THE ROLE OF THE MILLENNIUM TEACHERS IN EFFECTIVE EDUCATIONAL MANAGEMENT / ADMINISTRATION

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Abstract

The teacher occupies a unique position in the school system. As the chief implementer and handler of the school curriculum, the teacher co-ordinates the inter-dependent activities of numerous individuals and groups in achieving a common goal. Any malfunctioning is traced to teachers. This paper seeks to highlight the role that the teachers need to play in the educational system of a nation. Since the task ahead is enormous. The efficiency with which the schools system can be operated depends to a very large extent upon how effective and efficient its teachers can be. This paper therefore enumerates the qualities expected of a teacher as a manager, the human resources to be managed/utilized, and what teachers really do. The millennium teachers need to be ready at all time to accept challenges and be prepared to face more challenges. Challenges constitute an epitome of learning experience. The teacher is therefore a mentor, an agent of global change, a multiplier, connector, competent, care-giver, versatile medium of communication and information to learners at all time. The teacher’s leadership role encompasses selfless service to humanity.

Introduction

It will be very difficult to have a single definition for the term educational management. This is because the perspective of the person defining this term is likely to vary depending on the background. Some may see it as a technique of leadership, while other may see it as a means of cooperation or coordination. Management is a tool that is needed within every human association for the attainment of common goals. Management is an effective organizational leadership and one of its main functions is effective coordination of both human and non-human resources in order to achieve the objectives for which an organization is established (Ogunsaju 2002). Muo (1999) posited that there are several definitions of management and various approaches to the study of management to the extent that some authorities refer to it as a jungle while others liken it to the story of the blind men and the elephant. He further observed that the origin of management is an issue of narrow dispute but while some see F. Taylor as the father of scientific management and H. Rayol as the father of modern management, others refers to the biblical Moses as the earliest manager and Jethro, (his in-law) as the first management consultant (Exodus 18:13-24).

However, Ivancevich, Donnelly and Gibson (1980) viewed management simply as the process by which people, technology, jobs, tasks and other sources are combined and co-coordinated so as to effective retrieve organizational goals; Kootz, O’. Dannel and Weihrich (1980) argue that the basic task of managers at all levels and in all kinds of enterprise is to design and maintain an environment in which individuals working together in groups can accomplish pre-selected missions and goals, with the least amount of such inputs as money, time, effort, discomfort and materials. It can then be concluded that management, managing or the managerial job is the generality of tasks involved in making an organic whole out of diverse resources of entity- men, money, machines, materials, technology and systems. Also channelling them effectively towards the achievement of the organization’s goal in the most efficient manner and within the expected time while respectively the laws and ethical standards of the society (Ojo, 2008).
Ogunsaju (2002) said that education management should be perceived as the aspect of management which concerns itself with the freedom and planning, with discipline and participation, with leadership and democracy, not merely in what they teach, but in the way they function as organizations. Educational management can also be seen as the organization/mobilization of all human and material resources in a particular system for the achievement of identified objectives of the system. The human resources in the school system would comprise all men and women within the school system from the principal to the school gate- man. It is the responsibility of the management to organise and mobilize these human resources for effective achievement of the institutional goals and objectives. Material resources within the school system could be monetary and non- monetary. It is the duty of the management within the school system to ensure maximum utilization of these material resources in relation to the objectives of the school.

Qualities expected of a manager/management

Muo (1999) noted that management circumstances vary and that the ideal manager just like the ideal human being is not easy to come by. The practice of management at any given time also depends on the person who is managing. However, as much as possible, the following qualities are expected of the ideal managers:-

- Clarity of thought
- Technical knowledge and competences
- Integrity and honesty
- Shrewdness
- Entrepreneurship
- Humility and humane outlook
- Leadership
- Intelligence
- Ability to communicate (what, when, how and to whom)
- Dynamism and enthusiasm
- Analytical ability
- Sociability
- Diplomacy and tact
- Accessibility
- Thirst for knowledge

The millennium teachers are expected to perceive the above listed characteristic to be able to assume the role of a manager of any form in the school. Education management is usually faced with everyday problem of dealing with the society it serves especially with the frequent introduction of new policy which affect the theory and practice of education management. The school also has its consumers; the parents are the interest groups, the teachers and the school managers as employees and the student as the customers. The general public represents the society as a whole. Students and parents often agree on how or how not the school system should be managed. The academic excellence of the school system and the students it produces depend on the quality, effectiveness and efficiency of its teachers and its management.

Today, a new educational revolution has started in Nigeria. The new National Policy on Education (FRN, 2004) affects all aspects of our educational system from pre-primary to higher education. This new policy on education if well implemented will lead to the much-needed technological development which the country is hoping for. It will enable us to manage our resources more effectively. The teachers are charged with the responsibilities to manage this educational revolution and this new educational system is certainly bound to be a total failure if teachers are not adequately equipped/ motivated in the right way. The teachers are recognized as the rocks on which foundation of the nation was built.
For the teachers to be successful in his school activities, he needs leadership competency to co-ordinate teaching and learning effectively. For effective discharge of their duties, teachers’ personal dispositions include such attributes as responsibility, initiative, leadership loyalty, humour, humility, integrity, perseverance, self-control, sincerity, and decisiveness. Others include dependability, friendliness, enthusiasm, forcefulness, persistence, knowing how to get things done, self confidence, physical and mental energy, co- cooperativeness, fluency of speech, judgment, security, emotional stability, sociability etc (Abudlkareen, 1991). The author stressed further that the efficiency with which the school system can be operated depends to a very large, extent upon how effective its personnel can be managed and utilized.

**Human Resources to be Managed/Utilized**

Human resources in the educational system do not refer to givers of directions/knowledge (teachers) in formal institution called schools, colleges or universities. It involves all those individuals who interact with a group of learners imparting knowledge, skills and attitude through various activities like experimenting in the laboratory or learning resources centres, organizing educational excursion, field trips, project etc in a bid of bringing about a change in a desirable way. They all work collectively like the busy bee out to see to the all- round development of the children and youth of the nation.

Edward (1979) also observed that the school as factory of acquiring knowledge, attitudes, values, ethic and cultural heritage of the society, at large has become tremendously complex in population, programmes, resources, values expectations and procedures. These have made it necessary that schools of today should be run effectively and efficiently through proper utilization of staff. The success or otherwise of any organization depends to a large extent on how well human resources in the enterprise are organized and utilized. School managers and those interested in sound educational system should be concerned with judicious organizational arrangement and utilization of available resources to maximally achieve the schools goals and objectives.

**Important Areas to be considered in the Administration and Human Resources Management / Utilization**

According to Ogunsaju (1990), effective management and utilization of human resources in the school system revolves round the school principal(Chief Executive). He is simultaneously the coordinator, organizer, director, planner and chief informant in the school system. But it needs be stated that the school principal should not claim to be Alpha and Omega in the course of performing his task as there are other competent staff (personnel) of the school community that could participate in the direction. In the secondary school the task involved in maximizing the use of school human resources is mainly done by the principal, the vice principal, Heads of Department and Teachers.

There should be a clear division of labour in the school system. However, area of specialization should be taken into consideration when distributing tasks. The staff to be assigned responsibilities must have interest in the duty. This is the principle of decentralization at work to avoid unnecessary bureaucratic red tapism that characterizes formal organization. When delegation is used systematically and extensively throughout an organization, the arrangement may be described as decentralization. It is the locus of modern decision making. Decentralization facilitates product diversification. Cole (1996) described delegation of authority as a process whereby a manager or a senior officer cedes or entrust some of his authority to subordinates or team to perform certain tasks or duties on his behalf. The manager remains accountable for these tasks or duties.

Another way of getting staff utilized in school system is by delegation of function. Delegation of function is the transfer of duty and power to perform the stipulated duty. For delayed function those aspect delegated should be clearly indicated and it must be limited in time. When authority is delegated an obligation is placed on the staff concerned, in the school system, the principal can delegate duties to the vice principal, house masters and mistresses labour master etc he should however coordinate the efforts of the staff he delegate work to. The use of committee...
system is a way of delegating functions and it enable staff members to participate well in the school organizational decision making.

There should be effective communication process within the organization. Communication may be oral, symbolic or written. The staff members should be made aware of what is happening in the organization, staff meetings should be held from time to time, consultations should be made with staff members and consensus need be reached on important school decisions. Garba (1999) sees communication as the planned effort to influence opinion through socially responsible performance based on mutually satisfactory two-way communication.

The school system should employ the principle of span of control where supervisory functions are allocated according to the ability and quality of staff, their dedication and willingness to put in extra time, and the nature and variety of work to be done. Determining the number of staff under the control of a supervisor is what is known as span of control e.g. a school principal may have forty teachers but he has five heads of department who report to him daily on the day-to-day happening in the departments. It should however be stated that reporting to one’s superior officer depends on a variety of factors such as educational level, time devoted to work, experience and capacity of administrative head. If those who report to the administrative head do their work it does not matter how many people report to the administrator.

For effective utilization of resources in the school system there should be a framework within which people perform. This should deal with the network or pattern of relationship between various individuals, positions and role in the school. This is known as the organizational structure. Organization is seen as arrangement of work according to the activities involved and assigning duties and responsibilities with commensurate authority. The schools organizational structure reveals to whom an officer is responsible, it is a linking- pin” joining all members of the schools staff together from the students to the administrative head. The school is also expected to have a clear line of authority which should run from the head to the most junior officer. This is called the principle of “scalar chain” and hierarchy resulting from it is the chain of command.

Controlling involves the measurement and correction of activities of subordinates in order to make sure objectives and goals of the organisation to be achieved are accomplished, control is some sort of feedback (Bucher &Krotee, 2002). Orga and Ugwu (2000) observed that the process “act of seeing to” is the policies, principles and method established for achieving the objectives of education are properly and successfully carried out, this process involves using expect knowledge and experience to oversee, evaluate and cooperatively improve the conditions and methods of doing things connected with the teaching- learning process in school. Good control involved tailoring of control devices and information to suit the school plan.

There are many functions concerned in the process of administration and management; such functions are sometimes referred to as the “element” or “component” of management. These management functions have been described to be universal in all social organization like the school. Abdulkreen (1991) pointed out that managers, would have to be concerned with the complex activities of planning, organizing, directing, leading, coordinating, evaluating reporting and staffing. For any organization to achieve her stated goals, effective utilization of personal is highly essential.

The whole staff in an organization should work as a team and for a team to be effective, four elements must be handled properly i.e commitment, uninhibited flow of communication, proper handling of conflict and a consensus approach to decision making (Bucher &Krotee, 2002).

What does teacher really do?
Teachers hold a unique and powerful place in a community, because they are the people who shape, lead and support the children of communities around the world. Teachers are the keys to knowledge – based economics, where people
are understood as the greatest natural resources, equipped with the education necessary to fulfill their roles as powerful, contributing members of their local, national and global communities (Teachers Without Borders, 2010).

Melisa (2010) observed that every task that the teacher performs falls under one of the six categories;

- **Planning, developing and organizing instruction**: organizing instruction is a major part of any teacher’s job. When teachers are effective in planning their lesson, their day-to-day teaching task will be much easier. Every teacher should upgrade their teaching materials each term/semester. This will help them keep their materials fresh.
- **Housekeeping and record keeping task**: Time has to be spent taking attendance, recording grades, and following through on all necessary housekeeping and record keeping tasks. The ways the teachers handle these tasks say a lot about their classroom organization skills.
- **Managing students conduct**: Many new teachers find that this area of teaching is what scared them the most. Tools to be used are posted rules combined with a posted discipline policy all of which are consistently and fairly enforced.
- **Presenting subject materials**: Teachers are at a critical junction- how they will actually present their subject matter. While teachers typically decide on their main mode of delivery during the planning phase, they will not actually implement these methods until they are face to face with their class. There are important tools that all teachers should have in their teaching arsenal no matter which method of delivery they are using including verbal clues, effective waiting time and authentic praise.
- **Assessing students learning**: When teachers sit down to develop a lesson, they should begin by determining how they will measure whether the students learned what they were trying to teach. It is important that teachers spend some time creating and refining valid assessment for their students.
- **Meeting professional obligation**: Every teacher must meet certain professional obligations depending on their school, their district, their state, and their area of certification.

In addition to the six categories of task highlighted above, the millennium teachers are still expected to be able to;

- **Appropriate techniques and materials to accommodate individual need and values (cultural values).**
- **Choose methodology which can be characterized as the materials, activities, tasks, and learning experience.**
- **Select the right Portfolios – transitional tool, connecting the teaching-learning endeavours of the teachers as learner, teachers as expert, and teacher as scholar. Portfolios may include performance marks such as content, learner and learning, curriculum, instruction, assessment, management, diversity, professionalism, reflection, communication and technology.**
- **Involve in peer coaching- important means for instituting collaborative efforts and it warrants consideration as a potential serviceable solution for improving teaching effectiveness**
- **Create a trusting, collaborative school culture that supports reflective teaching and reflective supervision.**
- **Apply multiculturalism to problem solving, produce service-learning training, and discusses ways to create and sustain connections with classroom.**
- **Adopt inclusive, discovery-oriented, culturally-attuned, and globally-aware teaching.**
- **Adopt practical ways of designing curricular and practical tools for classroom management in order to guide student to think about their own learning processes and allowing teachers gather rapid feedback that will help them adjust their approaches and teaching styles to meet up with the millennium expectations.**

**Conclusion**

The teacher who occupy a unique position in the school system and who is as well as the chief implementers and handler of the school curriculum co-ordinates the inter-dependent activities of numerous individual and groups to achieving a common goal. Any malfunctioning in the school is traceable to teachers. Thus, the quality of education provided in school depends on the capability, commitment and motivation of the teachers.
**Recommendations**
Due to the enormous responsibilities shoulder on teachers and at the same time he is at the centre of the decision making process, the following recommendations are put forth to help the millennium teachers to effectively manage our education system;

- Retraining programme in form of in-service training, conference and workshop should be enforced on teachers.
- For teachers to effectively carrying out the managerial challenging tasks ahead of them, government should motivate them by improving the teachers working conditions.
- All facilities that enhance effective management of education should be put in place by government to help teachers perform their duties.
- Government should provide modern equipment and organise training for the teachers to handle those equipment.

**References**