

Administrative problems

[Education](#)



Administration and management remains to be an integral process shaping the educational sector. Here, it carries out leadership approaches in dealing with the purpose and objectives surrounding educators in meeting the needs of students.

It takes into account themes that allows the faculty to recognize current trends and responsive efficiently. By trying to draw out particular strategies it provides opportunities to facilitate educational success, draw out faculty empowerment, and foster institutional growth. With such dynamics, decision making on a day-to-day basis becomes synchronized with what is essential in accordance to school objectives and policies.

This paper seeks to outline how educational administration themes are constantly applied on a day-to-day basis. It takes into account themes related to organizational culture, organizational change, and communication practices between administrators and educators.

In particular, the paper finds distinction and common actions shaping action and decision making between two administrators. By synthesizing opinions and responses from two educational administrators, better understanding can be made on how these administrators respond to school objectives and educational administration.

Interviewees

The first respondent is John Morris. He is a principal of Garland High School since 2001. With numerous years of experience in the school, he remains competent about Garland High School's organization and continues to align

specific policies in relation to the needs of both students and faculty (Garland High School, 2007).

Having earned his bachelor's degree in Stephen Austin University and Masters in Educational Administration, he provides wonderful insights on areas related to organizational culture, communication, and organizational change.

The second interviewee is Linda Glassel. She is an administrator at Garland Christian Academy for almost five years. She finished her Bachelor's degree in Psychology and pursued her Masters in Educational Administration.

With her background and experience in dealing with educators and students from elementary to high school, it can be argued that she is competent to address issues related to administration and management.

Organizational Culture

Looking closely at the responses made by Linda and John concerning organizational culture, it can be seen that they have similar responses about its importance in their respective schools. Both believed that enhancing a process of a facilitative and supportive school environment enriches opportunities for students, faculties, and administrators to become responsive to their respective needs.

Similarly, both also considered the need to recognize diversity as an essential process shaping education. By taking into account diversity, it encourages better cohesion of strategies and provides solutions to daily problems (Ornstein and Lunenberg, 2007).

On the other hand, Linda and John opinions diverge when they talk about how to deal with conformity and professional excellence. Here, it can be seen that Linda sees the need to constantly motivate people to become responsible and accountable to their respective roles within the school.

It is through this process that they can open up and become adaptive to change and abide with specific and given standards. If there are existing conflicts, it gives easier means to resolve issues and conform to the norms provided.

In contrast, John sees this daily problem as part of the role and responsibility of an educator and administrator. He believes that since standards and expectations are given accordingly, each one must be keen and responsible enough to function according to these parameters. Here, John sees the issue as more of an individual endeavor compared to Linda's perspective that it must be a collective process.

Organizational Change

Assessing the responses made by John and Linda with regards to organizational change, it can be seen that their opinions agree on the idea that change is inevitable.

They both see it as an opportunity to grow and function in accordance to the changing needs of their respective schools. Since organizational change can induce varied responses among members of the school, it is then crucial to clearly identify these resistances so appropriate attention can be made (Ornstein and Lunenberg, 2007).

Likewise, Linda and John also believed that addressing problems of organizational change on a daily basis means incorporating aims and objectives by administrators. By advocating these policies, administrative problems can be alleviated and addressed in a more efficient manner.

On the other hand, the main difference between John and Linda's responses revolve around specific mechanisms that can be used to address organizational resistance and accountability problems. Specifically, Linda is more of a facilitative type, seeking to interact and develop an environment where teachers feel comfortable in their work and responsibility.

She believes that this would then provide the necessary means to infuse better means to generate better reaction and feedback from employees.

On the contrary, John seeks to expand communication lines and openness among his people. He believes that resistance only happens because individuals do not see the bigger picture or just too comfortable with the original setup of things. However, by bridging these gaps on a daily basis, educators and administrators can fully understand the situation and prevent confusions from happening.

Communication

The last area discussed with the interviewees revolves around administrative problems related to communication. Here, Linda and John were asked specific questions on their perspective and opinions on how this problem can be solved daily and what specific means are available that each one can utilize.

Reviewing the responses made by the two, it can be seen that their similarities revolve around the recognition that conflict is inevitable in any organization. Likewise, both also believed that resolving conflict, miscommunication, and other hurdles in communication would mean establishing specific dynamics that opens up and diversifies how people interact both formally and informally.

Again, like the previous two questions, Linda and John differ in their capacity to apply these changes in their schools. Since their respective educational environments vary in specific patterns of communication and level of professionalism, the methods used to address conflict and resolve issues are also different.

For example, Linda argued the need to create an environment of openness and respect other people's opinions concerning a specific issue. This would then help limit miscommunication and development of factions within the school.

On the other hand, since John's scope and responsibility is much bigger compared to Linda, he sees the need to establish appropriate protocols and rules that teachers should follow. By developing a standard on how people can communicate, it can help establish a professional and responsible means to interact. Also, it can be argued that this is his solution on communication problems in his school on a daily basis.

Analysis of Inputs and Responses from Interviewees

Summarizing the whole of the interview process, Linda Glassel and John Morris provided significant feedback of how administrators operate on educational

issues related to their field. Here, it can be seen that each one provided ideas, opinions, and experiences on how they manage and further administrative goals in their respective schools.

Assessing their responses, it can be seen that similarities are apparent in the manner on how leadership, responsibility, and open communication remains crucial in addressing organizational culture, organizational change, and communication (Refer to Appendix for more details). Each one believed that these principles help administrators become responsive with daily issues revolving around their practice.

On the other hand, distinctions can also be seen in the way Linda and John provided specific means of how the three elements can be addressed. It can be argued that since organizations vary according to culture as well as organizational dynamics, administrators must look into means to integrate their capabilities to ensure that administrative functions are met effectively (Fiore, 2004).

That is why the strategies elaborated by the two interviewees correspond to what their organization needs. Also, such result goes to show how subjective and circumstantial the process of educational administration is. That is why administrators must be keen to analyze and interpret situations within their jurisdiction so that appropriate actions related to leadership and communication can be established (Musella and Davis, 1991).

Conclusion

Overall, the replies made by both Linda and John showcase the different dynamics involved in educational administration. Though their answers may

vary in some aspects, both have identified important precepts that look into enhancing communication, the importance of leadership and reinforcing responsibility.

By taking into account daily administrative problems, it goes to show the value of decision making and strategies used by administrators in resolving the issue.

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