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Evaluating Educational Policy and Administration: A Weighted Scoring Method Analysis of Performance Dimensions

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Abstract: This study examines the effectiveness of education policy and management across domains using the Weighted Scoring Method (WSM). The research assesses five key areas of education leadership, education management, education administration, and education planning and general education policy against four critical dimensions: policy effectiveness, equity, and collaboration and student allocation. Each dimension was assigned equal weighting (0.25) to ensure an unbiased analysis. The findings reveal that education planning emerged as the most effective domain with a high priority score (0.72991), showing particular strength in collaboration and equity measures. Education management came in second place (0.70486), showing balanced performance across all dimensions, particularly in policy effectiveness and student allocation. Education leadership came in third place (0.56527), showing strong performance in equity but needing improvement in collaboration. Public education policy ranked fourth (0.55337), showing strengths in policy performance but weaknesses in student allocation. Educational administration ranked last (0.40102), indicating the need for comprehensive improvements despite adequate performance in student allocation. The normalized data and weighted normalized decision matrix provided insights into the relative strengths and weaknesses of each sector. Notable patterns include a high equity score for educational leadership (1.00000), strong policy performance in educational administration (1.00000), and excellent collaboration metrics in educational planning (1.00000). The analysis highlights the importance of a balanced approach to educational administration, emphasizing the need for improved collaboration across domains while maintaining existing strengths in policy performance and student allocation. The study concludes that effective education policy and management requires an integrated approach that harmonizes all four dimensions, suggesting that future efforts should focus on fostering collaboration and ensuring equitable resource distribution while building on the strengths established in each sector.

Keywords: Educational Administration, Policy Performance, Educational Planning, Collaboration, Student Allocation, Educational Management, Equilibrium, Performance Evaluation and Educational Leadership

1. INTRODUCTION

The education sector serves as a key tool for fostering positive change. As a result, governments at various levels are placing education, acknowledging it as a powerful tool to combat ignorance, disease and poverty, while developing informed, empowered and diligent citizens to build a prosperous nation. Educational policies differ because they are specifically linked to educational institutions. Therefore, policies developed within these institutions are considered educational policies. For these policies to be effective and long-lasting, they must be logical and purposeful. Schools are established to promote important values in education and to support the learning process [1]. It highlights the growing role of education in modern public policy, particularly in educational management. Scotland serves as a useful example, particularly in its efforts to improve the integration of "children's services" illustrates the ongoing reorganization of education within a broader framework. wider effort to deliver public services that address the specific needs of individuals. Seven of these texts are analyzed here. While we recognize, as previously noted, that there is

often a gap between policy statements their actual implementation, we emphasize the importance of examining the discursive role that these texts play in redefining the concept of ‘public services’ within a new context. However, before delving into the analysis, it is important to consider some contextual and historical factors specific to Scotland. [2]. Each of these groups has a unique role in managing IHE, which often leads to differing perspectives on its functions and objectives. IHE is regulated by a legislature and has specific obligations to support the development of the community in which it operates. In this regard, governance Policies and decision-making within IHE must align with the integrated and balanced goals of diverse, sometimes opposing, interest groups. Roth examined the advancement of management science in various aspects of higher education administration, as noted by Schroeder focused on its application at the institutional level within higher education [3]. The apartheid approach to Law and legal policy play a key role in influencing the governance of schools and higher education. Emerging from the legal profession, CRT helps to expose entrenched patterns of exclusion and challenge assumptions around race and privilege. Critical race theorists aim to challenge existing narratives of success based on deeply embedded and largely unchallenged notions of the key concepts are merit, equity, market, and objectivity. CRT emphasizes the importance of discrimination, the use of law to oppress people Concepts of color and the importance of counter-narratives are central to CRT, with profound implications for educational leadership and policy [4]. A reauthorization of the Elementary and Secondary Education Act (ESEA), the No Child Left Behind Act (NCLB) required states to set academic standards and conduct annual assessments in reading and math for students in grades three through eight (and once in high school). It held districts and schools accountable for their performance. The law mandated that school report cards break down student test scores by subgroups, including race or ethnicity, economic status, English language proficiency, and special education needs. Schools that did not meet proficiency goals for any subgroup were placed on a “needs improvement” list, and states were required to implement a variety of interventions, such as testing, coaching, technical support, and remediation, in schools and districts that repeatedly failed to meet Adequate Yearly Progress (AYP) goals [5]. This article argues that by ignoring by ignoring Race and racism as topics of discussion in the classroom, public administration fails to fulfill it is an ethical obligation to train culturally competent administrators, but neglecting this responsibility perpetuates racism in a continuous cycle. Failure to address race and racism in administration has led to discriminatory outcomes effects in a variety of events, including Hitler's Final Solution, the Tuskegee Trials, and the reaction to Hurricane Katrina. This article first identifies the issue of racial discourse tension within the public administration curriculum, the next section examines how this tension contributes to administrative racism. It then presents a classroom-tested teaching method aimed at equipping educators to effectively confront administrative racism [6]. Management practices at universities across Australia being continuously evaluated in light of the growing demand for fiscal responsibility and increasing attention to consumer choice. As a result, various initiatives have been introduced to improve service management, acknowledging the interactions between these groups. The expected outcome these reviews highlight the progress that has been made in customer service within universities. However, relationships between administrative staff and academics, as well as between administrative staff and students, can have negative consequences. For example, services in non-university settings are often superficial-, and focused Focuses on quick, one-time transactions, while also facilitating interactions between administrative staff, educators, and students are more personal and sustained over a longer [7]. The quality of a society is greatly influenced by the quality of its education system. Given the clear limitations on educational resources, it is important not to overestimate the potential for their efficient use to achieve better outcomes. The management of a school is responsible for integrating the Utilizing various resources and distributing them effectively to accomplish the overall objectives of the organization. The democratization of education In the country, this has led to a significant increase in the number schools nationwide, with almost every community in Nigeria now having at least one primary or secondary school, and some even having tertiary institutions, all of which are recognized as places to acquire valuable knowledge [8]. Special education administration is at the intersection of special education, general education, and educational administration. Historically, special education has made valuable contributions to the intellectual, practical, and personal aspects of this intersection. The training, certification, and availability of special education administrators are largely shaped by the assumptions, practices, and knowledge within the field of special education. These overlapping efforts require special education administrators to have expertise in both general education and educational administration. To be effective leaders in the 21st century, administrators must work with teachers, parents, other school leaders, and policymakers to organize resources, staff, programs, and expertise to address the practical needs of all students [9]. Quality higher education is crucial for sharpening the minds of citizens, providing constructive criticism, and making valuable contributions to national development. Through high-quality higher education, individuals can develop essential cognitive, social, communication, and life skills that are critical to increasing a country's economic growth, productivity, and global competitiveness. Quality higher education in any

country is shaped the performance of the education system is affected by various factors such as the infrastructure within the institutions, and quality and commitment of teachers, and the quality of curriculum and teaching. In developing countries, deficiencies in institutional environments have been shown to reduce the social benefits derived from education [10]. A key tension in policy analysis is the balance between addressing the local specificities of policy formulation and implementation and recognizing the broad patterns and commonalities that can emerge across regions. This Tension is a major theme in this paper and the special issue. In this paper, my main focus is on shared aspects of current international education policy, although translation processes and adaptation that occur when policies are implemented. Although there is an important limitation, especially in national and local contexts of my discussion is that it primarily focuses on The economies of the West and North grew, although many the points I raise are highly relevant Colombia, Chile, Portugal, Japan, etc., and many former Warsaw Pact countries in Eastern Europe. This paper is organized into three main sections. First outlines a series of broad "issues" that influence the current Social, political and economic factors that influence education and social development policymaking [11]. However, as new challenges have emerged and demands on government have increased, the public sector has often reacted and struggled. In the coming decade, it will be crucial for governments at all levels to improve their operations to meet new challenges with innovative solutions and regain public trust. Academy staff conducted thorough independent research on a variety of potential topics, while the Academy Board played an active role in reviewing ideas, providing specialized knowledge and making final judgments on the list of key obstacles. [12]. the independence and sovereignty of the five Central Asian states brought with it numerous challenges. Education in Central Asia was previously considered useful, with notable achievements in science and mathematics, but this reputation was built within the highly restrictive economic and political framework of the Soviet era. As the environment evolved, the education system in Central Asia had to adapt and evolve alongside Health, social welfare, unemployment, agriculture and environmental issues policies [13]. Max Weber's contribution to administrative studies, often seen as a straightforward advertisement or at least, as an unquestioned presentation of the 'bureaucratic model', may seem simplistic at first glance. However, Greenfield offers a very accurate explanation of Weber's subjective and evaluative perspective on human social action, with a review of other major European philosophers. Weber provides a detailed account of this focus on individual social actors in the introductory section of *Economy and Society* serves as a foundation for later sections, which explore different forms of legitimate authority (or power) and provide economic, political, religious, and legal analyses matters. His methodological writings and explanations of historical developments also stem from this conceptual framework [14]. The work of universities is intrinsically influenced by language, and much attention is paid to how they plan and manage their language use. Universities can they should be considered micro-level organizations that undertake macro-level policies at the local level, or as mesa- Actors positioned between the macro and micro levels, including academic and/or administrative staff or individuals or groups of students. Regardless, the importance of universities as language planners is increasing institutions reflects a shift towards developing clear language policies in line with the evolving linguistic landscape in many parts of the world. These subjects are the main focus research articles in this volume [15].

2. MATERIALS AND METHOD

- **Educational Leadership:** Educational leadership involves directing and utilizing skills and efforts the contribution the collaborative effort between teachers, students, and parents plays a key role in achieving common educational goals. In the United States, it is commonly used as a synonym for school leadership, while in the United Kingdom, it often replaces the term educational management. Educational leadership, also known as teacher leadership, is an approach that unites all members of the educational community around a shared goal and set of core values. Apart from facilitating teaching and learning, they should also serve as resource providers, address infrastructure needs, and provide academic knowledge and career guidance.
- **Educational Management:** Educational management is a subfield within the broader area of school management that focuses on developing theories and practices related to the administration of educational institutions. Educational management relies on complex organizational and institutional structures that coordinate resources such as teachers, educational infrastructure, materials, and equipment to provide quality education to society.
- **Educational Administration:** In short, the administrative department plays a vital role in maintaining order, enabling communication, mobilizing resources, and supporting the operational functions of an organization. Its contribution is crucial to the overall performance and success of the company. It involves providing leadership in student education, designing curricula, conducting assessments, and managing human and material resources to achieve defined

objectives. In addition, it also involves overseeing processes within the school system to ensure that desired outcomes are achieved.

- **Educational Planning:** Educational planning, in its broadest sense, involves Applying logical a structured analysis of the progress of education that focuses on improving its effectiveness and efficiency in meeting the needs and objectives of students and society.
- **Public Education Policy:** Educational policy encompasses the policies and decisions that affect The Department of Education, with laws and regulations that oversee the education system. Educational administration can be distributed at different levels across local, state, and federal governments. The National Education Policy aims to reform the regulation and governance of India's education system in line with the country's sustainable development objectives. Its main objective is to establish an equitable and inclusive education system that ensures learning opportunities for all.
- **Policy Effectiveness:** The effectiveness of public policies can be measured by how well they reduce costs, especially financial costs, which is reflected in the ratio of total benefits to total costs or benefits. Policy effectiveness refers to how well a policy achieves its intended goals and objectives. It serves as a measure of the impact and success of public policies, and helps analysts assess whether a policy is working as intended or whether adjustments are needed.
- **Equity:** While equality focuses on providing everyone with the same resources or opportunities, equality acknowledges that individuals do not start from the same starting point and that adjustments are necessary to address inequalities. Equality means providing the same resources or opportunities to every individual or group. On the other hand, equity acknowledges that people have different circumstances and allocates the resources and opportunities necessary to ensure an equal outcome.
- **Collaboration:** A joint venture is a joint effort, partnership, or the act of creating something together. It involves two or more people, whether they are strangers or close friends. The essence of a joint venture is to achieve a greater impact than if they were acting alone. A collaborative effort involves two or more People collaborate to achieve shared goals, and this involves three things: key elements: team, processes, and purpose. The benefits of a collaborative effort include improved innovation, improved problem-solving skills, higher performance, and greater employee satisfaction.
- **Student Allocation:** Student allocation is the process of assigning students to specific locations or rooms during an examination session. The goal of student allocation is to establish an organized environment where students can write their exams in a fair and unhindered manner.

3. WSM METHOD

A key factor in assessing the conservatism of current design practices and the validation of new design methods depend on the accurate estimation Stress in reinforcement layers. However, direct measurement of reinforcement loads is rarely found in the case study literature. This review article explains how reinforcement strain gauges work, with their transformation into strain load, by using an appropriately selected reinforcement stiffness value. This approach also involves assessing Reliability and accuracy of strain measurements collected by various instrumental techniques. Based on interpretation of isolated laboratory tests, this paper explores strategies for selecting Suitable stiffness values for geosynthetic reinforcement materials, taking into account factors such as soil confinement, strain rates, loading duration, and temperature [18]. In the education sector, the Special Education Allocation Fund, implementation of compulsory education, also helps finance key activities related to the renovation School buildings. Initially focused on renovation projects, the fund also supports Construction of new classrooms. Special education allocation fund to support educational initiatives are mandated at the regional level and are a national priority, Basic service requirements for primary and secondary education facilities and infrastructure in line with national education standards. development of educational infrastructure is managed using a self-management approach by a committee appointed by the head of the institution receiving the special allocation fund. The Department of Elementary and Secondary Education oversees the development of educational facilities. Special Allocation Fund for Basic Education is earmarked for primary and junior high schools, while the Department of Secondary Education manages the funds for high schools [19]. Breast cancer begins when local metastases spread to distant organs. The current model of metastasis has evolved to view metastatic potential as a systemic disease through an event lens based on tumor origin. In this context, airway hyperplasia is considered a reliable predictor of factors such as unmeasured or unestablished response rates associated with cessation. Plain chest radiographs reveal that the inflamed pleura produces small amounts of oxidants in the chest. Patients diagnosed with pleurisy often present with pleural effusions during routine follow-up, and liver function tests often show abnormal results in individuals with vague symptoms. Polycyclic and

hypo echoic pleural effusions are considered tests of limited value [20]. Humans can track objects very easily, but this process is not transparent. For computers, tracking a moving object becomes challenging due to varying lighting conditions, different shapes and forms, occlusions between objects, distractions, complex backgrounds, and multiple appearances in the camera view. Multi-object tracking involves a series of tasks including object detection, classification, and tracking to successfully track multiple objects. The tracked objects move along their trajectories and change positions in different video frames. This work provides a comparative evaluation of various methods using the Weighted Score Model (WSM) [21]. Industrial buildings are generally characterized by their low-rise steel frames, limited height, and lack of interior floors, walls, and partitions. Roof trusses, which are structural elements composed of various elements that are subjected to direct stresses, are sometimes referred to as open web beams. These trusses have a triangular arrangement of compression and tension members. Roof trusses can be classified based on their structural function as basic roof trusses supported by masonry walls, trusses supported by columns, and trusses connected by knee braces. In theory, the members of a truss are exposed to only direct tension and compression. The purlins that provide support for the roof are beams, connecting the upper trusses to the main rafters at an angle between adjacent trusses. Channel and angle sections are the most commonly used types of purlins, with cold-formed steel purlins being widely used as structural elements in India [22]. Currently, the selection the process of arranging Islamic marriages This is done manually, taking into account the decisions made by the family or an. To assist in selecting a Using the criteria for Islamic couples, the researcher has developed a decision support system for recommendations. using fuzzy-AHP and WSM methods. The Weighted Sum Model (WSM) method is used to calculate the sub-criteria. This system is designed to provide partner recommendations with multiple options. The basic concept of the F-AHP method involves identifying appropriate action by comparing multiple factors and alternatives [23]. WSM is one of the earliest and most widely used methods, often compared to the Weighted Product Model (WPM), which addresses some of its shortcomings. The WSM method is commonly used for single-dimensional problems that help individuals choose partners based on Islamic couple criteria. It is recognized for its simplicity in evaluating alternatives based on specific criteria. WSM provides a practical approach to MCDM problems by estimating the potential value of alternatives, considering appropriate criteria. Computation in WSM involves determining the criteria and relative weights of alternative performance values, which is especially important in decisions based on single-dimensional criteria such as the number of students [24]. Reuse is considered a key solution to various challenges in software development. It has been recognized for Improving the productivity and quality of software development, with many organizations reporting significant benefits from its implementation. However, selecting appropriate reusable components this is often a complex endeavor this requires a thorough assessment of various criteria, including a balance between application requirements, technical factors, and financial aspects. factors. As a result, there is significant potential for suboptimal or inconsistent results when reusing COTS components. After evaluating COTS alternatives, a common method for integrating results is to use a weighted scoring system (WSM) to prioritize alternatives [25]. This paper attempts to compare these methods using the Weighted Scoring Model (WSM). The study begins by identifying the most appropriate comparison criteria and justifying each choice. It then introduces the WSM approach, assigns weights to each criterion, and calculates the final scores for the object detection methods. The results are presented through a spider diagram, which highlights the best detection model based on scores for various criteria such as accuracy, speed, and more [26]. It is a widely recognized, commonly used, and easily implemented subjective multi-criteria decision-making technique. Among MADM methods, WSM is particularly recommended for practitioners with limited mathematical expertise. In many studies, WSM has been used to calculate a score by multiplying attribute values by their corresponding weights. In WSM, scores are assigned to alternatives for each selection criterion, and the weight for each criterion is taken into account before calculating the weighted sum. However, one of the main limitations of WSM and other MADM methods is their inability to effectively process information from different sources [27]. WSM is most useful when all the statistics presented are within the same dimension or Unit. Among MCDM techniques, WSM alone cannot be used for multidimensional problems because multidimensionality is each measurement has its unique units. Although there are various strategies for solving one-dimensional problems, these are generally designed to solve multidimensional problems, which makes the WSM approach more suitable for solving problems in a single dimension [28]. Work Systems Modeling (WSM) is a systems analysis approach to understanding organizational systems, regardless of the availability of complete data or technical expertise. After providing a general overview of the development of WSM, this review article outlines its key concepts, introduces a systems analysis template commonly used by MBA students to develop management explanations, and examines how WSM relates to Six Sigma and approaches to analyzing and designing IT systems [29]. At the application level, the proposed solutions and approaches vary based on the specific research focus. The nature of micro services aligns well with the needs and requirements of IoT, which is why many IoT platforms are

incorporating micro services into their implementations. While some have successfully leveraged the benefits of micro services, others have not performed well [30].

3. ANALYSIS AND DISCUSSION

TABLE 1. Education Policy and Administration

	Policy Effectiveness	Equity	Collaboration	Student Allocation
Educational Leadership	21.000	60.000	68.000	49.000
Educational Management	45.000	42.000	73.000	32.000
Educational Administration	11.000	10.000	57.000	31.000
Educational Planning	31.000	50.000	11.000	78.000
Public Education Policy	45.000	35.000	38.000	91.000

The data in Table 1 show the relationship between education policy and governance using the WSM (Weighted Scoring Method) approach. Key indicators such as policy effectiveness, equity, and collaboration and student allocation highlight the variations across domains. For example, educational leadership scores highly on collaboration (68.000), while public education policy excels on student allocation (91.000). Conversely, educational administration scores very low on both equity (10.000) and collaboration (57.000). Educational planning, despite its low collaboration score (11.000), scores a remarkable 78.000 on student allocation. These findings highlight the different focus areas needed for effective and equitable educational governance.

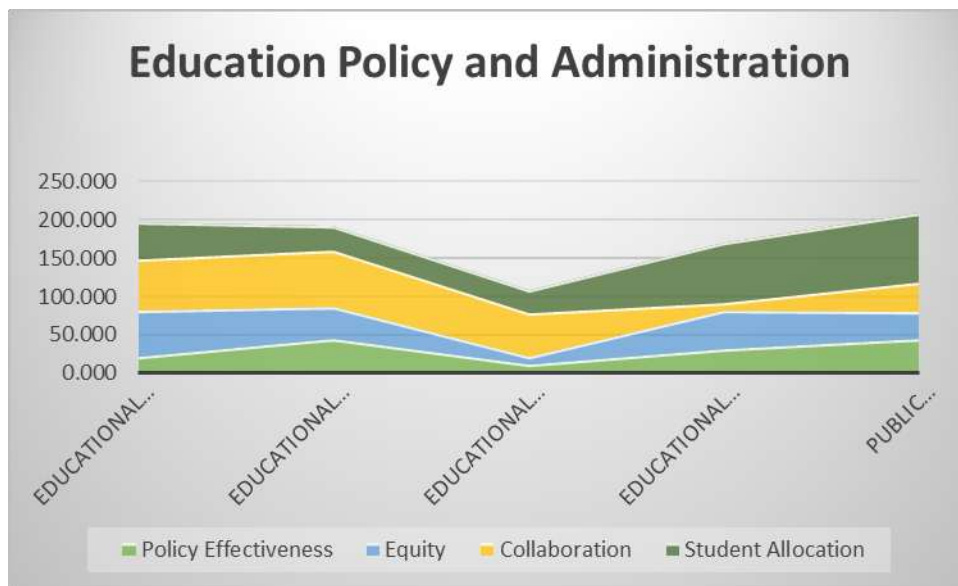


FIGURE 1. Education Policy and Administration

Figure 1 illustrates the correlations between educational policy and management metrics using the WSM method. Educational leadership scores highly on collaboration (68,000), while public education policy scores highly on student allocation (91,000). Despite low collaboration (11,000), educational planning prioritizes student allocation (78,000), reflecting the different focus on management domains.

TABLE 2. Normalized Data

Educational Leadership	0.46667	1.00000	0.16176	0.63265
Educational Management	1.00000	0.70000	0.15068	0.96875
Educational Administration	0.24444	0.16667	0.19298	1.00000
Educational Planning	0.68889	0.83333	1.00000	0.39744
Public Education Policy	1.00000	0.58333	0.28947	0.34066

Table 2 presents normalized data for education policy and administration using the WSM method, highlighting proportional performance on key measures. Educational leadership scores high in equity (1.00000) and a significant 0.63265 in student allocation. Educational management scores well in policy effectiveness (1.00000) and student allocation (0.96875). Educational administration scores very low in most areas, but scores well in student allocation. Educational planning leads in collaboration (1.00000), with strong equity performance (0.83333). General education policy shows balance, excelling in policy effectiveness (1.00000) but lagging behind in student allocation (0.34066). These variations underscore the different strategic priorities.

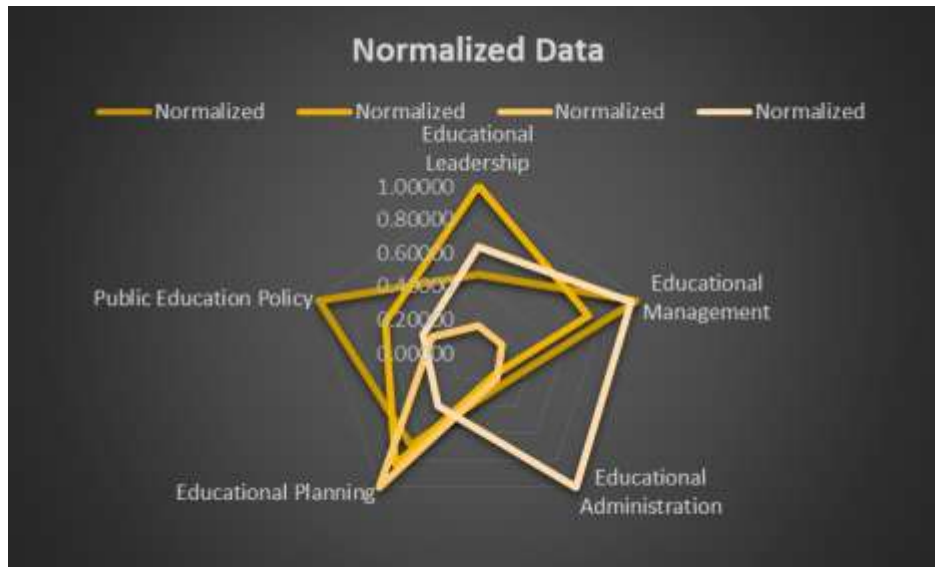


FIGURE 2. Normalized Data

Figure 2 shows the data normalized using the WSM method, which reveals performance variations across measures. Educational leadership leads in equity (1.00000), while educational management excels in policy effectiveness (1.00000) and student allocation (0.96875). Educational planning dominates collaboration (1.00000), and public education policy achieves high policy effectiveness (1.00000) but lags behind in student allocation (0.34066).

TABLE 3. Weightages

Weight			
0.25	0.25	0.25	0.25
0.25	0.25	0.25	0.25
0.25	0.25	0.25	0.25
0.25	0.25	0.25	0.25
0.25	0.25	0.25	0.25

Table 3 outlines the weightings used in the WSM methodology, which implies an equal distribution across all metrics: policy effectiveness, equity, collaboration, and student allocation. Each category is assigned a uniform weight of 0.25, emphasizing a balanced assessment approach. This equal weighting ensures that no single metric dominates the analysis, promoting a holistic view of educational policy and management. By giving equal importance to each dimension, the framework facilitates fair comparisons across domains such as educational leadership, management, administration, planning, and public policy. This standardized weighting system underscores the commitment to an unbiased and comprehensive assessment of performance across all parameters.

TABLE 4. Weighted Normalized Decision Matrix

Educational Leadership	0.11667	0.25000	0.04044	0.15816
Educational Management	0.25000	0.17500	0.03767	0.24219
Educational Administration	0.06111	0.04167	0.04825	0.25000
Educational Planning	0.17222	0.20833	0.25000	0.09936
Public Education Policy	0.25000	0.14583	0.07237	0.08516

Table 4 presents the weighted normalized decision matrix for the WSM method, which highlights the proportional contributions across the measures. Educational leadership performs well in equity (0.25000) but scores low in collaboration (0.04044). Educational management excels in policy effectiveness (0.25000) and student allocation (0.24219). Educational administration scores high in student allocation (0.25000) but lags behind in other measures. Educational planning leads in collaboration (0.25000) and equity (0.20833), while general education policy achieves excellent performance in policy effectiveness (0.25000) but scores moderately in student allocation (0.08516). This matrix reflects the varying performance patterns of each education sector.

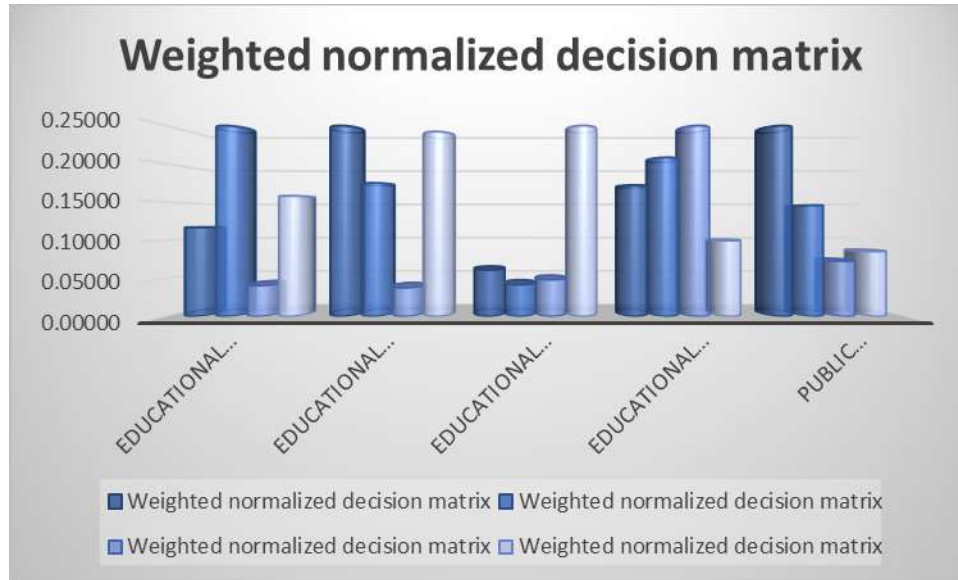


FIGURE 3. Weighted Normalized Decision Matrix

Figure 3 shows the weighted normalized decision matrix using the WSM method. Educational management leads in policy effectiveness (0.25000) and student allocation (0.24219), while educational planning excels in collaboration (0.25000). Educational management scores highest in student allocation (0.25000), and general education policy performs best in policy effectiveness (0.25000), showing various strengths in the field.

TABLE 5. Preference Score & Rank

	Preference Score	Rank
Educational Leadership	0.56527	3
Educational Management	0.70486	2
Educational Administration	0.40102	5
Educational Planning	0.72991	1
Public Education Policy	0.55337	4

Table 5 presents the preference scores and rankings derived from the WSM method, which highlight the relative performance of the educational domains. Educational planning ranks first with a high preference score (0.72991), reflecting its strong performance in the metrics. Educational management it is in second place with a score of 0.70486, indicating balanced contributions. Educational leadership it is in third place with scores 0.56527, while public education policy ranks fourth with a score of 0.55337, indicating comparable performance. Educational administration ranks fifth with a low preference score (0.40102). These results emphasize the different strengths and priorities of each domain in the context of educational policy and management.



FIGURE 4. Preference score

Figure 4 illustrates the preference scores obtained using the WSM method. Educational planning achieves the highest score (0.72991), reflecting its strong performance, followed by educational management (0.70486). Educational leadership (0.56527) and public education policy (0.55337) show comparable scores, while educational administration (0.40102) registers the lowest preference, highlighting the divergent domain priorities.



FIGURE 5. Rank

Figure 5 shows the rankings based on the WSM methodology. Educational planning ranks first, indicating its best performance, followed by educational management in second place. Educational leadership ranks third, while public education policy and educational administration rank fourth and fifth, respectively, reflecting their relative position in terms of overall performance.

4. CONCLUSION

The analysis of education policy and management using the Weighted Scoring Method (WSM) reveals significant insights into the relative performance and priorities of different education domains. The findings demonstrate that educational planning emerged as the most effective domain, ranking first with a high preference score of 0.72991. This high performance can be attributed to its strong performance on the collaboration and equity measures, which indicate that well-planned education initiatives tend to be more inclusive and collaborative in nature. Educational management Ranked second with scores 0.70486, demonstrating its balanced approach across all measures, particularly on policy effectiveness and student allocation. Educational leadership ranked third (0.56527), showing particular strength in the equity measures but room for improvement in collaboration. General education policy ranked fourth (0.55337), showing strong performance in policy effectiveness but relatively weak scores in student allocation. Educational administration ranked fifth (0.40102), indicating a need for significant improvements in most dimensions, although it showed reasonable performance in student allocation.

The analysis highlights several key implications for educational policy and administration:

1. The success of educational planning emphasizes the importance of systematic, well-thought-out approaches to educational administration.
2. The strong performance of educational administration underscores the value of balanced, comprehensive approaches to educational administration.
3. Relatively low scores in collaboration across several domains suggest an area for potential improvement in educational administration.
4. The varying performance patterns across different measures indicate that each domain has unique strengths and weaknesses that need to be addressed for optimal educational outcomes.

These findings indicate that effective education policy and management requires a holistic approach that balances all four dimensions of policy effectiveness, equity, collaboration, and student allocation. Future efforts should focus on fostering collaboration and ensuring equitable distribution of educational resources, while maintaining existing strengths. The results also emphasize the need for integrated approaches that combine the strengths of different educational domains to achieve optimal outcomes in educational management.

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