MANAGEMENT AND ORGANIZATION

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There is no particular established definition of management as its development perceived in several fields like corporate, commerce, governmental science, finances, management and law. As stated by Koontz (1984), it is very tough to provide an exact classification and meaning of the term 'management'. Several experts from different subjects view and perceive management from their perspectives.

Management is characterized by different debates as to when and where it should be modified because different management writers have approached management from their angles. Also, numerous thinkers emphasized distinct standards during the evolutionary management process. And although management's varied meanings go from one side to the other, education management has increased.

While pressures for massive changes in education management are growing, the structures of the education system consistently struggle to meet or even make substantial progress towards these requirements. The very similar manner in which education systems are handled is inseparable from this issue. Thus, changing thoughts on management took over.

Educational management systems have become so ubiquitous, perpetual, and thus profoundly rooted in society that they remain almost entirely unchallenged, according to Tarrago (2010), which supports the false, almost unquestioned belief that administrators are not responsible for educational deficiencies and that teachers are at fault.

When people in organizations focus only on their role, as stated by Senge (2010), they have little sense of accountability for the outcomes generated when all roles interact.
Moreover, it can be really hard to know why when outcomes are disappointing. The search for those who seek a strong foundation in educational management and a willingness to enhance their performance must be to recognize those variables and behaviors that lead to efficient and effective management of educational organizations. Most of what is learned about educational management has been extracted from experience, that is, from the study and perception of the facts of the situation by people at work.

With so many debates about change and improvement and making an impact, this is when educators are aligned to do good things within such schools and structures that can generate real development. In classrooms, we have to step away from the pockets of excellence, and work towards a common vision in schools. In their teaching, teachers need autonomy, but autonomy can also comply with a school's goals.

References:

