The Evaluation of Management in Schools

Farooz Ahmad Punzoo:
Research Scholar, Department of Physical Education JJT University,
Jhunjhunu Rajasthan.

Abstract : *The main purpose of this paper is to point a direction for the management of schools as this relates specifically to special education needs. Its overall theme is that of good management and effective teaching in secondary and primary education, but the issues raised have equal validity for management in other parts of the education system, not least in primary and further education. The specific aim of this paper is to explore way in which school management, through normal curriculum and teaching methods can be developed to secure an appropriate education response to the needs of all pupils in a school. Effective school management is about the management of people, managing the organization and managing change. All this, together with those aspects of management outlined by Everard, is what is required if schools are to be organized in terms of whole school planning. An effective school can first and foremost be recognized through its pupils, its staff and its community.*
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Introduction

Our jobs in the education system involve us on a daily basis in the process of change: for children, for adults, for organizations and for ourselves. Our profession is arguably one of the most interesting and challenging in education because we have studied and work daily to produce change, even in extremely difficult situations and circumstances. The problems of others are our challenges. If we had no knowledge of the process of change and simply had to record what we saw, our jobs would be among the least rewarding and most boring in education, and voyeuristic too. We started to look at the processes of change for our own interest and day-to-day needs. I feel there is a great need for an academic or bureaucratic style or procedure. There is nothing very complicated about change; it is simply that the area has seldom been explored in terms that are practical, useful and accessible to teachers.

Positive reasons for change:

- Innovation can and should be interesting and exciting-

- Change creates more choice for individual's as consumers and as workers-

- Change can foster personal and professional development-

- Change bring different and more varied personal groupings to the workplace-

- Change helps keep things in proportion-

- Change encourages action research and helps integrate academic study and daily practice-

- Change creates confidence-

- Change can highlight care strengths, ethics, skills and attributes which make up the school's ethics-

- Change is consistent with a tolerance of diversity, individual, cultural and organizational-

- Change can produce exponential payoffs from resource allocation-

- Change can help individuals in career progress-

- Change attracts interest and allocation-

Successful innovation usually takes time, so change can foster coherence and a sense of purpose of working towards shared goals-

Everard (1984) has described management in the following way. A manager is someone who:

- Knows what he or she wants to happen and causes it to happen;

- Is responsible for controlling resources and ensuring they are put to good use;

- Promotes effectiveness in work done , and the research for continual improvement;

- Is accountable for the performance of the unit he or she is managing of which he or she is part;

- Sets a climate or tone conducive to enabling people to give of their best;

Effective school management is about the management of people, managing the organization and managing change. All this, together with these aspects of management outlined by Everard, is what is required if schools are to be organized in terms of whole school planning. The normal school has been defined as the place from which many of those who are difficult to teach have been removed- special needs are now, however,

part of normal school activities. But head teachers have few, if any, guidelines to help them with school management where a significant number of pupils with special needs remain in the school.

The Effective School

An effective school can first and for most is recognized through its pupils, its staff and its community. Recognition is not solely from the office , from the head teacher or the news paper ; nor it will be necessarily through brochures or speech days- important through they may be – that you know of the effective school. It will be rather from parents who say, 'My Child simply cannot go school…..'

SHARED VALUES

The outstanding and effective school will have a set of articles –not of course the Articles of Government which every school must have – but almost articles of faith, a kind of collective creed. The Jargon phase of often used to describe this phenomenon is a 'Shared Value System'. The whole school system especially the teaching and non-teaching staff will have a high level of agreement on the purpose of the school.

SELF EVALUATION

Evaluation is the process of systematically collecting and analyzing information in order to form value judgment based firm evidence. These judgments are concerned with the extent to which particular targets are being achieved. They should therefore guide decision – making for development.

Evaluation is often set in the context of a monitoring, evaluation and review cycle (Tipple, 1989).

Monitoring is the process of collecting and presenting information in relation to

specific objectives on a systematic basis. It should always be undertaken for specific purposes if the effort involved is to be justified.

Evaluation takes this process a stage further in that the information is analyzed and value judgments are made.

Review is a considered reflection on progress, using evaluation data to inform decisions for strategic planning.

Fig. 1.1. The interrelationship between monitoring, evaluation and review.
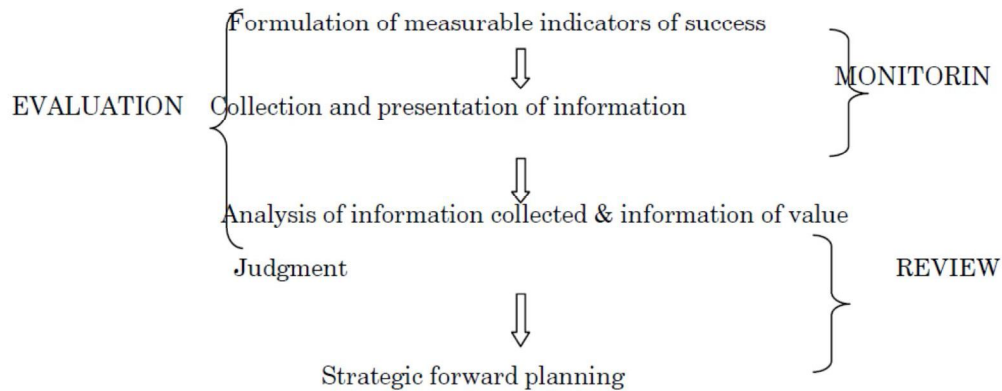
One of the means of achieving such a shared value system is the sensitive use of the processes of self valuation –such shared value systems are more difficult to achieve in a society which has become more pluralist and tolerant of diversity and where perhaps the pervasive and powerful influences of institutions such as the church and the extended family can no longer be assumed. Moreover, the purpose of schooling has simultaneously become more ambitious. In former times it was more straightforward to achieve a shared value system in primary schools which would be judged by their success ratio.

A SET OF PRINCIPLES

The teachers of one school, during a reconsideration of their self-evaluation, expressed their value system – which is of course, distinct from their aims and objectives – broadly if idealistically as follows:

Children should be treated as they might become rather than as they are;

All pupils should be equally valued;

Teachers should have the expectations that all their students have it in them to walk a step or two with genius , if only they could identify the talent to find the key to unlock it;

The concerned staff united should stand for the successful education of the whole person;

The staff should contribute to the development of mature adults for whom education is a lifelong process and proposed to judge their success by their students 'subsequent love of education;

The staff should try to heal rather than to increase diversities, to encourage self-

discipline, a lively activity to breed lively minds and good health, a sense of interdependence and community.

The effective school will test all its practices – its systems of marking, recording, appointments, and publications, its staff development systems, its curriculum, its communication systems, structures and system of community relationships.

THE URGENT NEED OF SCHOOL MANAGEMENT TRAINING

The need for greater involvement in school management of those in middle management posts has been strongly recommended in a school Teachers 'Review Body Report. It argues that substantial improvements are needed in several aspects of school management (School Teachers 'Review Body 1993:6).

It is particularly critical of those heads, deputies and senior teachers who are:

- Failing to focus on pupil achievement;

- Making policy decisions but failing to implement them;

- Failing to make full use of those in middle management positions;

- Showing themselves to be concerned with efficient administration at the expense of 'good strategic management;

- Failing to motivate or set clear targets.

The contemporary sport industry is complex and has unique legal, business, and management practices. As a result, many of the ways we organize this industry are unique, too. The organization of sport developed over the past 150 or so years and continues to evolve. The management structures of sport reviewed in this paper are clubs, leagues and professional tournaments. These structures help managers organize sport and are the basic building blocks of many of our sports today. This also addresses the development of the sport management academic discipline, which came along as the need for trained sport management professionals became apparent.

The primary theme of this paper is that sport management structures are conceived and evolve in response to broad social changes or to address specific issues within a segment of the sport industry, or both. The evaluation of these structures illustrates that sport managers need to be creative in the ways they run their sport organizations. One particular management structures won't work in all situations. History suggests that sport managers who are flexible and adapt to broader changes in society and who have a keen sense of their sport are the most successful. This gives a few examples of innovative and successful sport managers.

Two secondary themes run throughout this brief examination of the history of the sport management structures: honesty and inclusion. The legitimacy of modern sport demands honest-play, or at least the appearance of honest play. Nothing in sport is more reviled than the athlete who does not try. An athlete who does not put out an honest effort is a spoilsport. Players who throw games are sellout. So critical is the perception of an honest effort that sport managers will kick people out of a sport for life if they tarnish the game by the mere possibility they bet on their team to lose. (e.g, Pete-Rose).

International governing bodies as well as local leagues have citizenship and residency requirements. Athletes who have just moved to a new nation or town are sometimes excluded from participating in sport.

England is the birth place of modern sports and sports management (Mandell, 1984). The roots of most western sports, including track and field, all the variations of football, and stick-and-ball games such as baseball, field hockey and cricket can be traced to England. The broad influence of England's sporting culture is the result of the British Empire's imperial power in the eighteenth centuries. Britain had colonies all over the world and took her sports to all of them.

The continuing influence of the British sports tradition after the empires demise has as much to do with how the English organized sport as it does with England's political and cultural dimension. Even sports that organized outside England such as basketball, gymnastics and golf, initially adopted English sport organizational structures.

In the eighteenth century, the English aristocracy, made up of nobles and the landed gentry, began to develop sports clubs. Membership in these clubs was limited to the politically and economically powerful of English society. The earliest clubs simply organized one-time events or annual competitions and brought members together for social events. By the nineteenth century, clubs standardized rules, settled disputes between clubs, and organized seasons of competitions.

The concept of sports management curriculum is generally credited to two people: James G. Mason, a physical educator at the University of Miami Florida, and Walter O'Malley of the Brooklyn (now Los Angeles) Dodgers, who discussed the idea in 1957 (Mason, Higgins, and Owen, 1981). The first master's program in sports management was established at Ohio University in 1966 and was based on Mason's and O'Malley's ideas (Park house and Pitts, 2001).

Conclusion

The process of planning, monitoring and evaluation has been examined, together with the eve-present task of managing change.

Within the busy processes of managing schools and colleges, it is sometimes easy to become so absorbed in the processes of managing, that, for a time, we lose right of purpose : the progress in learning and the personal growth of the learners within our care. Teachers want to be respected, and want to work with students who care, who exhibit humors, openness and consideration; and who are actively involved in subject-area. Furthermore teachers want to be in safe and tension-free environments.

"Students say they want the same thing from their teachers and schools".

The need for training and yet more training for middle managers is the major issue. It is important for middle managers fully to understand the complexity of their role, one which changed and developed rapidly over the past few years. It is a highly skilled role which usually involves a large managerial component combined with a heavy teaching load. The development of management expertise is an important contribution to professional growth and is best achieved when the whole staff is

involved in school development and management.

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