

## EDUCATIONAL ADMINISTRATION AND EDUCATIONAL MANAGEMENT

Nguyen Thi My Loc, Vietnam National University, Ha Noi

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**Abstract:** There is often confusion about the difference in concepts between Administration and Management. It is difficult to make a short definition of Educational Administration and Educational Management unless one fully understands what administration and management are. In this paper, we try to summarize three categories from three views of Administration: the structural, the functional views and the view of Administration as Administrative work in order to define the most essential term of “Educational Administration and Educational Management”.

**Keywords:** Educational Administration; Educational Management.

### 1. INTRODUCTION

Most Academic Disciplines introduce the study of discipline as a foundation for further analysis. In addition, all the textbooks on Educational Administration and Educational Management provide a definition which is from the author’s personal view. The problem is that there are many definitions from many sources for these terms.

There is no clear distinction made to distinguish the meaning between administration and management. Both terms are used in Latin language as “Administration” which can be translated into “Administration” or “Management”, “guidance” or “control” [1; pp. 33].

Moreover, the term “Educational administration” is used in American literature as administration and management. In European literature, it can be defined as “Educational administration” and “Educational management”.

So, there is popular tendency to either deny or oversimplify the difference between administration and management. Some authors state that there is no significant difference between the meaning of administration and management; only their fields of application are different. They also state that administration concerns itself with the institutionalized services such as public service and other public institutions; Management is related to the industry. Therefore, administration is a civil service term and management is industrial term for the same activity (Adlem, Kruger, Hanekom, 1981).

However, the difference is not as simple as that. In fact, the definitions of administration can be divided into three categories: the structural and functional views of administration, and the view of administration as administrative work.

### 2. CONTENT

#### 2.1. The structural view of Educational administration

From the structural view, administration can be understood as the total structure that has education functions. According to this view, administration is the total structures which are established to make education possible.

We can select some examples from such definition as followings:

Getzel, J.W; Lipham J.M and Campbell, R.F in the book “Educational administration as social process” states: “Structural administration is a social process concerned with creating, maintaining, stimulating, controlling and unifying, formally and informally, the organized human and material energy within a unified system designed to accomplish predetermined educational objectives”.

Nell (1977) thought: “In the first place, educational administration involves the structuring of an educational system. The government should take care of this through the necessary legislation providing for the proper functioning of the system. This will also entail legislation which will provide for matters such as the necessary decentralization (delegation of function, financing, maintenance of facilities, teacher training, compulsory education, differentiated education and general control over education)”.

J. Bekker (1981) wrote: Educational administration (includes general educational organisation, school organisation and class organisation) ensures the creation of possibilities within which education manifests itself. It creates the space and place, facilities and means (“Effective educational management”).

## 2.2. The functional view of Educational administration

The Functional view studies the function of the Educational system on the macro, meso and micro levels.

Owens R.G. (1981) in the book “Organisational behavior in Education”, wrote: “Administrational Education involves the process which helps the Educational organisation operate its mechanisms for achieving its goals”. Having the same opinion, Campbell, Bridges states that the central purpose of Administration in any organisation is that of coordinating the efforts of people toward the achievement of its goal.

In the “International Encyclopedia for higher education” (Jossey-Bass,1977), Paulsen states: “Educational Administration is concerned, therefore, with directing and managing human energy in order to accomplish education objectives which have been formulated by government authority and expressed in written policies.”

Agreeing with Paulsen, Dekker (1979) states that administration is the planning of a system which carries out a specific policy, the selection and coordination of officials agents in accordance with this policy, the continual application of this policy and the establishment of channels through which the policy can be improved continually by those who apply it.

Other authors, for example, De Wet (1981), defines Educational Administration as the field of science within education which provides a specific perspective on the functioning of education as followings: - At macro level: the function of institutions such as the government and provincial authorities; - At meso level: the function of local and regional authorities; - At micro level: the function of the school as an organisational unit.

Sergiovanni and Carver in [2] states that administration is a science which is concerned with describing, explaining, analysing and predicting organisational phenomena and human behavior as they relate to accomplishment of organisational goals.

## 2.3. Administration as administrative work

In Latin the word “Minister” means “a servant”, and “Ministerium” - “a task or service”. The addition of the pre-morpheme “ad” - to the word administerium or administration the meaning “to be of help to”. Therefore, administration can also mean the support of the execution of a task. It could also be called administrative work.

From the above explanation, it is clear that Administration is the more formal and regulative execution of a policy already formulated by higher authority, and is accompanied by arrangements and their execution.

Selected examples of such definitions are the following:

- In the book “Public Administration” (1975), Botes states that Administration or Administrative work, involves daily office routine, bookkeeping and clerical work.

- Reyders (1977) states that the administrative has function which has to do with reporting in the wider sense of the word- bookkeeping, statistics, cost and management accounting, record keeping, and general office organisation.

The above definitions indicate that the term Educational Administration has several meanings. It can be assumed that Educational administration can be described as the structure or organisational framework within which the education system functions and which is supported by a specific type of administrative work.

## 2.4. Defining Educational management

Like Educational administration, educational Management can have many meanings. It is equally difficult to combine all the different meanings in one definition. Educational Management can be described as follows:

Educational Management is a specific type of work in Education which comprises those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation so as to allow formative education to take place.

This definition implies that:

- Educational Management is a specific kind of work in Education.

- Educational Management is concerned with teaching and learning and makes effective teaching and learning possible.

- Educational management comprises a number of regulative tasks or actions.

- Educational management is brought in to effect in a specific area of regulation

- Authority is essential for good Educational management.

- The aim of Educational management is the realisation of formative education in a unique way.

- Management is human act, that people are involved and that it is therefore subject to norms.

- Educational Management is an interwoven act, Educational management takes place in relation to an organisation/school.

**2.5. Educational Management and Administration** are currently accepted in many countries as a scientific field of study in both of educational research and training programs. Educational Administration and Management has been also developed to become an independent sub-discipline of Education.

Watson and Nell points out that Educational management should be seen as the third stage in the development of educational Administration, with the first stage as the emphasis on systems and the identification of underlying system; the second phase as the emphasis of the contribution made by other social sciences; and the third stage as the emphasis towards a study of Educational management as a part of the all-encompassing concept of Educational Administration.

So far it has become clearly that educational management is the term which can be used for that core feature of Educational Administration, which is aimed at the dynamic interactive and executive act immediately. It does not mean that educational management developed from educational administration into an independent sub-discipline of Education. It would be better to say that educational management and educational administration share some common denominators. However, the most recent perspective is that of educational management, which must be developed through its own research, but should also in the relation with other fields of education.

### 3. CONCLUSIONS

In conclusion, educational administration makes a special contribution to the study of the organisational aspect of education and its function in the education system and this must be distinguished from administration and administrative work.

The various emphases of educational management indicate that educational management is an all-encompassing action and a specific type of work in education which is intra-woven and interwoven with certain contemporary and successive coherences.

Although there are similarities concerning educational Administration and

Management in other countries and Vietnam, a direct duplication of overseas theories will be never possible in Vietnam. The unique educational situation

in which Vietnam finds itself with regard to historical development, aim and approach and particularly character and content, requires a unique form and content of educational management.

Since 1992, we have attempted to train the educational managers towards more effective management educational system so as to achieve specific aims required by Educational Act.

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