

ASPECTS OF EDUCATIONAL ADMINISTRATION

Educational administration is another vital task of educational management so far its scope is concerned. It plays a vital role in making management of every educational programme grand success. It is a specialized set of organisational functions whose primary purpose is to ensure the efficient and effective delivery of relevant educational services as well as implementation of legislative policies through planning, decision making and leadership behaviour. This keeps an organisation to make focus on predetermined objectives of the programme or system.

According to Graham Balfore, “Educational Administration is to enable the right pupils to receive the right educational administration is to enable the right teacher at a cost within the means of the state under conditions which will enable the pupils best to profit by their training.”

J.B. Sears, to him “Educational Administration contains much that we mean by the word government and is closely related in content to such words as supervision, planning, oversight, direction, organisation, control, guidance and regulation.”

Some of the basic characteristics of Educational Administration are as follows:

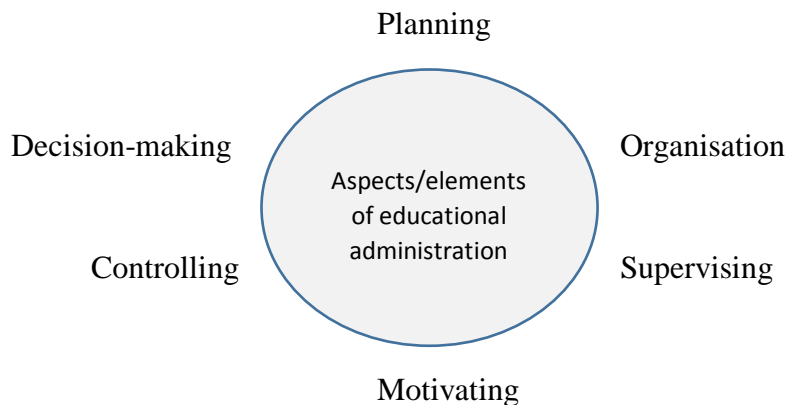
The term educational administration is characterised in the following grounds:

1. Making all efforts and agencies work together in joint venture.
2. Assisting in the realization of the aims and objectives of education.
3. Rendering service to society in its progress and progress of individuals.
4. Educational Administration is concerned with diverse human beings, the teachers, students, parents and public and co-ordination of their efforts.
5. It is concerned with all those activities undertaken and fullest utilization of resources for education.

Various Aspects of Educational Administration:

Every organisation has certain objectives to be achieved and for this, materials and human resources have to be co-ordinated and utilised in an effective manner. This implies a large number of processes involved, which means administration

as a whole. Thus administration is a complex process and consists of the following elements and aspects:



1. Planning - Being the first aspect in the scope of educational management, planning

implies a basic function that is how the aims and objectives are to be realized. Before launching upon a particular educational programme and implementing it the person or authority in-charge or at the helm of affairs is required to take decisions about the methods and strategies for effectively and efficiently achieving the objectives. This means planning has to be done for managing the total educational programme and for this, the basic facts and figures, background, date and profile are necessary. Today, educational planning is an absolute requirement. The complexities of modern technology in the prevailing society have given rise to the need for planning in education. Educational planning is a process utilized by an administrator while performing the role of a leader, decision maker, and change agent and so on. It is a basic management task and a means of achieving higher levels of effectiveness.

The nature and characteristics of Educational Planning are as follows:

a. Goals and objectives:

Educational planning is a means of creating relevant present and future goals and objectives for any educational institution or organisation.

b. Team Work:

Modern educational planning doesn't put stress on the fact that only the top administrator of the government should be involved in planning. Rather planning should be the responsibility of all people concerned with the desired change.

c. Decision-Making:

Educational planning is the preparation of pre-courses in the decision making process. It has to help for determining the optional to be taken. While educational administration is mostly decision making, planning in education is only the other side of it.

d. Forecasting:

Educational planning describes or defines determining events, needs and conditions of future time. It implies forecasting or projection of important factors in education such as number and types of pupils and expansion of facilities needed for them.

e. Social and Economic goals:

Modern educational planning emphasizes that the goals of a democratic society should be social and economic in nature concerning with the welfare and progress of all citizens rather than the self-centred or selfish goals of some special interest groups. The expected goals of the society and needs of children and young pupils in the schools and colleges should be the broad frame of reference.

f. Anticipation:

Modern educational planning anticipates probable developments and needed change in future, much ahead of time so that proper facilities, supporting media and required resources for implementing the planned change may be secured. Hence, relevant changes and efforts are avoided and the changes are effectively implemented.

g. Remedial Measures:

This nature or characteristic of modern educational planning indicates that it is remedial and guidance oriented in nature and approach. With appropriate planning procedure it is possible to identify maladjustments or deficiencies in the system that causes educational problems..

h. Choice of best alternative:

Modern educational planning is a logical, systematic and scientific process different from the elementary kinds of procedure utilized in the part of bringing about changes in the system of education.

2. **Organisation/ Organising** - An organisation be defined as stable pattern of interaction, among conditions or groups having a collective identity (a name and a location) pursuing interest and achieving given tasks and co-ordinated through a system of authority. Organisations are social units deliberately constructed and reconstructed to seek specific goals.

Here it is essential to mention that the educational organisations or institutions are also considered as the social organisations. So schools, colleges, universities and training institutions may well be considered as social organisations. Educational organisation means two things; one is the educational institution and the other is organisation of resources. Let us discuss the organisation of resources first and then the educational organisation or institution.

All types of resources meant for the educational programme are organised or made available in an organisation or institution for realizing the educational objectives or goals that are prefixed. Because poor organisation leads to wastage and bad outcomes.

Interpersonal relations need to be improved for making an organisation effective and adequate. Any formal organisation has to be strengthened and supported by informal network of personal contacts and relations. There should be decentralisation of facilities, delegation of powers and greater autonomy among the personnel.

The hierarchical structure of administration is to be vested upon every person involved in the programme. It is desirable to create the feeling of involvement and to develop adequately various advisory and consultative services within the organisations. Here the educational organisation means the school organisation.

The various features of school organisation are:.

1. All teachers without any discrimination should get the same facilities.
2. Teachers should get equal pay for equal work and similar qualifications.
3. Provisions for retirement and the corresponding benefits should be the same for all teachers.
4. Rules for the appointment of teachers should be the same.
5. Conditions of service should be the same despite differences in management.

3. Supervising/ Supervision - Educational administration and supervision are now

regarded as the total process of making any educational programme a grand success. For this, there is the need of ensuring and maintaining good interpersonal relationships between the administrator and supervisor, the supervisor and teachers, teachers and pupils, school and community etc.

Educational supervision is the means to co-ordinate stimulate and direct the growth of the teachers, to stimulate and direct the growth of every individual pupil through the exercise of his talents towards the achievement of richest goals.

In the modern perspective, educational supervision is an expert technical service primarily concerned with studying and improving the conditions that surround learning and pupil growth. So educational supervision is now conceived as process which has for its purpose for the general improvement of the total teaching-learning situation.

The following are the characteristics of educational supervision in relation to the management of an educational programme:

1. It is a creative and dynamic expert technical service.
2. It provides leadership with extra-knowledge and superior skills.
3. It promotes co-operative educational efforts in a friendly atmosphere.
4. It stimulates the continuous growth of teachers and development of pupils.
5. It gives co-ordination, direction and guidance to teacher's activities.
6. It helps in achievement of appropriate educational aims and objectives.
7. It improves instruction and the teaching-learning situation.

4. Motivating/ Motivation – it is the psychological process of creating urge among the subordinates to do certain things or behave in the desired manner. A sound motivational system must be productive, competitive, comprehensive and flexible and it must consider the psychological, social, safety, ego and economic needs of the workers. A few characteristics features of motivation as an important element of administration are:

- It is a state that energizes, directs and sustains behaviour.
- It involves goals and activities.
- It increases the initiation and persistence of activities.

Motivational strategies employed by administrators include those related to Empathetic, Supportive, caring and just on academic and disciplinary matters. Some motivational strategies which can be employed by school principals/managers for teachers/employees and staff motivation are:

- a. Taylor and Tashakkori, (1996, p. 77) argues that the basic motive of man at work is economic, as money is the principal motivation instrument. Thus, for teachers to be motivated, their economic situation must be well catered for by providing them objective pay and incentives. They posit that, School principals should create special financial incentive measures if they are not directly involved with salaries, or they should lobby for special financial incentives for their staff from the relevant authority. Such measures will boost their work morale for effective performance in the teaching-learning process.
- b. Lanzeby (2008, p. 24) is also saying that, managers always use feedback to shape employee performance. But his point here is, how do managers use this feedback? Because to him, feedback motivates employees and improves their actions. But, if it is poorly carried out, it can demotivate employees. Lanzeby (2008, p. 24) view here is that, managers should structure feedback in a way that, the victims will accept the comments for future improvement rather than using criticism for negative performance.

5. Controlling - Controlling is exercised through proper technique that is the evaluation. Controlling is not similar to evaluation but it is meant to fulfil the purposes of evaluation. In order to fulfil the purposes of evaluation, the techniques of control are the policies, the budget, auditing, time table, curriculum, personal records etc.

Educational controlling involves the human elements in relation to the management of an educational programme. Both men and women involved in the educational programme should have to discharge their duties efficiently and effectively by being controlled. The process of controlling involves the following steps:

- a. Establishing standards of performance.
- b. Measuring actual performance.
- c. Comparing actual performance with the standard.
- d. Finding variances or deviations if any, and
- e. Taking corrective action or measures.

6. Decision-making – in administering school activities, decisions are made, no matter

what his/her area of administering responsibility may be. Decision making implies making a choice between alternatives. The choice is made rationally after due considerations of all the pros and cons. The rational approach implies that it is carefully thought out, deliberate and well-weighed choice, guided only by the consideration of the organizational objectives to be achieved.

Decision-making is so important because it implies commitment of resources, the desired outcome of which is never certain. Decisions are made under conditions of uncertainty and risk. Decisions made today have implications reaching in to the future. The risk arises out of the fact that the manager never have complete facts and knowledge about the implications of his decision and there is always the change that the wrong decision may be taken.