

A Conceptual Clarification Of Problem-solving And Decision Making Theory For Management Innovations In Education

By

Timothy Kayode TOWOJU, Ph.D, Department Of Arts And Science Education
Kwara State University, Malete, Nigeria. timothytowoju@kwasu.edu.ng Tel:
08035127628&

Deborah Adejumo ADEYEMO, Ph.D

Department of Educational Management and Business Studies Federal University Oye-
Ekiti, Ekiti State, Nigeria Deborah.akpa@fuoye.edu.ng
Tel: 0803 210 6997

Abstract

The dynamic and systematic changes in the management of education are traceable to the introduction of new technological innovations into the system. This result and enhance little demarcation from the past in the affairs of management practices as well as other areas such as teaching and learning. It is factual that educational theories direct management innovations practices and that practices correct theories. Educational management theories are the essential features of management innovations. Variations in individual or human nature are believed to be responsible for differences in the application of knowledge needed for the management innovations in education. Hence, the paper examines the concept of problem-solving and decision making theory to show how it's bearing affect management innovation in education. The paper explores some steps in problem• solving and decision making theory to show how it can be applied on the problems of management innovations to yield positive result. It is therefore of opinion, that the paper would assist all the stakeholders in education in their day to day discharging of their duties.

Introduction

Educational management theories are usually intended to devised and help to analyze, predict, or explain the nature and behaviour of people, the relationship existing amongst teachers and what they do. Theories diffuse the result of observation together to enable the managers to make general statement variables and their relationships.

Towoju 2008 quoting O'conner state that: *Theory directs practice and practice correct theory, present day knowledge of perception, learning, motivation, the nature of intelligence and its distribution of development, the causes of education backwardness and other matter of this kind enable us to amend educational practice in the expectation of improved result.*

Thus, education theories, guide what the managers of education

determined in term of promoting teaching/learning programs as much as the determined by efficiency. All the forms of knowledge in the areas of learning, motivation among others mentioned in the above are sensational. The organs involved are sensational and are guided by the natural laws of causation because they are natural. However if theory directs practice and practice currents theory, the determinant of outcome (especially in education) is how the theory has been processed by these natural organs. All these organs such as eyes, ear, skin and nose are sensational and they perform the activities of recording, recovering and responding when they are strucked by some stimuli.

In the management of education, the issue of problem-solving and decision making in search of solution to a problem are very vital for the smooth planning, controlling,

organization, staffing budgeting, coordinating evaluating and many more in discharging of daily duty. Hence, the issue of concise and perfect making of choice now becomes a problem to the managers and all individuals in the system.

Managers thereby catalyze the individuals and the organization to the points of self-realization (self awareness), self actualization, and self directing through the applications of the knowledge of educational theories.

In education, one of the purposes of establishing school is to prepare students for change in life condition through problem-solving and decision making on management innovation techniques.

In the management of education, innovation practices are necessary to ensure efficiency and increase productivity. It appears that, the introduction of new ideas, methods, strategies or techniques of management in the school system becomes necessary for improvement due to dynamic and systematic changes. It is necessary at the same time to search for the new management strategies as a result of different situation, teaching topics,

acquisition of skills that enables the managers to solve-problem or making decision in course of knowledge transfers.

Objectives of the Study

The objectives of the study are:

- to analyze the concepts of problem-solving and the decision making theory to dislodge its effective utilization. to root out the bearing of the problem-solving and decision making on the management innovation in education.
- to analyze the values of management innovation using principles of

management in education.

- to clarify how the tone cum experience of the managers for effective practice can be used to improve management innovation in education.

Methodology

The methodology of approach is conceptual analysis: This involves explanation of the meaning of problem-solving and decision making through clarification of the concepts as well as their implications for management innovations in education. This method of analysis is necessary when one needs to explain certain concepts in the areas of discourse as deemed fits.

Concept of Problem-Solving and Decision Making Theory

Theory may be defined as a unified system of hypothesis and law with explanatory force. As Durasaro (2002) cited in Ukeje (1992) opined that:

a set of proposition may be "theory" for various reasons, it may be because of the sweep of their generalization or because of the remoteness of the concepts from those of direct observation. This customary terminology does not altogether recommend itself for the reason that well confirmed set of propositions could then not be called a theory.

Essentially, the logical necessary conditions of theories have been shown to include the followings from above:

- a set of proposition whose status is still conjectural or hypothetical statements.
- a logical or coherent group of general proposition use as the principle of operation or clarification of phenomenon.
- set of interrelated ideas that

stipulate general statement about

- variables and relationships among variables
- consists of tentative explanation of phenomenon.

The issue of problem is a regularly recurring feature in all aspects of management in education. Hence, problem can be termed as the inability to reach or realized a targeted goal, objective within the stipulated or unstipulated period of time in the management of innovations, it may be described as the failure to determine the best method or technologies of management for upwards delivery. Oyinloye (2014) states that management theories deal with the application of knowledge in problem following solution to test any educational program. One can add that the learning experience must influxes greater understanding of problem-solving solution with the set of skills with which to solve problem. This is because the problem solving indicates intellectual skills that must be involved to occupy permanent position in education. Managers must have a base of knowledge from which to solve problems.

Durosaro (2002) states the predominantly recognized steps of problem-solving and decision making are as follows:

- a. awareness and identification of the problem.
- b. definition and limitation on the problem in terms of the goals of the enterprise.
- c. determination of who should be involved in the problem in solving process and how.
- d. collection of appropriate data specified to the problem.

- e. production of consequence of possible solutions.
- f. identification of preferred solution with rationale for selection.
- g. putting the preferred solution into effect.
- h. establish evaluative process for determining success.

the presence of people alike to communicate with each another to solve problems. a situation in which such people are in the same organization with common aims and objectives or a recognition of the need to accomplish common goals. needs for certain kind of experience which may enrich the organization or promotes management objectives. certain kinds of knowledge which would help to build good human relations between the management and the subordinates. the attitudes and values which would enable the manager in planning, coordinating e.t.c. and to develop every members into a good and loyal members of the society. The essential logical innovations from the steps above can be: On the decision making theory, the major responsibility of managers is to decide and generate ideas to make decision. In line with Durosaro and Segun (2002): Chester Bernard was one of the first to theorized relative to the decisions making process. Decision making involves deliberation and is prelude to choice. Decisions are the aggregate of conscious choices amongst several alternatives. Decision making follows the same process as problem-solving. Eventually, both involves, realizing, defining, analyzing the identified problems, evaluation, data collection, formulating and selecting the logical solutions.

The Logical Relationship between Problem-Solving and Decision Making Theory

The concept of the problem-solving and decision making theory appear to meet as they relates. The connection between the two is quite obvious, since both involve freedom to choose or make choice in order to solve problem in reciprocal order. This is possible due to the fact that the managers as man has intellects which is a property of human nature. As well known, the fact that various operating powers in man are distinct from one another explains how manager is capable of different and even conflicting activities of identifying problems and making decisions. As long as manager is a social being, his actions in identifying problems to a very large extent determine the decision to be taking as both involve choices making.

Management Innovation in Education

Innovation is of great values because it's advance new approaches or strategies to achieve equitable and high quality education. Innovation educational processes aims at achieving or improving the effectiveness of education processes or programs in conjugative with curriculum development, learning, teaching and technologies. Hence, innovative practice involves the introduction of new ideas, methods, new approaches and techniques of doing things for the purpose of improving the efficiency and delivering of educational programs. *"It is regarded as the instruments of transformation and positive change. It involves management of coherent set of interdependent processes and structures that dictates the tones of the organization, searches for novel problems and situation synonyms ideas into educational concept cum*

designs and selects which innovations get funded" (Psano 2015). This lends credence to the view that the manager is a natural man that can naturally operates because of his "drives" and "affection". He/she can't operate in isolation to bread success but with the environment and others in the organization while others can never be isolated. This is because of his application of the tools and techniques of management to the highly predetermined outcome of innovation. According to Ral and Chattri (2022), *the reason for adopting innovative practices* are to arouse interest among the student, to check the low performance of the students, to do practical work, to make teaching, learning joyful for motivation and also for developing critical thinking among students ... makes teaching/learning effective. This maybe probable reason while Okorie (2012) respectively identified the differences stance and functions of change (innovation) agent as catalyst of solution giver, a resources linker or a process helper as adoptive function.

First, the foregoing, one can say that innovation in management means a regimentation of new ideas necessary for the promotion of the establishment. Innovation may equally be termed as an improvement in the relation between the managers and the programs of education. In this while, the development of skills which will lead to the improvements are extensively utilized.

Arpan (2016): states that *administration is the power of coordinating and integrating both human and material resources for the achievement of the goals of system.*

The definition depicts:

- administration as a process of continuous and dynamics utilization of skills and knowledge.
- human and materials resources are involved for proper coordinating.
- it is directed or oriented towards achievements of set goals and objectives to ensure that the targeted solution are achieved.
- it involves interrelated activities of planning and coordinating for efficiency of the management.

Obiona (2004) cites the contextual background of management innovation in education to include:

- *was too academically skewed.*
- *thus did not incorporate appreciate learning and lifeskill*
- *technically and vocational trades were essentially won existence.*
- *information technology education was generally absent except for a few privileged.*
- *was not adequate for preparing learners for higher education and*
- *was too rigid and not flexible for preparing learners to face their complex world upon graduation.*

From the above, the central values of innovation in management education are to:

- increased access to quality education as well as the improvement of management quality.
- to elevate employability.
- seek to improve the professional development of managers.
- seek to integrate development of technology into the curriculum.
- seek to improve motivational strategies.

We can understand from the above that exercises of "will" is greatly involves as a result of freedom

because of the ability of man to be able to direct and determine himself through thoughts and actions. This is because of his capacity to choose between alternatives and the ability of man to exercise efficient causality in a most intimate way. The "will" is a dynamic reality operating through the operating powers which are simply qualities that make manager the kind of being that can acts. Hence, his ability of coordinating and integrating both human and material resources for the establishment of targeted goals.

The Problem-Solving and Decision Making Theory for Management activities of management innovation in education is virtually impossible without some underlying theory or set of propositions, principles or assumptions. Just as it is impossible to be a Teacher without his human nature. For the management innovation programs to focus on the intended outcomes and to meet the needs, it must be targeted towards the following in line with the problem-solving and the decision making theory approaches.

- Principle of universalization.
- Principle of impartiality or equality.
- Principle of interest or democratic principle.
- Principle of interaction and human relations.

Principle of Universalization: This is callsor the simplication of the decision making process which is to involve all members of the organization to promote unification. The consistency in judging of action on activities taking place must be thrown opens to all the members of the organization. There shouldn't be discrimination against anyone in the delegation of responsibility to workers.

Principle of Consideration of Interest or Human Relations:

This is the principle of creation of feelings by the manager to influence the person whose attention or curiosity is being engaged by something or someone. It can be referred to as the power of activity or holding on attention to impress the staff or workers or learners when having some underlying theory of planning for new programs to be introduced. The organization rules of regulation should be in harmony with the goals and aspirations of the organization. On the aspect of human relations, it speaks on the way in which managers and the workers, staff are connected or their relevance to one another.

Principle of Impartiality:

This principle is useful in all aspects of management as well as management's innovation program and in classroom situation. It involves equal treatment of all rival departments in an organization or in the classroom. This quality must be free from bias, prejudiced, fairness, principles of justice. Though the learners or all workers differ in their abilities. The management staff should relate well and equally among the workers.

Conclusion

There is an urgent, emergency and burning needs in Nigeria to educate for management innovations in education, through the underlying principles of education, and by critical analysis of our educational objectives. It is our contention that management can be charged to conform and accelerate the rates of educational transformation of intensive and extensive educational programs, for management innovation to achieve great, if its underlying principles are well understood. These may be possible

because the variability of self consciousness depends on the reflection of the ideal experience to dislodge the nature of the problem on the ground. Hence one can determine the degree of the management innovation as well as the decision to take. In one aspect, the decision to be taken is directly proportional to the degree of problems on the ground.

Recommendation

It is imperative for all innovation programs to focus on the intended needs of the organization in line with the challenges of management practices. The problem-solving and decision making theory of management would serve as proposition to empower and guide the managers in their day to day discharging of their duties. The underlying principles of management should be strictly adheres to, because it enables the managers and administrators to develop the capacity for analyzing and giving appropriate suggestions and solutions to a problem. These may be possible through applications of knowledge acquired through experience to make decision in finding solution to problems.

References

- Abdulkarim, I (2002): quoting Psano (2015): **Emerging Administrative, and Management Innovations and Teaching use for Handling Contemporary Issues and Challenges in Nigerian Secondary Schools**, Journal of All Nigeria Confederation of Principals of Secondary Schools (ANCOPS National)
- Akpan, C. P. (2016): **Innovative practices in school administration** International,

- Journal of Education/Administration planning research, 8 (1) Durosaro, and Segun, (2002): The Craft of Educational Management, Idemic Print Media, Ilorin, 100B, Ibrahim Taiwo Road, P43
- Durosaro, and Segun, (2022): The Craft of Educational Management Idemic print media, Ilorin, 110B, Ibrahim Taiwo Road, P45
- Obiona, G. (2014): Innovation in the Nigeria Education System: What is new about the school curriculum? A keynote address delivered at 4th National Conference of the Institute Education, University of Uyo on Wednesday 11th June
- Okorie, A. N. (1990): A comparism of the Perceptions of School - Based and Centralized Management Administrations and Teachers Towards Leadership Practice, Unpublished Doctorate Dissertation, Bayero University, WACO Texas)
- Oyinloye, G. O. (2004): The Influence of Problem-Solving Strategies on Student Performance once in Senior Secondary School, Journal of contemporary uses in Education, Vol. 2, No. 1, P 152-162.
- Oyinloye, G.O. (2014): The influence of problem-solving strategies on students performance in Senior Secondary Schools, Journal of contemporary issues in Education, vol. 2, No 1, P 152-162.
- Ron, and Chattri, D. (2022): Innovative Process Adopted in Senior Secondary School by POTS in South Sikkin, International Journal of Advance Research and Innovative Idea in Education 8(1)
- Towaju T. K. (2008): A Concept of Determinism and its Relevance to Education, An unpublished Master Degree Dissertation submitted to the Faculty of Education, University of Ado Ekiti for the awards of Master of Education Degree rn Philosophy of Education.