The Effect of Applying the Modern School Administration Methods on Increasing the Students' Achievement, Review Study of Jordanian Schools.

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Abstract

The purpose of this study is to identify the effect of applying modern school administration methods on increasing the students' achievement. To meet the research goals, the research work is followed by the study of modern administrative theories. The purpose to refer these theories to determine their efficiencies for school or educational administrative process. This study focuses on the outcomes of the implementation of the modern administrative approach in Jordanian schools. The study concluded that there are significant effects of the employment of modern school administration to increase the student's achievement level in Jordanian schools.

Keywords: Modern School Administration, Jordanian Schools, Student's Achievements.

Introduction

The school administration of the recent century is required to modify its management procedure and policies according to the present need of the hour. The world has progressed in all fields thus, it is not sufficient for the schools to continue the educational programs through conventional techniques or methods. It is crucial for the school's top management to set school independent pathways via planning and goal setting. Schools need to identify the procedures which are essential to implement and carry out the follow up through external and internal meetings, discussions and participation (Beare, 1983). The educational institutes have chairpersons and delegations who are responsible to ensure the implementation of the procedures and goal attainment. The directors or principals in educational institutes keep their employees motivated to achieve educational goals. This motivation keeps the employees encouraged and energetic to meet the desired goal within an optimal period of time.

 The director of the school is either principal, supervisor or senior staff member. He is direct in charge of taking the strategic decisions of the institute (Bell, 1999). The director works along teachers and other staff members to improve the school's educational program. This improvement is attained by maintaining good practices, methodology and sharing them with other staff members.

The director is also responsible to ensure that the teachers of his institute are well trained in management practices. The role of the director is always challenging, according to past research work, there are nearly nine leadership tasks which are needed to monitor and controlled by the director or principal of the institute. These tasks include achieving desired goals by connecting shared visions together. Maintenance of harmony by mutual understanding is also the responsibility of the director (Ben-Peretz, 1987). Further, rooting the values by building procedures, policies, and structure to meet the school's vision. Director is also responsible to keep the staff motivated by encouraging their efforts and hard work. Another important duty that is done

by the director of the institute is management. He/she is responsible to plan and organize the policies and procedures for the program improvement and keep a record by monitoring staff activities. The head of the school must be aware of staff issues and quires to clarify them timely. Employee empowerment is another crucial concern. The director of the institute is expected to remove the obstacles that comes while achieving the goals. Further, he/she is responsible to ensure the resource availability for the staff members (Bogler, 1994). Director of the Institute acts as a model for its subordinates to work to meet the final goals for the school betterment.

The aim of this study is to figure out how modern administration techniques effect student's achievements in Jordanian schools.

Theoretical Background

The term school management is described as the rules, operations, and procedures which are implemented through collective efforts of human resources to achieve the psychological, material and intellectual climate to drive motivation for the active and systematized work to resolve problems individually or collectively (Cameron Fisher, 1988). While the term school administration is referred as collaborative efforts of a team i.e. school staff administrators and tacticians to meet the educational goals within the school to raise the proper education and sound foundation of the state's children. It is also explained as every action performed for educational purposes under the supervision of higher authorities. A comprehensive concept of the school management and administration is group-based planning, coordination, and orientation that helps the resource persons to interact within and outside the school in accordance with the public policies created by the state.

The term educational administration, school administration, and school management have been used interchangeably in different kinds of literature. However, the meaning of all these terms is the same. The term education administration is used to focus the educational concepts (Day, 2007). While the school administration is concerned to meet the improved educational goals. This point shows that school administration is all about school regulations policies and procedures to achieve the goal of the improved educational program and student's development. While education administration is the overall goal to meet education program. But still, the intention of both terms is the same.

The study and development of educational or school administration are new. In past years till 1960, the focus of the study was the management only. In between 1946-1959, the American researcher, WKKellog supported the studies in the field of education or school administration. This initiative of the researcher encouraged the educationist to improve their personal management skills (Ely, 1971). The value of the education administration theory is crucial for the educational institutes to execute their operations smoothly and improve the standards of teachings and learnings across schools. Theories considered as non-reliable approach as they can fail. But, this happens rarely, the implementation of various theories has generated progressive results. Therefore, to drive school administration to increase the student's performance and achievements, the majority of the school authority uses different administrative theories. The implementation of the theories is dependent upon the skillset and experience of the higher school authorities.

Sources for designing school theory

How to run the administration of the school is determined by theories derived from various sources. One of the most frequent sources which are used to determine this is the report and comments of staff performance, which govern the best possible theory for implementation to amend school administration process. Another

way to decide the best suitable theory for school management is to consult the research work of the experienced writers in the field of school administration. Logical and critical reasoning is another approach that can be used to build the school administration theory.

Criteria for assessing school administration theories
There are a set of rules and tactics that help in evaluating the school administration theories. The following list of measures help in evaluating school management theories:
Clarity of the goal: it is important to identify the final goal that an institute would attain after implementing the decided theory of school administration.
Define responsibilities: the clear definition of responsibilities makes administration goals more specific. The proper definition of responsibilities is considered as the proper resource allocation and task identification to meet the final goal.
Use of democratic method: Is important to understand human relations in detail. The proper understanding of human psychology leads to the better implementation of school administration.
Optimal utilization of resources: the resources including material resources and human resources should be utilized in a balanced way to achieve the desired school administration goals.
The building of a good communication system: there must be a good communication system between schools and higher education system to support the school management program.

Contemporary theories in school administration
There are various school administrators who worked to devise school administration theories to run school management programs smoothly. Paul H. Pommard and his assistant performed research in devising school administration theories and secured success in it. They founded the school administration principles and management tactics. In 1950 another researcher named Jess Sears also performed a study on school administration and management. Further, a cooperative program of Educational Administration in America also prepared various useful programs to determine the best possible school administration procedures and tactics. The book "Concept of the Man Administration" written by Simon has mentioned the importance of decisions, making in the administrative process. All research that was conducted for administration was inspired by past management gurus including Henry Fayol and Lother Giulia. Their studies taught the research work was entirely based on key functions of the administrative process.

School administration theories

To support the school administration process for the betterment of student's achievement, various theories are implemented across schools. Some of the most popular school administration theories have been discussed in this study that will help the school management program coordinators to run the school operations in a best suitable way.

Social Processing Theory
This theory is grounded on the idea that the role of a principal and teachers is identified by their relationship with each other, and it needs a concerned analysis by scientifically, psychological and social perspectives which further based on the character that plays their role in managing school operations. Under social processing theory following models have been demonstrated:

- **Getzels Model**

This model gave the idea that administration is a hierarchy between the director and subordinates within a social system. Further, this model explained that a social system contained two main aspects. The first aspect consists of institutions, roles, and set of tasks, performance, and behaviors of individuals to achieve the set goals of the institute. The second aspect includes the individual, their personalities and their capability towards goal achievement. It determines, how they cooperate with one another to meet the goal requirements.

Social behavior is the blend of these two aspects, institutes, roles, and goals determine organizational dimensions whiles individual behaviors and personalities determine personal dimensions between principal and teachers. The basic idea of this model is the individual behavior effects in a social system. It helps in determining how social involvement leads to the betterment of the administration process which ultimately increases the level of goal achievement.

- **Juba model of management**

The juba model of management is to deal with an administration. In this model, a person with administration power has the right to implement an administration process along with the power of his status. Under this model, man can play a significant role to run the administrative tasks more efficiently and effectively. With the power of his status, he can control his workforce with more optimistically and able to produce more output from limited resources.

- **Theory of T. Parsons**

According to this theory organization must implement the following social organizational purposes:

Adaptation: it deals with the adaption of the social system with the actual demand of the external environment.

Goal Achievement: it deals with the identification of goals with and the resources to meet them.

Integration: it deals with the association and coordination of the workforce and the establishment of the series of relations within the organization to meet the final goal of the administrative process.

Cumin: it is all about to maintain the cultural framework of the organization along with the establishment of the organizational incentives.

Human Relations Leadership Theory

The basic concept of this theory is that authority is not transferred from the leader to its followers. The characteristic of authority is not an inherited trait. In fact, the authority is a theoretical characteristic which is attained by qualification, awareness, and possession of leadership skills. It deals with understanding and analyzing the needs of the pupils and teachers. The additional leadership qualities and traits also help in attaining the administrative goals of the institute.

The objective or goal of the theory is not to enforce the management skills with the personal relation of the leader with his subordinates. This theory completely discourages the involvement of social dimensions that separate administrators and subordinates. Basically, the theory encourages the comprehension of psychological and social dimensions that help subordinates to play their role in a better way. This theory supports the concept of collaboration and teamwork to meet the final goals with the assistance of available resources without considering status differences.

Organization Theory

The organization theory guides the proper implementation of the hierarchy within the organization. The term hierarchy means that the lower management staff is controlled by the top management and the rights of strategic decision making are controlled by top-management. This type of organizational model is deployed in all educational institutes. This model assists the top management in analyzing the problem with the collaboration of subordinates which greatly help them in the decision-making the process. The organizational decisions which are taken through drill-down analysis are usually proven reliable and long-term (Johansson, 1970). In an educational institute, the strategic decisions like exam conducting pattern, school activity programs, and class engagement sessions are finalized by the top management. Although, the preparation of synopsis of these activities has been done by the middle management (Nediger, 1991). The implementation of this theory for school administration is beneficial to run school operations smoothly.

Literature Review

In Jordan, there are various public and private schools which are working hard to meet the top-notch educational goals for the improved performance of the student's achievement. All of these schools are trying their best to employ the most suitable school administration rules, procedures and tactics to improve the staff performance along with the pupils. They are keenly concerned to facilitate students for future challenges and to do this, it is important for the institute to must have a strong administrative structure.

In various Jordanian public schools, there is the implementation of a basic management system, which includes the tasks of planning, organizing, leading, controlling and monitoring (Fua, 2007). But, most of the public schools do not follow these functions, which lower down the performance of the administration. The proper following of the necessary management functions would take the school administration to the next level.

The employment of social processing procedure is another tactic which can be used for the betterment of administration in both private and public schools of Jordon. The past studies revealed that the implementation of social processing procedure is not common in public schools of Jordon. Although, the schools which offer self-support study utilizes the models of this theory to strengthen their education program (Höög, 2011). The social processing theory helps in covering up the administrative gaps and guide the higher authorities to work by maintaining team collaboration and coordination. The past research also showed that the schools in Jordan who employed social processing theory to execute their school operations had improved performance rate of student's achievement in comparison to those who just followed a simple management process.

Most of the popular public schools of Jordan also implements leadership theory. It helped them in maintaining the relationship between the leader and the subordinates. With the implementation of this theory the teachers and students would incorporate the positive changes in the institutes together and able to achieve goals in a better way (Greenfield, 2004).

The past research also revealed that role theory is implemented in the most modern schools of Jordan. According to this theory, the roles are assigned according to the skillset and the potential of the Individual. Under this theory, there is no concept of hierarchy (Hatton, 2001). Further, this theory helps subordinates in growing their careers in a better way further this theory helps institutes to teach the children according to the standardized methods of educational trainings. But the drawback of a role-oriented set of procedures is lack of proper hierarchy which might lead to several administrative problems.

Also, some past studies showed that various educational institutes of Jordan also applied the system theory, this theory helped in running the schools system by three steps i.e. input, process, and output.

Also, it is observed that the schools and educational program coordinators in Jordan are enforced to employ organization theory in both public and private schools (Hanson, 1991). While some Jordanian schools have implemented the model of organization theory (Waugh, 2002). The observed outcomes of this model were positively significant as it has enhanced the teachers' empowerment, student's performance in both academics and extracurricular activities and school rankings.

Importance of Research

The importance of this study is of the benefit of ruthless to shape an uncluttered generation to the world capable of brilliance and originality. Since the educational institute is the factory of generations, it is the duty of its departments to search for everything that is new and has a positive impact on improving the achievement of academic and scientific students.

The study illustrates the importance of a strong administrative structure for the education departments in Jordon. Although, some of the Jordanian school have already utilizing conventional administrative procedures. But, no remarkable results were observed (Harman, 1989). On the other hand, it is perceived that the deployment of the modern administrative process in some of the Jordanian schools brought effective changes like improved students' results, better staff orientation, increased school rankings and the development of better counseling sessions for future generations.

However, the target of the current study is to observe the effects of modern administration tactics in Jordanian schools to attain the better achievement levels of student's performance thus, the main center of this research work is to observe the effects of a contemporary set of rules of administration in Jordanian schools. This research work will help the Jordanian educationists and program developers to suggest the most suitable administrative approach to the schools' directors and supervisors to strengthen the school administration. Further, this research work has no boundaries, it can be used for both public and private schools of Jordon.

Discussion

The study revealed that it is important for the Jordanian schools to implement the most suitable administrative theory for the betterment of the student's achievement performance. The research discussions showed that most of the Jordanian schools are implementing management theory in their institutes. This point revealed that the implementation of modern administrative techniques is scarce in Jordanian schools. For the proper program development, it is important for the school administration to deploy the robust administrative theories in schools so that students can perform in all fields of education.

The study of famous contemporary administrative theories assisted in identifying the most suitable approach to execute the school administrative programs. The three administrative theories are discussed in this study i.e. social processing theory which contains further two models, human relations leadership theory and organization theory. These theories are basically three administrative approaches which can be utilized by educational institutes across Jordan according to their needs.

Social processing theory is ideal for those Jordanian schools who want to keep the balance between administration and power of status. Humana relation leadership approach is ideal for those schools who provide service for disabled students. While the organization approach can be used in all kind of institutes to maintain the hierarchy of administration.

According to this study, it's recommended for the Jordanian schools to implement an organizational administrative model for the program execution as it will ensure positive effects in student's achievement like

better academic and non-academic results, strong bonding among staff and continuous improvement of overall school ranking because of the daily reporting process.

Conclusion

The current research work emphasis on the relationship of the administrative process with the students' achievement levels in Jordanian schools. In the study, the need for good administration process for the educational program development has been discussed in detail. Further, the relevant school or educational administration theories have been demonstrated

The literature study has found that most frequent administration process used in Jordanian schools is the simple management course which includes five basic functions i.e. planning, organizing leading, monitoring and controlling, the three modern administrative theories are discussed in this study for the Jordanian schools. Out of these three modern administrative approaches, the organizational model is recommended as the best suitable model for all kinds of Jordanian schools.

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