IMPACT OF DIGITAL LEARNING IN EDUCATION SECTOR : A PANDEMIC PERSPECTIVE

VOLUME - II

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EDUCATION MANAGEMENT SYSTEMS

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Introduction

In studying the development of information systems it is quite common to find that a system has not fulfilled its potential because, although technically well designed, it failed to meet the needs of its users (Meredith and Mantel 1995).

Even the best designed system that does not do what all its users want is of little overall value, and an important part of systems development is finding out the needs of all the users: "You must thoroughly understand the business needs before you can create a useful system".

Educational Management focuses on

1. The study of theories of management science which define and describe the roles and responsibilities of the educational manager and the development of managerial skills.
2. The study of educational planning at macro levels, its goals, principles, approaches and processes and on institutional planning and educational administration at the micro level.
3. Decision making, problem solving, communication, information management and effective team building.
4. Planning of curricular and co-curricular activities, curriculum and academic calendar Maintenance of school records, evaluation of students? achievement
5. Effective allocation of financial resources and the planning of the budgets of institutions.

Educational Management aims at

1. Achieving the objectives of an institution.
2. Improving the processes of planning, organizing and implementing with in the institution.
3. Creating, enhancing and maintaining a positive public image of the institution.
4. Optimal utilization of human resources (administrators, non-teaching staff, teaching staff and students).
5. Enhancing the efficiency and effectiveness of infrastructure.

Functions

Basic functions [Management operates through five basic functions:
Planning, Organizing, Coordinating, Commanding and Controlling.

1. **Planning:** Deciding what needs to happen in the future and generating plans for action.
2. **Organizing:** Making sure the human and nonhuman resources are put into place
3. **Coordinating:** Creating a structure through which an organization's goals can be accomplished.
4. **Commanding:** Determining what must be done in a situation and getting people to do it.
5. **Controlling:** Checking progress against plans.

Skills Developed

1. **Political:** used to build a power base and establish connections.
2. **Conceptual:** used to analyse complex situations.
3. **Interpersonal:** used to communicate, motivate, mentor and delegate
4. **Diagnostic:** ability to visualize most appropriate response to a situation.
5. **Leadership:** ability to lead and provide guidance to a specific group.
6. **Technical:** Expertise in one's particular functional area.

The functions of Educational Management are largely based on Henry Fayol's 14 Principles of Management, namely,

- Division of work
- Authority
- Discipline
- Unity of command
- Unity of direction
- Subordination of individual interests
- Remuneration
- Centralisation
- Scalar chain
- Material and social order
- Equity
- Stability
- Initiative
- Esprit de corps

Conclusion

This case study shows that administrative systems in university education are not immune to the vagaries of information systems designed for any other industry sector, and suffer the same problems if all stakeholders are not involved in their design. They are often not designed to take into account the Educational Management Systems and the Tutorial Class possibilities of using their output to improve what goes on in the tutorial classroom.