UNIT 3

EDUCATIONAL ADMINISTRATION

CONTENTS

Educational Administration

Scope of Educational Administration

Types of Administration

Functions of Educational Administration

Theories of Educational Administration

Leadership

Styles of Leadership

Measurement of Leadership

Meaning, Definition and Nature of Educational Administration

(A) Meaning of Educational Administration

'Educational Administration' is regarded as the process of integrating the appropriate human and material resources that are made available and made effective for achieving the purpose of a programme of an educational institution. It is like a broad umbrella encompassing a number of process such as planning, organizing, directing, coordinating, controlling and evaluating the performance.

(B) Definition of Educational Administration

(i) Good: "All those techniques and procedures employed in operating the educational organisation in accordance with established policies, is defined as administration".

(ii) Surendra Nath Mukherjee: "Educational administration provides appropriate education to appropriate student by appropriate teacher by which they can be able to become the best, by using available maximum resources".

From these definitions we conclude that educational administration is:
1) making all efforts and agencies work together in unison.
2) assisting in the realisation of the aims and objectives of education.
3) rendering service to society in its progress and that of the individuals.

© Nature of Educational Administration

1. Educational administration doesn't refer to any single process rather different processes constitute administration. These are planning, organizing, directing, coordinating and evaluation.
2. Educational administration is a non-profit making task.
3. Educational administration is primarily a social enterprise as it is more concerned with human resources than with material resources.
4. Educational administration is more an art than a science.
5. Educational administration is a complex affair.

Aims and Objectives of Educational Administration

1. To provide proper education to students: It means the right type of education from the right type of teachers within reasonable cost.
2. To ensure adequate utilization of all resources
3. To ensure professional ethics and professional development among teachers.
4. To organize educational programmes for acquainting students with the art of democratic living and giving them excellent training in democratic citizenship.
5. To mobilize the community: For this, it should seek community support and co-operation.
6. To organize a variety of co-curriculum activities and ensure the participation of students and promoting work efficiency and s development.
7. To get the work done.

Scope of Educational Administration

1. The educational administration encompasses all the levels of education in its jurisdiction. These are:
- a. Pre-primary or pre-school Education
- b. Elementary or primary Education
- c. Secondary Education or High School Education
- d. Higher Secondary or Post-secondary Education and
- e. Higher or Tertiary Education

2. It covers all forms of education such as:
- a. Formal Education
- b. Non-formal Education
- c. General Education
- d. Vocational Education
- e. Special Education
- f. Teacher Education

3. It includes all types and strategies of manage- ment that encompasses the following:
- a. Democratic Administration
- b. Autocratic Administration
- c. Nominal Administration
- d. Real Administration

4. Educational administration covers the following aspects relating to management in its jurisdiction:
   a. Planning
   b. Organisation
   c. Coordinating
   d. Supervising
   e. Controlling and
   f. Evaluating

5. Educational Administration takes place at various levels such as:
   a. Central level
   b. State level
   c. District level
   d. Block level
   e. Institutional level

For this, the following activities and programmes come under the scope of educational administration at the institutional level:
   a. Deciding the purposes of the institution school.
   b. Planning for academic or curricular and curricular activities.
   c. Preparing the time table and the time schedules for various activities.
   d. Assigning duties and responsibilities to the staff members.

Sears has pointed out the scope of administration more specifically in relation to education as follows:
1. Establishing educational purposes.
2. Provision and development of the personnel
3. Laying down procedures and techniques
4. Defining the nature and procedure of use of authority

Types of Administration

• Centralised and decentralised administration

In centralised administration power is wielded by a single individual or a small group from the capital and personnel at the lower rungs have no say in framing policies or implementing them.
In larger countries decentralisation is inevitable. The state may be of federal type i.e. consisting of several states and the powers and responsibilities will be demarcated by the national constitution.

There is another **classification of administration which falls under three types:**
1) Democracy is best suited to modem country and the principles of "government of the people, by the people and for the people" is echo throughout the world.
2) Autocratic Administration: It is a system which believes in extracting work through blind obedience and fortunately it is fading away. The state is the highest authority which keeps all powers to itself.
3) Laissez – faire Administration: In this system, group of persons directly concerned with the work react to the prevailing situation and take decisions.

Comparison of Democratic and Autocratic Administration

Democratic Administration	Autocratic Administration
Decisions are taken on the basis of consensus. Staff members consulted are before decisions are taken.	Decisions are taken by the concerned authority.
It is based on the principle that the 'head' is only the first among equals.	Authority assumes an air of superiority
Planning, monitoring and evaluation are carried out in a transparent manner.	Procedures are kept confidential.
There is recognition. and reward for staff members performing outstanding work.	Achievement and dedicated work will go unnoticed.
There is sharing of power and responsibility.	Power is retained by the autocrat.

Functions of Educational Administration

a) **Planning**: Planning involves setting objectives and determining a course of action for achieving the objectives

b) **Organising**: 'Organising' is the function of the administration which involves providing the necessary infra- structure and employing suitable persons in adequate number.

c) **Direction**: Direction involves getting the work done through instructions and orders. There should be proper supervision and communication on the part of the administrator for getting the work done.

d) **Co-ordination**: In short, coordination is the integration, unification, synchronization of the efforts of the different departments in the organisation to provide unity of action for pursuing common goals.

e) **Controlling**: Controlling involves continuous monitoring and measuring performance, providing feedback, guidance and correction whenever necessary.

f) **Evaluation**: All plans, schemes and programmes have to be evaluated in comparison with the target set during planning, to assess their success or failure.

Similarities between Management and Administration:

Both administration and management involve the basic functions of planning, organising and controlling. The term 'administration' is generally used in government organisations and 'management' is used in business organisations.

The controversy between the use of terms "administration' and 'management' has almost disappeared as management institutes make no distinction between them.

Dissimilarities between Management and Administration

 a) Administration is above Management

According to this viewpoint, administration is a top-level function concerned with framing the organisational plans and policies. Management is a lower-level function concerned with implementation of plans framed by the top-level administrators.

b) Management is above Administration

According to Breech, "Management is a social process entailing responsibility for the effective and economical planning and regulation of the operation of an enterprise in fulfilment of a given purpose or task. Administration is that part of management which is concerned with the installation and carrying out of the procedures by which the programme is laid down".

Relation between Educational Management & Educational Administration

1. Management experts like Sheldon, Schultz and Sprigol think the term administration has wider meaning than the term 'management'. Management makes decisions; administration executes the policies.

2. In contrast, experts like Kimball, Fayol and others view management as a broader concept than administration. They argue that management is the rule making and rule enforcing authority and as such has more functions to perform than administration.

3. The third view is that both administration and management are synonymous. Peter Drucker thinks that any attempt to delink planning from doing is futile. Davis thinks management and administration denote one and the same function.

Comparison between Management and Administration

Educational Management	Educational Administration
It is a modem concept and lays more stress on democratic decentralisation and participation.	It is a traditional concept which is autocratic in nature.
It is mostly democratic and innovative in nature. It gives more importance to human relations and operation.	It lays more stress on rigidity of rules and regulations, aims and objectives, plans and programmes of an educational institution.
It is mostly professional and supported by a quantum of scientific principles and precepts, theories and expertise.	It is subjective and mostly guided by the rules of the thumb. (blind implementation)
It is result oriented and accountability is emphasised.	It is also result oriented and accountability is expected from the staff.
It is democratic and participative in nature. It encourages involvement of all functionaries.	There is no participative culture and is perceived to be bureaucratic.

Theories of Educational Administration

(1) Classical Organization Theory
(2) Critical Educational Administration Theory
(3) Human Relations Approach
(4) Behavioral Science Approach
(5) Post-Behavioral Science Approach

(1) Classical Organisation Theory:

It includes two different management perspectives:
(i) Scientific management
(ii) Administrative management.

(i)   **Scientific Management Theory:-** The theory of Scientific management is the brain child of Frederick Winslow Taylor. In its simplest form, the theory follows the idea that there is one best way to do a job and that is to use scientific method.

The main features of this theory are:
- It finds out best method for performing each job.
- It selects employees by using scientific selection procedure.
- It believes in having close relationship with management and employees.
- It uses division of labour.

In the year 1911, Taylor gave four principles scientific management:

1. **Scientific Job Analysis:** Job should be analysed through observation, data gathering, careful measurement and management. Such analysis will replace the old rule-of-thumb method.
2. **Selection of Personnel:** Once the job analysed, the next step is to scientifically- select, train, teach and produce workers. Previously workers chose their own work and train themselves.
3. **Management Cooperation:** Managers should cooperate with workers to ensure that al work being done should be in line with the principles of Science i.e. scientific method.
4. **Functional Supervising:** Managers assume planning, organising, and decision-making activities, whereas workers perform their jobs. In the past, almost all work and the greater part of the responsibility were thrust on workers.

Beside the above mentioned principles, Taylor has also given two more Principles of scientific management:

5. **Performance Standards**: Taylor introduced time and motion studies to fix performance standards. For bringing uniformity of work, he fixed performance standards for time, cost and quality of work. As a result, the efficiency of workers could be compared.

6. **Differential Piece Rate System:** Under –differential piece rate system, a standard output was first fixed. Then two wage rates were fixed. These are: Low wage rate was fixed for those workers who did not produce the standard output. Higher wage rate was fixed for those workers who produced standard output or more than the standard output.

(ii) Administrative Management Theory: This theory is related to the issues of structure and management of organisation. Henri Fayol, Luther Gulick and Max Weber are the major contributors in the field of administrative management theory.

According to Fayol, all managers perform basic functions of management. These are: Planning, Organising, Commanding, Coordination and Controlling.

Besides the five basic management functions, Fayol has also identified principles of management and these are: Division of Work, Authority, Discipline, Unity of command, Unity of direction, Subordination of individual, interest, Centralization, Scalar chain, Order, Equity, Stability of personnel and Initiative.

Luther Gulick another class theorist coined the term POSDCORB that are the seven functions of management:

1) Planning: It involves developing and outlines things that must be accomplished, and methods for accomplishing them.
2) Organizing: it establishes the formal structure through which work divisions are arranged & coordinated to implement the plan.
3) Staffing: it involves the function of selecting and training the staff,etc.
4) Directing: it includes continuous task making, communicating and implementing decisions.
5) Coordinating: it includes all efforts that are needed to bind together the organisation to achieve goal.
6) Reporting: it includes verification of progress through records, research and inspection.
7) Budgeting: it involves all the activities that accompany budgeting, including fiscal planning, etc.

(2) Critical Educational Administration Theory

Critical Educational Administration theory assumes the existence of both objective and subjective knowledge of an objective and unordered reality. As Hoy (in the year 1994) clarified: "Critical theory attempts to raise people's consciousness about their living and working condition through logic and debate, but in the process it relies on the generation and analysis of ideologies".

(3) Human Relations Approach

The human relations approach is considered to have started with a series of studies known as Hawthorne studies.
Two key aspects of human relationships approach are employee motivation and leadership style.

The major assumptions of the human relations approach include the following ideas:
• Employees are motivated by social and psychological needs and by economic incentives.
• These needs, including but not limited to recognition, belongingness and security, are more important in determining worker morale and productivity than the physical conditions of the work environment.
•An Individual's perceptions, beliefs, motivations, cognition, responses to frustration, values and similar factors may affect behaviour in the work-setting.
• Employees have higher morale and work harder under supportive management which lead to increased productivity

(4) Behavioural Science Approach

Behavioural scientists considered both the classical rational-economic model and the human relation social model to be incomplete representations of employees in the work setting. Chester Barnard was one of the first authors to take the behavioural science approach. Beside Barnard, another major contributor to the behavioural science approach was E. Wight Bakke who embodied a fusion process. Abraham Maslow and Douglas, McGregor are other great contributors to the behavioural approach.

In the year 1970, Abraham Maslow, a psychologist advanced a theory. Of human motivation that was later adopted by many managers. **Theory of Maslow was based on motivation and he considered three viewpoints:**
1)   Human beings have needs that are never completely satisfied.
2)   Human action is aimed at fulfilling the nee that are unsatisfied.
3)   These needs can be classified in a hierarchy from the lowest to highest.

In this respect Maslow identified five sets human needs. These needs are:
a) Physiological
b) Safety
c) Social belonging
d) Esteem needs
e) Self actualization

Theory of 'X' and Theory of 'Y' of McGregor in Educational Administration

McGregor developed two theories: theory X and theory Y. Managers under theory X tends to be autocratic, control oriented and distrustful. On the other hand, Theory Y managers view subordinates optimistically as individuals who want to take challenges in their working environments, prefer self-control and are capable of responsible independent judgement.

   In this light, Gregor gave assumptions on which theory X and Y are based.

× **Theory X Assumptions:**

1. The average human being has inherent dislike of work and will avoid it if it is possible.
2. Because of his characteristic of dislike of work, most people must be compelled, controlled, directed and threatened with punishment to get them put forth adequate effort towards the attainment of the objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition and wants security above all.

× **Theory Y Assumptions:**

1. The average human being does not have inherent dislike for work.
2. People will exercise self direction and se control in the service, or pursuit of objectives to which they are committed.
3. Commitment to objectives is a function of the reward associated with their achievement.
4. The average human being learns under proper conditions, not only to accept but to seek responsibility.

(5) Post - behavioural Science Era

In the view of Murphy (2002), three interrelated concepts that are school improvement, democratic community and social justice form the development of the next era of the profession- that is the post behavioural science era.

• **School Improvement:** It means that what teachers teach and students learn is a matter of public inspection and subject to direct measurement.
• **Encouraging collective learning:** setting state standards should be a collective mission of the school and school district. It means it should not be one man show.
• **Aligning with state standards:** Test conducted by states should be in alignment with their standards.
• Providing support: To help all students to achieve high standards, teachers should be provided with the training, teaching tools and support materials.
• **Democratic Community:** Which is based on the open flow of ideas that enables people to be as fully informed as possible.
• **Social Justice**: It is the core of democracy in which every citizen is treated equally in social, economic, political, and educational areas.

Leadership: Meaning and Definition

Leadership is a process of influencing others in a particular way to accomplish mutual goals.Keith Davis defined leadership as the ability to persuade others to seek defined objective enthusiastically. It is the human factor which binds a group together and motivates towards goals.

Nature of Leadership

• **The Trait Theory of Leadership'** emphasizes the physical features and personality traits as the basis for a person to achieve leadership.

• **'Function Theory'** rejects outward signs as noted by the Trait Theory. The ability to perform functions determines the possibility of a person to become a leader. A good singer could become a leader of a music party, a good cricketer a captain of a cricket team and so on.

• "**Situation Theory**' believes that under certain circumstances, it is the situation that becomes more important in determining whether or not an individual will become a leader. A leader at wartime, may not shine as a leader during times of piece.

• According to the **'Interaction Theory of Leadership'**, the phenomenon of leadership is not fully explained by any of the above three theories- individually and independently. Leadership involves the combination of all the three theories interacting with each other.

   Summing up, we can say 'leadership' is neither determined by physical traits, personality traits, circumstances nor positions held by an individual in the organisation but, is determined by one's ability to influence others and motivate them to work for the achievement of the common goals.

Styles of Leadership

A leadership style is a leader's style of providing direction, implementing plans and motivating people. Leadership styles could be classified into four categories:

(i) **Directive or Authoritarian:** Under authoritarian leadership style, decision making powers are centralised in the leader as with dictators.

(ii) **Participative or Democratic:** The democratic leadership style consists of the leader sharing the decision-making abilities where his/her staff or group members; shares information and seeks suggestions.

(iii) **Laissez-faire or Supportive:** In laissez-faire or free-rein leadership, decision-making is passed on to the subordinates This style of leadership is known as "laissez-fair which means no interference in the affairs of others.

(iv) **Achievement oriented:** In this style, the leader sets challenging goals; seeks improvement of performance by displaying confidence in the abilities of the subordinates.

(v) **Task Oriented and Relationship Oriented Leadership Styles:** Another classification of leadership styles, mention the following two types of leadership styles:

(i) Task oriented leadership style: Task-oriented leadership is a style in which the leader is focused on the tasks that need to be performed in order to meet a certain production goal.

(ii) Relationship-oriented leadership style: Relationship-oriented leadership is a contrasting style in which the leader is more focussed on the relationships amongst the group and is generally more concerned with the overall well-being and satisfaction of group members.

Leadership Style and Situations

Leadership Styles	Situations in which appropriate
DIRECTIVE	Positive effect on satisfaction and expectancies subordinates working unstructured task
SUPPORTIVE	Positive effect on satisfaction of subordinate working on. Dissatisfying stressful or frustrating task
PARTICIPATIVE	Positive effect on satisfaction of subordinates who are ego involved with repetitive task
ACHIEVEMENT	Positive effect on Oriented confidence the efforts will lead effective performance subordinates working ambiguous and no repetitive task

Measurement of Leadership

1. Leadership was measured by team or work- group productivity
2. Another method of measuring leadership is the rating technique.
3. Nomination Technique: In this technique the employees are required to nominate a few individuals who they consider good and bad leaders.
4. Using the tool LBDQ: One of the tools to measure leadership behaviour is Leadership Behaviour Description Questionnaire (LBDQ). The tool has two dimensions:-

i) Initiating Structure

ii) Human Consideration

XXXXXXXXXXXXX