is usually based on the evaluation of the available strategic options. Strategic choice has three parts that include the generation of strategic options, evaluation of the options, and selection of the strategy. During strategic choice, there may be many strategic options; therefore, it is necessary to ensure that the selected option is the best.

The second factor of strategic choice is the evaluation of the strategic options. Examination of the strategic option can be done in the strategic analysis so that to assess their relative merits. When the organization is deciding on any of the options, it might decide to ask several questions. The first questions that might be considered is the option built upon strengths, one that will take advantage of opportunities, and overcome weaknesses while it is minimizing threats that the business is faced with. By focusing on the following factors, it is referred to as searching for the suitability of the strategy. There are several questions that the organizations may consider when it is evaluating the strategic options.

The third factor is the selection of the strategy which is the process of selection the options that the organization is going to pursue. Sometimes the selected choice is usually a matter of the management judgment. It is extremely essential to understand that, in the selection process, it cannot always be viewed as a purely logical, objective act. During strategic choice, the selected strategy is normally strongly influenced by the managers values and other groups with an interest in the organization. This reflects the power structure of the organization.

3. **Strategy Implementation**

This is the third major element of strategic management that is concerned with strategy translation into action. This is the stage where the strategy is translated to action. The implementation of the strategy requires proper deployment of the organization resources, effective change management, careful handling of the possible changes in the structure of the organization, and also careful planning. There are several parts that are involved in strategy implementation. This is in planning and allocation of resources. During implementation, it is involved with resource planning that includes the logistic of implementation. The second part is organization design and structure. During strategy implementation, there are certain changes in organization structure that should be done. It is also likely for the need to arise for adapting the system used in managing the organization. It is the management of the strategic change.

When a strategy is being implemented, it also requires that the strategic change to be managed. Action from the managers is required in the way the change process will be managed and the mechanism that they are going to use. The mechanisms that the managers use is concerned with the redesign of the organization, changing daily routines and organization cultural aspects, and the political barriers to change.

All three elements of strategic management are interconnected in that in order for a strategic choice to be selected, there must be an analysis of options so that to determine the strategy that is going to be effective and efficient for the organization. Strategic implementation normally depends on strategic choice. The implementation of a strategy is normally done after different strategies have been considered so that a conclusion is arrived at on the choice that the organization will implement. This is a choice that will accomplish the expected goal.

Educational institutions need management systems in place that are capable of controlling the outcomes of their strategies effectively and efficiently. Just as in the business realm, the education sector must apply structured methods for providing strategic support. The current educational management model in many countries needs to undergo a series of changes, to reflect more closely the competencies and characteristics outlined above. A new management model is required, based on: significant decision-making capacity; leadership that is not solely focused on one single leader but rather is shared across the organization, teamwork and strategic planning all driving forward the innovation agenda in education.

If this transformation could be brought about, it would enable in the medium-term improvements to be made in the quality of education, and would bring different institutions into line with each other in terms of quality and relevance of the education system overall.

Characteristics of Educational Management

Flexibility: One of the essential characteristics of successful educational management is its flexible character. The manager should be dynamic, not static; it should provide enough scope for additions and alternations. The rules and regulations should act as a means to end and not an end in themselves. Dead uniformity and mechanical efficiency are the very antithesis of good administration. The framework of administration should provide enough scope to the administrator to help the needy student, and the needy teacher, to change the time schedule to suit the weather to meet any emergency. Flexibility does not mean that the administration should be in a fluid condition without any specific norm or standard rules and regulations, creating confusion and chaos at every step. What is meant, is a proper balance between rigidity and elasticity.

Practicability- The educational management must not be a bundle of theoretical principles, but must provide practical measure to achieve the desired objectives. Whatever objective is decided it must be achievable and practicable to avoid frustration.

Conformity to the Social and Political Philosophy of the Country- There must be close connection between educational management and the social and political philosophy of a country. It must adjust itself to the impact of new ideals, new patterns and new moves of the society. In an autocratic country, educational theory and practice will have to be different form that of a democratic country because education is one of the means to achieve social and political

objectives. American education is decentralized and democratized whereas Chinese education

is characterized by regimentation due to political philosophies of the respective countries. In

India, school administration has to be democratic because of political democracy in the country.

Efficiency- Successful management is that which result in maximum efficiency. This will be

possible only when human and material resources are properly utilised- right man at the right

place; right work at the right time, every activity and project are well planned and well executed.

Successful Achievement of Desired Objectives -Successful management is one which leads to

the successful achievement of desired objectives of education in a particular community e.g.,

healthy social living, development of good physical, social, moral, intellectual and aesthetic

qualities and healthy democratic living.

educational management must facilitate education. It exists for the pupil and its efficiency has to be

measured by the extent to which it contributes to teaching and learning.(Pal, 2022)

Models of Educational Leadership and Management

The Formal Model

The Formal Model is characterized by a high degree of job specialization and is highly centralized. It has a fixed command structure, rigid hierarchy, top-down communication, firm control, strict procedures and a dogmatic approach People with the organization have clearly defined positions, which influence professional relationships and perpetuate the status quo. Those at the top of the hierarchy have primacy in setting goals, making decisions and formulating policy. Objectives are set at the institutional level, with staff support taken as axiomatic.

The Formal Model has been very influential since the development of theories in educational management. With its clearly defined structure and top-down leadership, it is considered to be central to the notion of effective management and many schools and language teaching organizations have adopted, adapted and built on this model to improve efficiency of the management process. While alternative models have been in vogue at various times, the Formal Model remains widespread throughout a range of educational management systems.

The Collegial Model

The Collegial Model shares many characteristics within that both are based on the assumption that agreement can be reached when the staff shares common values and plays an active role in decision making. Policies emerge by consensus via committees and informal groups, in which respect is given to the needs, ideas and opinions of all participants. It is proposed that all interested parties are likely to act rationally according to how they perceive any given situation. This model requires an organizational

structure which is largely decentralized, has flexible procedures and multi-directional communication

 Thus, providing for the widespread distribution of influence, rather than it being concentrated in the hands of senior management.

However, while many believe that the Collegial Model and other participative approaches 'represent the most appropriate means of managing educational institutions', others have argued

that it is rather idealistic and may lead to a lack of control and direction on the part of management.

Therefore, due to its flexible nature, those who attempt to adopt the Collegial Model may fail to implement it fully or effectively for fear of the organization becoming akin to a rudderless ship.

The Political Model

Whereas the Collegial Model emphasizes mutuality and consensus, the Political Model is

built upon the notion that decisions are likely to be made according to the power relationships of the

participants. In this model, departments, committees and informal groups promote their own interests and

objectives, thus producing an environment in which conflict is the primary characteristic. Such

organizations are often dominated by those groups or individuals who are able to promote their own

interests above those of their colleagues.

The Political Model equates with the Contingency Theory described by Everard, Morris and Wilson

(2004) to the extent that, in seeking to secure their own self-interests, departments and individuals focus

increasingly in creating a niche and a distinctive identity within the organization. Over time, this process

will result in a culture of conflict, in which the interests of the individual or department take primacy over

those of the wider organization. In this model, the head of the organization assumes the role of overlord

and mediator between managers of various departments. Each manager is heavily involved in bargaining and negotiating in order to ensure effective decision-making. This requires the manager to have a deep understanding of the power relationships within the organization. If this is to be achieved, a culture of mutual trust and respect must be developed and maintained between the conflicting parties within the organization.

The Cultural Model

Advocates of the Cultural Model suggest that the informal norms and rituals which characterize organizations may be equally important as the formal structures when attempting to understand management processes within them. In order to have an effective system, managers need to understand and attempt to influence the collective values held by those working in the organization. This is particularly important for new management who may not be in tune with the culture specific to the organization in question. The understanding and influencing values so that they become closer to, if not identical with, their own beliefs, managers can affect positively the changes they wish to bring about. For effective implementation of change, staff must feel part of the innovation. This requires the manager to utilised the existing culture or develop new attitudes to give staff a sense of partnership in change. Managers are more likely to gain staff support for change by adopting the Cultural Model rather than imposing it via top-down processes, as the Formal Model suggests.

The Ambiguity Model

Whilst the models discussed above assume that management of educational organizations is planned and

systematic, the Ambiguity Model takes into account the fact that organizations are often

faced with unpredictable problems which may not be solved through a rational process. Managers skills in

making rational choices depend on whether or not they are able to select an option from a range of

alternatives which have been prepared to deal with predictable situations. However, in fact,

managers are often faced with unforeseen circumstances presented by the internal and external

environment for which they are unprepared. These pressures may require decisions to be made which

appear to be irrational when seen in the context of an organization's long-term objectives. It is this 'mix of

rational and anarchic processes' which defines the Ambiguity Model. It is a model

which offers little guidance for managers, but one which does help to explain the sometimes

contradictory, ambiguous, and seemingly irrational actions taken by management on occasion.

 (Sykes, 2022)

Components of Educational Management Model

Content knowledge -This is when Education leaders and teachers have a deep knowledge of the subject that they teach and can communicate content effectively to their students. We found strong evidence for the impact of this on student outcomes.

Quality of instruction -This includes teachers being skilled in effective questioning and use of assessment. Good teachers also deploy techniques such as reviewing previous learning and giving adequate time for children to practice and so embed skills securely. They also progressively introduce new skills and knowledge, a process known as "scaffolding". Again, there is strong evidence of the impact of this on learning.

Teaching climate the quality of the teaching and learning relationships between teachers and students is important. Good teaching challenges students but develops a sense of competence: attributing success to effort, rather than ability. We found moderate evidence that the teaching climate in the classroom impacts student outcomes.

Classroom management -Efficient use of lesson time, coordinating classroom resources and space, managing students' behavior with clear rules that are consistently enforced: we found moderate evidence of the impact of these on how children learn. These factors are perhaps the necessary conditions for good learning, but are not sufficient on their own. A well-ordered classroom with an ineffective lesson will not have a large impact.

Teacher beliefs -There is also some evidence to show the importance of the reasons why teachers adopt particular practices and the purposes or goals that they have for their students. For example, research indicates that primary school teachers' beliefs about the nature of mathematics and their theories about how children learn and their role in that learning are more important to student outcomes that the level of mathematics qualification the teacher holds.

Professional behaviors -Developing professional skills and practice, participating in professional development, supporting colleagues and the broader role of liaising and communicating with parents and staff of the education institutions also have a part to play in effective education system.

Empower teachers- Successful leaders are those who have faith in their teachers, and are thus willing to share some of the important responsibilities with them. This typically occurs in the form of delegation wherein important duties and autonomy are assigned to the teachers so that they can monitor their own projects and roles. This enables the teachers to develop their own leadership skills as they are in charge of a group of subordinates under them. Likewise, delegation reflects that the teacher has faith in the teachers' abilities, which can be an important source of motivation and thus empower the teachers to give their best efforts.

Make use of data and resources- Normally, schools and institutes have sets of data comprising information about the students. This massive amount of data is an important resource, and as commonly highlighted in a resource management program, successful leaders must be able to draw information from these data in order to procure an extensive understanding of the students' backgrounds, cultural inclinations, disabilities, and other features. This will enable leaders to be thoroughly aware of the students, and identify events, programs, extracurricular activities, additional support options, or teaching strategies that can be deployed in alignment with the learners' preferences. Most time numerous statistical software are available to sort the data and format them in a way that enables easier interpretation.

A solid vision-This characteristic is commonly evident in almost every successful leader. They always start with a solid vision that is clear and feasible. At the same time, the vision must be properly explained, and its components must be unveiled so that the teachers and other staff members can properly comprehend what it means and relate with the vision. Once the teachers understand and relate with the vision, then they are likely to work towards it with greater focus.

Promote inclusion- It is worth noting that successful leaders are capable of promoting an inclusive environment wherein all the members' skills are acknowledged, and everyone is included in the decision-making process. No one is isolated or left out, and a sense of belonging prevails amidst the teachers and other members of staff. When this happens, everyone feels naturally motivated, and their performance levels get enhanced

The Characteristics of Educational Management Model

Demands -this includes issues such as workload, work patterns and the work environment

Control – This is how much say the person has in the way they do their work

Support – this includes the encouragement, sponsorship and resources provided by the organization, line management and colleagues

Relationships – this includes promoting positive working to avoid conflict and dealing with unacceptable behavior

Role – whether people understand their role within the organization and whether the organization ensures that they do not have conflicting roles

Change – how organizational change large or small is managed and communicated in the organization

Dimensions and standards of the model of management

Managing Across: Activities

On one end of this dimension, we have bureaucracy, and on the other end is emergence. As you would imagine, bureaucracy is the traditional form of management in this case. With this style, most of the management is dictated by strict rules and guidelines that have been put in place to govern the whole organization. There is very little room for creativity or flexibility built in to a bureaucratic environment, but it can be effective when consistency is valued above all else.

Emergence is the opposite of bureaucracy, in that much of the power is put into the hands of the individual managers to be independent. Most people would prefer working under these conditions as they are free to make more choices and not live by the rules that have been set forth. However, emergence isn't going to be the best choice for all organizations as it could potentially lead to a chaotic feeling throughout the company.

Managing Down: Decisions

The two ends of the spectrum under this dimension are hierarchy and collective wisdom. Traditionally, hierarchy is the way that most organizations manage to make decisions. Authority trumps everything else in this situation, so the higher-ranking person will win out in any disagreement or dispute. This is the classic 'climbing the ladder' scenario, where employees put in their time early in their careers to later achieve management positions and the power that comes with them. Unfortunately, what can be lost in

this style are the good ideas that those lower in the hierarchy might have to offer. Suppressing good ideas simply because of where they come from could hurt the organization in the long run.

The alternative to this style is collective wisdom, where everyone is welcome to help make decisions and offer up ideas. Naturally, those lower in the organization will appreciate this method, although it may discourage motivation to climb the ladder and achieve a position of power. Also, decisions can be slow and tedious to come by when there is input from so many different sources.

Managing Objectives

In this dimension, organizations will fall somewhere between alignment and obliquity. Alignment is the traditional method of goal setting, and the one that most managers tend to use because it is easily understood. Setting a specific financial goal or completion date for a project is an example of alignment, and then everyone on the team is tasked with working specifically toward accomplishing that goal.

Obliquity, on the other end, is a less-direct method of goal setting. Instead of working toward that specific financial goal that the organization has in mind, the team will instead be given other goals that will hopefully lead the organization in the right direction as a result. Creativity is promoted under this style of management, as the team members have the freedom to chart their own path in terms of reaching the goals that have been set.

Managing Individual Motivation

Motivation can be a tricky thing to keep track of, let alone manage. Every individual is a different person, with different motivating factors in mind, and different goals for their life. The two ends of this scale are extrinsic and intrinsic. The most common motivating factor at work is extrinsic - usually meaning money.

While a bonus or pay raise is usually the extrinsic motivation for getting the job done right, those motivators can also be negative, such as the threat of losing a job or being demoted.

Intrinsic motivation can actually be even more powerful than extrinsic, but it is harder to understand because it changes so much from person to person. While almost anyone will be motivated by the opportunity to earn more money, the things that motivate them intrinsically can be harder to pinpoint. What would be naturally motivating to one person might not be rewarding at all to another. Finding the right balance of motivating factors for each of your team members is an important part of management.

(Birkinshaw's Four Dimensions of Management, 2022)

Model of Educational Strategic Management Tools

1. SWOT

The SWOT is the most basic form of strategic analysis. It outlines the organization's Strengths, Weaknesses, Opportunities and Threats.

2. Porter's Value Chain

The value chain is a simple graphical method for identifying and describing a firm's main functions and understanding how they contribute to value creation.

3. The Strategy Canvas

The Strategy Canvas was popularized in the book "Blue Ocean Strategy". You can use it to understand how a firm differentiates itself from its competitors.

4. The Business Model Canvas

It is a very effective way of describing the key components of a business model. You can use it as the starting point for strategic analysis as well as for exploring alternative business models.

5. PESTEL

The PESTEL framework is useful for ensuring that you consider a broad range of possible sources of opportunities and threats. The letters represent the Political, Economic, Social, Technological, Environmental and Legal opportunities and threats in the firm's environment.

6. McKinsey 7S

The McKinsey 7S is useful for ensuring that you consider all aspects of the organization when identifying its strengths and weaknesses. The 7 S stand for: Structure, Systems, Style, Staff, Skills, Strategy and Shared Values.

7. Porter's 5 Forces

Porter's 5 Forces model is another framework for identifying threats and opportunities within the firm's environment. It considers the bargaining position of suppliers and customers (including distributors), the threat of new entrants and substitutes, as well as competitive factors within the industry itself.

8. Pareto Analysis

A Pareto Analysis is based on the maxim that 20% of the products, services, customers or distribution deliver 80% of the profits. A Pareto chart is a useful visualization for showing this. However, its accuracy depends on the reliability of your cost allocation system.

9. BCG Matrix

You can apply the BCG Matrix to any business with more than one product or service line, or more than one customer segment. Plot the market share against the market growth rate for each product, service or customer segment. This process considers strategic options based on their relative position on the chart.

10. Scenario Analysis

Scenario Analysis is a tool to help you to anticipate multiple different futures. This allows you to construct your strategy around the premise that you can't be sure which, if indeed any, of them will come to pass.

Conclusion

The study of educational leadership and management encompasses and extensive body of work drawing on a number of different disciplines.

Every Educational leader should portray the best organisational behaviours. Different leadership models such as transformational and transactional practices will ensure every learner is contented with the learning environment. I will always use these practices in order to create the best teams

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