Analysis of the management of education

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Abstract

Education Management Corporation ("EDMC") is a Pittsburgh, Pennsylvania-based operator of for-profit post-secondary educational institutions in the United States and Canada. The company was founded in 1962 and was delisted from the NASDAQ in November 2014. From June 2013 to June 2014, the company eliminated about 2,600 positions, and campuses have been closed or are in the process of closing. In 2011, EDMC and its subsidiary, the Art Institutes, received greater public scrutiny with the release of the Frontline documentary: Educating Sergeant Pantzke. In the documentary, Iraq war veteran Chris Pantzke discussed the lack of disability services at the school. According to Pantzke, "Being a soldier, you don’t want to quit, you don’t want to give up or fail." But after doing his own research, Pantzke concluded that the degree he was pursuing wasn’t "worth much more than the paper is worth". And he felt he was "throwing away taxpayer money" by using GI Bill funds. EDMC has faced significant financial problems, including a 99% drop in the value of its stock and a defaulted bond rating (to junk bond status). Under a pending agreement, shareholder stock value will be diluted an additional 96%. Moody's credit rating service in January 2015 dropped EDMC to its lowest rating, D-PD. EDMC's CEO, Edward West, resigned from the company on August 28, 2015, "to pursue other interests". The company was never profitable under his leadership. It currently operates 110 schools through its four higher education systems: Argosy University, the Art Institutes, Brown Mackie College and South University. Enrollment for 2014 stood at 120,920. According to EDMC, student enrollment is projected to decline to 109,890 in 2015. EDMC has been the subject of several lawsuits and investigations alleging that the company made misleading claims in its efforts to recruit students.

Keyword: education, management, EDMC, University.
Introduction

Educational management, also sometimes known as educational administration, is commonly associated with elementary and secondary schools as well as institutes of higher learning like colleges and universities. Educational management professionals can also be found working in governmental agencies, private companies, and not-for-profit organizations. Those working in educational management might act as policy-makers, researchers, or consultants to help evaluate and develop ways to enrich and enhance the educational system at all levels. Most educational management professionals have earned at least a master's degree and many are licensed teachers or principals. "Educational management is the theory and practice of the organization and administration of existing educational establishments and systems."[1]

"Management implies an orderly way of thinking. It describes in operator terms what is to be done, how it is to be done and how we know when have done. Management is not a mystique. It is a method of operation. Go management should result in an orderly integration of education and society "School management, as a body of educational doctrines, comprises a number of principles and precepts relating primarily to the technique of classroom procedure and derives largely from the practice of successful teachers. The writers in the field have interpreted these principles and precepts in various ways, usually with reference to longer and more fundamental principles of psychology, sociology and ethics."[2]

Paul Monroe:

Thus educational management is a comprehensive effort dealing with the educational practices. It is the dynamic side of education. It deals with educational institutions - right from the schools and colleges to the secretariat. It is concerned with both human and material resources. The human elements include: (i) Children, (ii) parents, (iii) teachers and (iv) other employees in general - university of Board of Education at local, state and National levels of Governments. On the material side there are (a) finance, (b) buildings and grounds, (c) equipments and instructional supplies. Besides, there are ideas, laws and regulations and so on, having a bearing on the educational process. The blending of these 'parts' into a 'whole' is educational management.[3]

Need of Educational Management: In a democratic country like ours, educational management is a necessity. The purpose of educational management is to bring pupils and teachers under such conditions as will more successfully promote the end of education. Superior educational management, in fact, is basic to the satisfactory functioning of democracy.

Sir Graham Balfour writes very aptly, "the purpose of educational management is to enable the right pupils to receive the right education from the right teachers, at a cost within the means of the state, which will enable pupils to profit by their learning."[4]

Some suitable, stable elements which are properly motivated and organized in the machinery become necessary to withstand and survive the changes and upheavals caused because of
changes of governments. Error of judgment can be retrieved in a farm or factory but these can be fatal when concerned with the moulding of ideas and values of society. An efficient and sound system of educational management is, in fact, the basis of a good democracy.

As education is a major area of governmental and public management involving millions of schools, teachers and pupils, it is imperative that it should have an excellent infrastructure in line with socio-political aspirations of a people.

Will it, therefore, not be expedient to draw on the gains of management science, with some adjustment here and there, towards the vast potential of this stupendous human activity? The answer to this and similar questions may be found in the succeeding pages where an attempt has been earnestly made by the compilers and editors of this book to synthesize management with teaching-learning.

Management, however, is a single activity, a unity, one continuous process that runs through its elements. The classification of functions is merely to facilitate identification of areas and steps which are mutually inclusive, as well as to promote better organization of resources.[5]

**Required Education**

Those interested in an educational management career will likely need to complete a master's or doctoral degree program. Some of these programs are intended specifically for public education teachers and administrators; however, completing a teacher education program is not a requirement for enrollment in some educational management programs. You can also find educational management programs that focus on preparation for careers in higher education. Master's degree programs might require completion of a thesis project and internship. Doctoral programs generally require a dissertation based on original research. [6]

**Common Coursework**

The core coursework in educational management degree programs varies slightly from program to program. Listed below are some common courses that you can expect to encounter in a graduate-level educational management program:

- Education economics
- Education legislation
- Public policy and education
- Management of educational organizations
- Evaluation of educational systems

**Licensure**

Education managers who work in school administration, usually as principals, are required to be licensed in most states, if they work at public schools. Requirements vary, but they often include
a master's degree and additional training. Sometimes continuing education is needed to maintain licensure. Private schools do not require licensure. [7]

Job Skills

Leadership skills are a must in this field. Professionals working in education management must also have good decision-making and problem-solving skills. They should also be good communicators and be comfortable working with teachers, parents, and children, as well as other community members.

Occupational Statistics

The BLS indicates that job opportunities might increase due to a need to replace retiring professionals. Additionally, the advanced educational requirements for many positions might deter some from pursuing openings in the field, making positions more readily available to those who do hold the necessary degrees.

Learning Management is the capacity to design pedagogic strategies that achieve learning outcomes for students. The learning management concept was developed by Richard Smith of Central Queensland University (Australia) and is derived from architectural design (an artful arrangement of resources for definite ends) and is best rendered as design with intent. Learning management then means an emphasis on 'the design and implementation of pedagogical strategies that achieve learning outcomes. That is, in the balance between and emphasis on curriculum development and pedagogy, the emphasis is definitely on pedagogical strategies. Underpinning the learning management premise is a new set of knowledge and skills, collectively referred to as a futures orientation and which attempt to prepare the mindsets and skill sets of teaching graduates for conditions of social change that pervade local and global societies in the 2000s. The practitioner of learning management is referred to as a learning manager. Adjunct to the theory and practice of learning management is the Learning Management Design Process (LMDP). The LMDP is a curriculum planning process comprising 8 'learning design based' questions. The process was developed by Professor David Lynch of Central Queensland University in 1998 and is used primarily as a tool to train teachers to teach. These 'eight questions' when answered in sequence focus the teacher to what is important when planning to teach students. The LMDP organises its 8 questions through three sequential phases: Outcomes, Strategy and Evidence. Each phase represents the bodies of information that its associated questions seeks to purue. The LMDP represents a rethink of the various curriculum development models that have predominated the planning of teaching and curriculum in the developed world over past decades. The teacher develops their 'teaching plan' by engaging with each phase and its questions and recording 'findings' (or answers) in plan form.[8]

Meaning of Educational Management:

The origin of the development of educational management as a field of study began in the United States in the early part of the twentieth century. Development in the United Kingdom came as
late as the 1960’s. Educational management, as the name implies, operates in educational organisations or institutions.

There is no single accepted definition of educational management as its development observed in several disciplines or fields like business, industry, political science, economics, administration and law. So while defining the meaning of the term educational management can be said that, “Educational management is a complex human enterprise in which different resources are brought together and made available to achieve and to accomplish the desire and expected goals or objectives.”[9]

It is being mainly a human endeavor should be properly planned without emphasizing the rigid application of mechanical and physical principles. It is fundamentally a social organisation where inter human relationships must play a major role. For success of educational management, there must be adequate freedom and flexibility on the one hand and necessary discipline and decorum on the other hand in the educational institution.

Thus management of education or educational management implies the practical measures for ensuring the system to work for achieving the goals or objectives of an educational institution. So educational management operates in educational organisations or institutions.

There is no single accepted definition of educational management as its development has drawn heavily on several disciplines like economics, sociology and political science. But some specialists in this area have propounded their views in the form of giving their definitions on educational management which are given below. School management, as a body of educational doctrine, comprises a number of principles and precepts relating primarily to the technique of classroom procedure and derived largely from the practice of successful teachers. The writers in this field have interpreted these principles and precepts in various ways, usually by reference to larger and more fundamental principles of psychology, sociology and ethics. —Paul Monore

“Theory and practice of the organisation and administration of existing educational establishments and systems.” —G. Terry page and J.B. Thomas

To him management implies an orderly way of thinking. It describes in operational terms what is to be done, how it is to be done and how we know what we have done. Management is a method of operation and good management should result in an orderly integration of education and society. —Shelly Umana

In the light of above discussion it is clear to visualize that educational management is a comprehensive effort intended to achieve some specific educational objectives. It deals with the educational practices, whereas educational philosophy sets the goals, educational psychology explains the principles, educational administration tells how to achieve educational objectives and principles. It is the dynamic side of education.[6]
It deals with educational institutions – right from the schools and colleges to the secretariat. It is concerned with both human and material resources which are essential. The degree of success of the educational management of any educational programme depends upon the degree of co-ordination and organisation of these resources.

Result:

In the relatively new LMS market, commercial vendors for corporate and education applications range from new entrants to those that entered the market in the nineties. In addition to commercial packages, many open-source software solutions are available. In 2005, LMSs represented a fragmented $500 million market (CLO magazine). The six largest LMS product companies constitute approximately 43% of the market. In addition to the remaining smaller LMS product vendors, training outsourcing firms, enterprise resource planning vendors, and consulting firms all compete for part of the learning management market. LMS buyers are less satisfied than a year ago. According to 2005 and 2006 surveys by the American Society for Training and Development (ASTD), respondents were very unsatisfied with an LMS purchase doubled and those that were very satisfied decreased by 25%. The number that was very satisfied or satisfied edged over 50%. (About 30% were somewhat satisfied.) Nearly one quarter of respondents intended to purchase a new LMS or outsource their LMS functionality over the next 12 months. In a 2009 survey, a growing number of organizations reporting deploy an LMS as part of larger Enterprise Resource Planning (ERP) systems. Channel learning is underserved. For many buyers channel learning is not their number one priority, according to a survey by Training Outsourcing. Often there is disconnecting when the Human Resources department oversees training and development initiatives, where the focus is consolidating LMS systems inside traditional corporate boundaries. Software technology companies are at the front end of this curve, placing higher priority on channel training.
References


