

# International Journal Of Educational Management

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**International Journal of Educational Management and Development Studies** Ersyl T. Biray, Ritchelle W. Origenes, Jorlan C. Indrinal, Fresalyn B. Honrado & Ersyl T. Biray, Juliet C. San Luis & Maurice R. Villafranca, Herbert I. Aquino & Delon A. Ching, Vilma M. Falolo, Kenneth T. Capillas, Nerissa A. Vergarra & Adonis F. Cerbito, Yno Ferdinand D. Escarez Jr. & Delon A. Ching, 2022-03-31 International Journal of Educational Management and Development Studies (IJEMDS) is an open access refereed journal focused on educational leadership, educational management, teaching and learning across all disciplines and levels, internationalization of education, transnational education and societal issues on educational development. The field of education has been continuously evolving as influenced by its nature and the societal factors. As the journal celebrates the very dynamic and complex nature of education, it provides educators and researchers a platform for their research findings. This allows researchers to apply multiple designs to describe, analyze and evaluate the history, current issues and the future direction of education in regional and international contexts.

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Eudora C. Tabo, Jennifer N. Refugia, 2021-09-30 International Journal of Educational Management and Development Studies (IJEMDS) is an open access refereed journal focused on educational leadership, educational management, teaching and learning across all disciplines and levels, internationalization of education, transnational education and societal issues on educational development. The field of education has been continuously evolving as influenced by its nature and the societal factors. As the journal celebrates the very dynamic and complex nature of education, it provides educators and researchers a platform for their research findings. This allows researchers to apply multiple designs to describe, analyze and evaluate the history, current issues and the future direction of education in regional and international contexts.

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C. Callo,Jaime D. Macatangay, Jr. & Eden C. Callo,Mark Paul O. Moraleja & Angele T. Pereja,Merryl Joyce S. Chozas & Zenaida M. Cuenca,2022-09-30 International Journal of Educational Management and Development Studies (IJEMDS) is an open access refereed journal focused on educational leadership, educational management, teaching and learning across all disciplines and levels, internationalization of education, transnational education and societal issues on educational development. The field of education has been continuously evolving as influenced by its nature and the societal factors. As the journal celebrates the very dynamic and complex nature of education, it provides educators and researchers a platform for their research findings. This allows researchers to apply multiple designs to describe, analyze and evaluate the history, current issues and the future direction of education in regional and international contexts.

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**The International Journal of Educational Management ,  
The International Journal of Educational Management ,2008**

**Beyond Leadership** Scott Eacott,2017-11-06 This book systematically elaborates Scott Eacott’s “relational” approach to organizational theory in education. Contributing to the relational trend in the social sciences, it first surveys relational scholarship across disciplines before providing a nuanced articulation of the relational research program and key concepts such as organizing activity, auctors, and spatio-temporal conditions. It also includes critical commentaries on the program from key figures such as Tony Bush, Megan Crawford, Fenwick English, Helen Gunter, Izhar Oplatka, Augusto Riveros, and Dawn Wallin. As such, the text models an approach to, or social epistemology for building knowledge claims in relation rather than through parallel monologues. Eacott’s relational approach provides a distinctive, post-Bourdieuian variant of the relational sociological project. Shifting the focus of inquiry from entities (e.g., leaders, organizations) to organizing activity and recognizing how auctors generate – simultaneously emerging from and constitutive of – spatio-temporal conditions unsettles the orthodoxy of organizational theory in educational administration and leadership. By presenting its claims in the context of other approaches, the book stimulates intellectual debate among both relational sociologists and opponents of

relational approaches. Beyond Leadership provides significant insights into the organizing of education. As it does not fit neatly into any one field, but instead blends educational administration and leadership, organizational studies, and relational sociology, among others, it charts new territory and promotes important dialogue and debate.

*International Journal of Educational Management* ,2006

*International Journal of Educational Management and Development Studies* Kristin Shane F. Coronado, Kim Alexis F. Sales & Portia R. Marasigan, Virgana Virgana, Mamik Suendarti, Merry Lapasau & Hasbullah Hasbullah, Rency A. Arida, Rose R. Andrade & Rina A. Mabilangan, Eugene Mark B. Lopez, 2022-06-30 *International Journal of Educational Management and Development Studies (IJEMDS)* is an open access refereed journal focused on educational leadership, educational management, teaching and learning across all disciplines and levels, internationalization of education, transnational education and societal issues on educational development. The field of education has been continuously evolving as influenced by its nature and the societal factors. As the journal celebrates the very dynamic and complex nature of education, it provides educators and researchers a platform for their research findings. This allows researchers to apply multiple designs to describe, analyze and evaluate the history, current issues and the future direction of education in regional and international contexts.

**International journal of educational management** [Anonymus AC06727081], 1987

**Educational Management** Harry Tomlinson, 2013-10-30 Education management and leadership is a key area of study in education. *Educational Management: Major Themes in Education* brings together the most important literature in the field, exploring the historical context, the training and development of leaders and their roles in leading people and managing resources in education. The collection provides a focus on the major issues which are current in educational management throughout the world. The four volumes are arranged thematically, as follows: Volume 1: Educational Values Values and Religion Emotions and Gender Politics and Micropolitics Volume 2: Educational Theory Theory School of Effectiveness and School Improvement Financial Management and LSM Further Education Volume 3: Educational Leadership Leadership and Headteachers Learning Leadership Middle Leadership Volume 4: Educational Change History and Research Strategy, Marketing, Change and Culture A new introduction by the editor provides an overview of the field and guides the reader through this wealth of material. Titles also available in this series include, *Literacy* (June 2004, 4 Volumes, £495), *Special Educational Needs and Inclusive Education* (August 2004, 4 Volumes, £495) and the forthcoming *Early Years Education* (2005, c.4 Volumes, c. £475)

**Educational Management, Leadership and Supervision: Contemporary Perspectives** Obizue Mirian Ndidi, Obizue Emmanuel Chika, Nwachukwu Maryrose Chinyere, Chinyere C. Oko-Jaja, 2025-06-12 The field of educational management, leadership, and supervision is evolving rapidly, shaped by contemporary challenges and opportunities. This book, *Educational*

Management, Leadership, and Supervision: Contemporary Perspectives, brings together diverse theoretical frameworks and practical insights to guide educators, administrators, and policymakers in fostering excellence in educational institutions. Drawing on contributions from esteemed scholars and practitioners, this work explores foundational theories, innovative leadership styles, strategic financial planning, professional development, and the integration of technology in education. It also addresses critical themes such as ethical leadership, inclusive practices, and effective policy implementation, offering a holistic view of the complexities inherent in modern educational systems. Designed as both a scholarly resource and a practical guide, this book emphasizes the importance of adaptability, equity, and visionary leadership in achieving sustainable institutional success. Whether you are an aspiring leader, an experienced administrator, or a researcher, the insights within these pages will equip you with the knowledge and tools to navigate the dynamic landscape of education with confidence and integrity. Educational management, as both a discipline and a practice, continues to evolve in response to the dynamic demands of contemporary education systems. This edited volume, *Educational Management, Leadership and Supervision: Contemporary Perspectives*, is conceived with the aim of offering scholars, practitioners, and policymakers a comprehensive and internationally relevant exploration of the core theories, leadership paradigms, and administrative practices that shape effective educational governance. Bringing together contributions from seasoned academics and researchers. This book provides a rigorous synthesis of classical and modern theoretical frameworks underpinning educational management. Each chapter reflects a deep engagement with current research and contextual realities, particularly within African educational settings, while maintaining relevance for global audiences. Chapter 1 establishes the conceptual foundation by examining major theoretical perspectives that inform educational management, emphasizing their application in fostering institutional excellence, equity, and efficiency. Chapter 2 explores diverse leadership styles—from autocratic to transformational—and their implications on school culture, teacher motivation, and student outcomes. Chapter 3 delves into financial planning and budgeting, offering strategic insights into resource allocation, sustainability, and policy influence on funding mechanisms. In Chapter 4, the focus shifts to professional development and teacher supervision, highlighting their interconnectedness in promoting instructional quality and continuous improvement. Chapter 5 addresses strategic planning as a tool for institutional advancement, exploring its role in aligning organizational goals with operational strategies. Chapter 6 critically examines technology integration in education administration, underscoring its transformative potential in enhancing transparency, data-driven decision-making, and service delivery. Chapter 7 presents an incisive analysis of policy formulation and implementation, emphasizing the need for context-sensitive and evidence-based approaches to educational reform. Chapter 8 explores emerging trends in supervision models, offering innovative frameworks for improving instructional leadership and classroom effectiveness. Chapter 9 focuses on ethical leadership and moral decision-making, advocating for principled governance that upholds justice, integrity, and accountability in educational

institutions. Chapter 10 investigates the complexities of inclusive leadership, addressing how diversity, equity, and access can be embedded into administrative practices and institutional cultures. Finally, Chapter 11 offers a forward-looking perspective on the future of educational management, integrating global best practices with local realities to prepare institutions for the challenges and opportunities of the 21st century. This book is not merely a collection of academic essays but a call to action for educational leaders to engage deeply with theory, reflect critically on practice, and apply contextually appropriate strategies in their institutions. It advocates for a multifaceted approach to management—one that balances structure with flexibility, accountability with empowerment, and tradition with innovation. We hope this volume serves as a valuable reference for graduate students, researchers, school administrators, and ministry officials seeking to enhance their understanding of the theoretical and practical dimensions of educational leadership and management. In doing so, we aspire to contribute to the global discourse on building resilient, inclusive, and future-ready educational institutions. Finally, we extend our gratitude to the contributors whose expertise has enriched this volume, and we hope this book serves as a catalyst for transformative leadership and meaningful change in education worldwide.

The Palgrave Handbook of Educational Leadership and Management Discourse Fenwick W. English, 2022-10-13 This Handbook explores the discourse within the field of educational leadership and management. It provides a clear analysis of the current field as well as older foundational ideas and newer concepts which are beginning to permeate the discussion. The field of educational leadership and management has long acknowledged that educational contexts include a variety of leaders beyond school principals and other school officials such as informal and middle level leaders. By looking at the knowledge dynamic rather than a static knowledge base, this Handbook allows research to be presented in its multidimensional, evolving reality.

*Paradigm Shift in Education* Yin Cheong Cheng, 2019-02-18 As social contexts and demands change in the 21st century, pedagogies and policies must adapt to keep up. Increasing emphasis on global preparedness, competitiveness, and holistic education alongside a fast-paced, ever-changing environment may make policy implementation difficult. However, Cheng asserts that it is only by understanding the current trends, visions, and issues in education policy, implementation, and research that we can reflect, adapt, and improve future initiatives. To that end, Cheng elucidates the different paradigm shifts in classrooms and pedagogy all over the world. In his exploration of third-wave paradigm shifts in education, he charts the rationales, concerns, and effects in topics such as contextualized multiple intelligences, integrated learning, national education in globalization, teacher effectiveness and development, school-based management, and systemic education reform. This book is a promising referential resource for any policy-maker, academic, and educator who knows that the only way to progress is to look at and learn from the current issues and future trends globally.

International Journal of Educational Management and Development Studies Noel P. Munda, Ma. Niña S. Gache, Lynard

Bobby L. Asirit,Emetia Swart,Flip Schutte,Hosanna Joy R. Asuncion,Kristine Joy F. Ayeras,Shama Joyse Allizon J. Bausing,Bea Chan,Trishajan Alliah R. Marzan,Gladys C. Peralta,Christian M. Santiago,Jocelyn H. Hua,Emerson Chakma,2024-05-31 International Journal of Educational Management and Development Studies (IJEMDS) is an open access peer-reviewed quarterly journal focused on the many facets of education and educational development. It emphasizes the theory and application of education accross all levels and disciplines, and societal issues on educational development. As the journal celebrates the very dynamic and complex nature of education, it provides educators and researchers a platform for their research findings. Since the field of education has been continuously evolving as influenced by its nature and the societal factors, it allows researchers to apply multiple designs to describe, analyze and evaluate the history, current state and the future direction of education in regional and international contexts.

*Next Generation of Information Technology in Educational Management* Don Passey,Andreas Breiter,Adrie Visscher,2013-05-13 This book constitutes the refereed post-proceedings of the 10th IFIP WG 3.7 Conference on Information Technology in Educational Management, ITEM 2012, held in Bremen, Germany, in August 2012. The 16 revised full papers presented were carefully reviewed and selected. The papers offer an outstanding overview of the contemporary field of information technology in educational management. They focus on four key questions: Why do we need new educational management information systems? What issues face those developing new educational management information systems? What new educational management information systems are being developed? What educational management systems are already in place?

Theories of Educational Leadership and Management Tony Bush,2003-10-08 `The Third Edition of an excellent book and is usefully updated to include the greater significance of the global contest of management, and in particular Tony Bush has consciously updated reference material. This, like all Tony Bush's work, is an essential reading for students following higher degree courses in the area of management studies in education, and increasingly those social policy students on higher degrees with an education option' - John L Doyle, The International Journal of Educational Management In summary, this book makes an excellent contribution to the current debate on Management and Leadership from a theoretical point of view. It provides an important resource for many aspects of management and leadership development programmes at a variety of levels. Its ability to draw upon international perspectives along with examples beyond conventional educational parameters enhances its quality. The book contains a well documented account of how leadership has been studied which will appeal both to the academic reader, and to the professional provider of CPD in leadership, offering a wealth of information that can be practically adopted and adapted for a range of courses' - British Journal In-Service Education In this established bestselling text (previous title Theories of Educational Management), Tony Bush presents the major theories of educational management and links them to contemporary policy and practice. This fully revised Third Edition includes two important

changes in content. First, the book takes account of the increasing interest in the concept of leadership. Leadership continues to be one of the major criteria used to differentiate the models but there are now explicit links between educational management theories and the main models of leadership. The second change is that, in this edition, the author applies the models to a range of international contexts, including both developed and developing countries. This change relates to global interest in concepts of leadership and management and to an increasing recognition of the need to customize theory and practice to each context and culture rather than adopting a 'one size fits all' approach. This text is essential reading for students of educational leadership and management as well as for headteachers and managers in education.

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