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# EDUCATIONAL MANAGEMENT

Editor

**T. Manichander**

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Laxmi Book Publication



**Price: 500/-**

## **EDUCATIONAL MANAGEMENT**

**T. Manichander**

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**-T. Manichander**

## About the Editor

T. Manichander is a Research Scholar, IASE, Faculty of Education, Osmania University, Hyderabad, Telangana. He has published several Articles in National and in International Journals. He has presented Papers in Seminars/Conferences at National & International levels. He got Indian Council of Social Science Research (ICSSR) Short Term Doctoral Fellowship in Education from New Delhi. He is the Chief Editor for Research Tracks; an International Indexed & Peer Reviewed Bi-Annually Journal in Education (ISSN 2347-4637), Chief Editor for Research Demagogue; an International Refereed, Indexed & Peer Reviewed Bi-Annually in Education (ISSN 2350-1081), Co Editor for Research Nebula; an International Refereed, Peer Reviewed and Indexed Quarterly Journal in Arts, Commerce, Education & Social Sciences (ISSN 2277-8071), Regional Editor for Golden Research Thoughts Journal (ISSN 2231-5063) and Regional Editor for Indian Streams Research Journal (ISSN 2230-7850).

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**Chapter-1**  
**Administration, Management and Supervision**  
**Dr. S. Prakash**

**Educational Management:**

Meaning: While Education is the provision of a series of learning experiences to students in order to impart knowledge, values, attitudes and skills with the ultimate aim of making them productive members of society, Educational Management is the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research.

**Nature and Scope Educational Management:**

The National Policies on Education seek to bring about a social, economic and cultural development in society by focusing on human resource development through education. Education, therefore, must have more relevant curricula, be dynamic, and empower students to bring about desirable social changes while preserving the desirable aspects of our existing culture.



The national developmental goals require the professional management of education to bring about the effective and efficient functioning of educational institutions. The scope of Educational Management is wide and includes the history and theories of management science, roles and responsibilities of an educational manager along with the requisite managerial skills.

**Educational Management focuses on:**

1. The study of theories of management science which define and describe the roles and responsibilities of the educational manager and the development of managerial skills.
2. The study of educational planning at macro levels, its goals, principles, approaches and processes and on institutional planning and educational administration at the micro level.
3. Decision making, problem solving, communication, information management and effective team building.
4. Planning of curricular and co-curricular activities, curriculum and academic calendar Maintenance of school records, evaluation of students' achievement
5. Effective allocation of financial resources and the planning of the budgets of institutions.

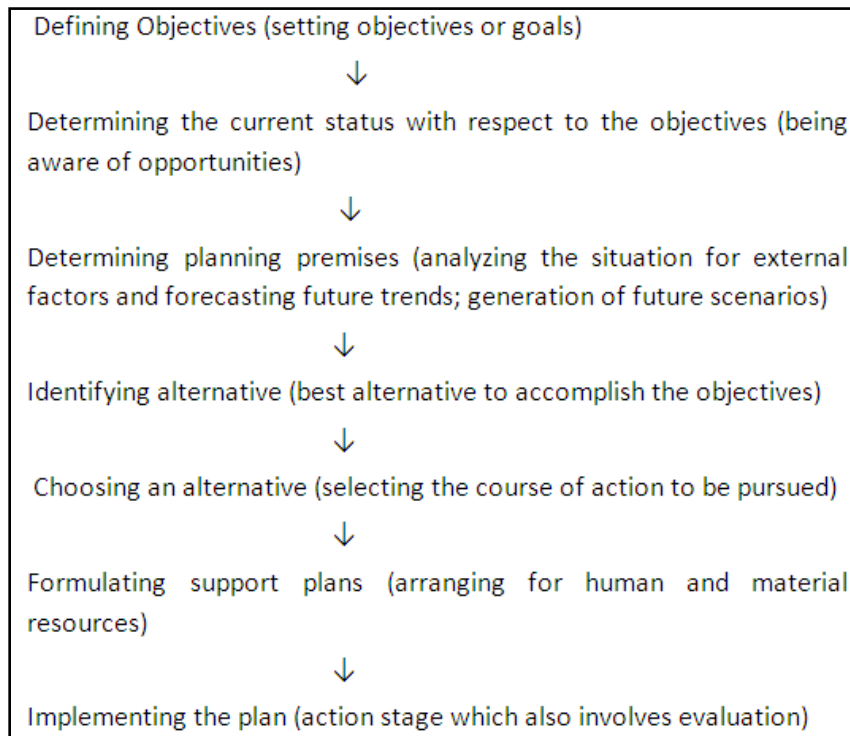
**Educational Management aims at:**

- Achieving the objectives of an institution.
- Improving the processes of planning, organizing and implementing within the institution
- Creating, enhancing and maintaining a positive public image of the institution.
- Optimal utilization of human resources (administrators, non-teaching staff, teaching staff and students)
- Enhancing the efficiency and effectiveness of infrastructure

- Enabling job satisfaction Creating and maintaining a congenial and cohesive atmosphere
- Managing interpersonal conflicts, stress 5 Improving interpersonal communications.
- Building a relationship with the community.

**Functions of Educational Management:**

**1. Planning:** Planning is the process of setting objectives and determining the actions in order to achieve them. Planning is anticipatory in nature and sets priorities. It is proactive rather than passive. Planning asks the following questions: What? When? Where? By whom? How? While following a series of steps:



**2. Organizing:** Organizing is the process of combining the work which individuals or groups have to perform with facilities necessary for its execution such that the duties performed provide the best channels for efficient, systematic, positive and coordinated application of available effort.

**Organizing is characterized by:**

Division of work or specialization: Activities are assigned to different people who are specialists in that area, for specialization improves efficiency.

Orientation towards goals: it harmonizes the individual goals of employees with the overall goals of the institution.

Composition of individuals and groups: individuals are grouped into departments and their work is coordinated and directed towards organizational goals.

Differentiated functions: the entire work is divided and assigned to individuals so that the organization's objectives are achieved. While each individual performs a different task, each one also coordinates with the tasks of others.

Continuous process: groups of people with defined relationships with each other work together to achieve the goals of the organization. These relationships do not end once the task is completed.

Delegation of authority: the levels of hierarchy are determined and the span of control is determined via formal relationships.

Establishing a communication channel: for effective decision making, coordination, control, supervision and feedback, motivation and redressing problems or grievances encountered.

**3. Directing:** Directing is the art or process of influencing people such that they willingly strive to achieve group goals. It focuses on the development of willingness to work with zeal and confidence,

provides adequate guidelines to complete the task, and motivates individuals to achieve goals in a coordinated manner. It also focuses on exercising leadership while determining responsibility and accountability.

- 4. Controlling:** Controlling involves measuring and monitoring performance in accordance with plans and taking corrective action when required. It establishes performance standards based on the objectives, measures and reports actual performance compares the two and takes corrective or preventive action as necessary.

Thus controlling indicates the quantum of goals achieved, the extent of deviation from actual plans, generates accurate information and requisite feedback. Thus controlling focuses upon the difference between planned and actual performance.

Controlling is especially concerned with the areas of Institutional Budget (finance in terms of income and expenditure), Institutional Supplies (stationery and material equipment), Library (maintenance and up gradation), Teaching-learning Process, Accounts and School Records and Discipline (staff and students).

- 5. Evaluating:** Evaluating is the process of measuring and assessing the achievement of objectives while providing an insight into strengths and weaknesses and planning for future endeavors. Evaluation helps determine the effectiveness of plans for both administrators and other stakeholders like teachers, staff, students and parents, as also the extended community. It seeks to document the objectives that have been met and to provide information to all concerned stakeholders regarding achievement, obstacles and corrective action or improvements.

Thus evaluation focuses upon Process (how is the plan being carried out), Outcome (achievement of objectives), and Impact (effect of the plans initiated).

In an educational setting, evaluation of the following areas is carried out, namely,

**Goals and Objectives:**

- Content: Selection, Validity, Relevance, Appropriateness
- Processes: teacher activities, pupil activities, instructional material, teaching methods
- Outcome: Assessment and Feedback.

**Educational Administration:**

Meaning: Educational Administration is a discipline within the study of education that examines the administrative theory and practice of education in general and educational institutions and educators in particular. The field ideally distinguishes itself from administration and management through its adherence to guiding principles of educational philosophy.

**Basic Principles of Educational Administration:**

The following are the basic principles of educational administration

1. Principle of Democratic Leadership
2. Principle of Cooperation
3. Principle of Scientific Method
4. Principle of Coordination
5. Principle of Flexibility
6. Principle of Planning
7. Principle of Evaluation

**Purpose of Educational Administration:**

- The basic purpose of educational administration is to enhance teaching and learning.
- Educational administration serves an instrument are supportive role and not a primary role.

- Many administrative activities directly do not deal with students, the relationships of these activities to teaching and learning are not always apparent.

**Supervision:**

Meaning: Supervision is the process of bringing about improvement in instructions by working with people who are working with pupils.

**Principles of Supervision:**

1. It is democratic.
2. It is experimental in nature and scientific in method.
3. It is a service actively intended to help the teachers.
4. It is a programme for the improvement of instruction.

**Purpose of Supervision:**

- It is essential for better teaching –learning situations
- It ensures continuous evaluation.
- It is necessary for effective co-operation of total programme of education
- It introduces new techniques and service in school programmes. It provides opportunities to the teacher of self criticism and self development.
- It provides motivation to teachers to refresh themselves and to acquire up-to-date knowledge.

**Differences between Supervision and Administration:**

Supervision and administration are related to each other, yet they carry out different functions. Supervision is service-oriented and is directly related to instruction and its improvement. Supervision pertains to teaching learning process and as such is related to its components like teacher, student, curriculum, content, textbook, school environment etc.

Administration, on the other hand is indirectly related to teaching and learning but directly related to such factors like income and expenditure, infrastructure and its development, carrying out the different activities of the school both curricular and co-curricular as per the planned schedule and managing the financial aspects of the day-to-day functioning of the school are emphasized in educational administration. Supervisor is the leader for the teachers but an administrator is an officer among the teachers.

**Total Quality Management:**

**Meaning:** A core definition of total quality management (TQM) describes a management approach to long-term success through customer satisfaction. In a TQM effort, all members of an organization participate in improving processes, products, services, and the culture in which they work

**Salient features of TQM**

- The customer defines quality and not the supplier.
- Anyone who receives a product or service is termed as a customer.
- Quality consists of stated needs, requirements and standards.
- Continuous improvement of quality.
- Elimination of work which is substandard
- Team work by the staff
- Education and training to staff.

**TQM and Education:**

Education, particularly professional education is influenced by the market economy of supply and demand. New strategies have to be found to upgrade quality and weeding out those which cannot meet the quality criteria. These institutions have to develop a sophisticated response to the new climate. But in the process, administration may get

the upper hand and managerial functions may be relegated to the background. Educational aims cannot be measured by “Quality control measures” which serve only short term purposes. Power based on hierarchy should not be allowed to erode functional professional relationships.

**The mission of TQM based Education:**

The major missions of TQM based education are as follows

- To achieve the highest pass-rate
- To recognize teachers for their dedication, experience and qualification
- To recognize organization for its ethics and professionalism.

TQM concentrates on improving the process rather than at achieving results. Such managerial attitudes and process thinking make a major difference in how an organization masters change and achieves improvements.

**TQM in Higher Education:**

In TQM, lot of emphasis is laid on the process of generating ideas and it is highly appreciated. It is a novel approach of thinking in Indian Educational system. Universities are good breeding grounds for entrepreneurship and students should be provided with resources to give their ideas in a preliminary shape. A lot depends on the encouraging attitude of the professors to give constructive feedback and assist in development of students.

Creativity and strategic thinking plays a key role in development of new inventions. This happens only if the person is always on a look out for better ways of doing things. TQM has to be brought in everyday life and propagate continuous improvement philosophy.



**Results of TQM Methods:**

TQM methods bring the following dramatic methods

- Teachers and students are regarded as co-managers. They set their own targets and goals, individually or collectively.
- They build their self esteem and quality training.
- Teachers completely change their teaching styles, they are facilitators and rather than lectures.
- All students set very high improvement goals.

**SWOT Analysis:**

**SWOT is an acronym for Strengths, Weaknesses, Opportunities and Threats.** By definition, Strengths (S) and Weaknesses (W) are considered to be internal factors over which you have some measure of control. Also, by definition, Opportunities (O) and Threats (T) are considered to be external factors over which you have essentially no control.

**SWOT Analysis** is the most renowned tool for audit and analysis of the overall strategic position of the business and its environment. Its key purpose is to identify the strategies that will create a firm specific business model that will best align an organization's resources and capabilities to the requirements of the environment in which the firm operates.

In other words, it is the foundation for evaluating the internal potential and limitations and the probable/likely opportunities and threats from the external environment. It views all positive and negative factors inside and outside the firm that affect the success. A consistent study of the environment in which the firm operates helps in forecasting/predicting the changing trends and also helps in including them in the decision-making process of the organization.

An overview of the four factors (Strengths, Weaknesses, Opportunities and Threats) is given below:

- 1. Strengths** - Strengths are the qualities that enable us to accomplish the organization's mission. These are the basis on which continued success can be made and continued/sustained.

Strengths can be either tangible or intangible. These are what you are well-versed in or what you have expertise in, the traits and qualities your employees possess (individually and as a team) and the distinct features that give your organization its consistency.

Strengths are the beneficial aspects of the organization or the capabilities of an organization, which includes human competencies, process capabilities, financial resources, products and services, customer goodwill and brand loyalty. Examples of organizational strengths are huge financial resources, broad product line, no debt, committed employees, etc.

- 2. Weaknesses** - Weaknesses are the qualities that prevent us from accomplishing our mission and achieving our full potential. These weaknesses deteriorate influences on the organizational success and growth. Weaknesses are the factors which do not meet the standards we feel they should meet.

Weaknesses in an organization may be depreciating machinery, insufficient research and development facilities, narrow product range, poor decision-making, etc. Weaknesses are controllable. They must be minimized and eliminated. For instance - to overcome obsolete machinery, new machinery can be purchased. Other examples of organizational weaknesses are huge debts, high employee turnover, complex decision making

process, narrow product range, large wastage of raw materials, etc.

- 3. Opportunities** - Opportunities are presented by the environment within which our organization operates. These arise when an organization can take benefit of conditions in its environment to plan and execute strategies that enable it to become more profitable. Organizations can gain competitive advantage by making use of opportunities.

Organization should be careful and recognize the opportunities and grasp them whenever they arise. Selecting the targets that will best serve the clients while getting desired results is a difficult task. Opportunities may arise from market, competition, industry/government and technology. Increasing demand for telecommunications accompanied by deregulation is a great opportunity for new firms to enter telecom sector and compete with existing firms for revenue.

- 4. Threats** - Threats arise when conditions in external environment jeopardize the reliability and profitability of the organization's business. They compound the vulnerability when they relate to the weaknesses. Threats are uncontrollable. When a threat comes, the stability and survival can be at stake. Examples of threats are unrest among employees; ever changing technology; increasing competition leading to excess capacity, price wars and reducing industry profits; etc.

**Advantages of SWOT Analysis:**

SWOT Analysis is instrumental in strategy formulation and selection. It is a strong tool, but it involves a great subjective element. It is best when used as a guide, and not as a prescription. Successful businesses build on their strengths, correct their weakness and protect against internal weaknesses and external threats. They also keep a

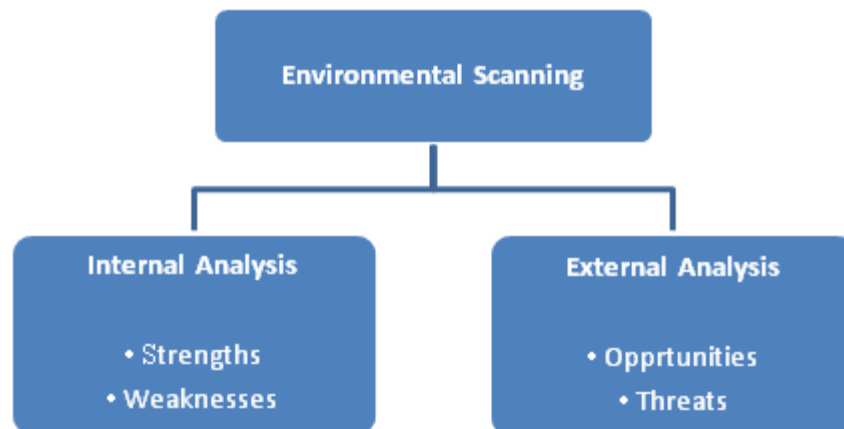
watch on their overall business environment and recognize and exploit new opportunities faster than its competitors.

**SWOT Analysis helps in strategic planning in following manner-**

- a. It is a source of information for strategic planning.
- b. Builds organization's strengths.
- c. Reverse its weaknesses.
- d. Maximize its response to opportunities.
- e. Overcome organization's threats.
- f. It helps in identifying core competencies of the firm.
- g. It helps in setting of objectives for strategic planning.
- h. It helps in knowing past, present and future so that by using past and current data, future plans can be chalked out.

SWOT Analysis provide information that helps in synchronizing the firm's resources and capabilities with the competitive environment in which the firm operates.

**SWOT Analysis Framework:**



**Limitations of SWOT Analysis:**

SWOT Analysis is not free from its limitations. It may cause organizations to view circumstances as very simple because of which the organizations might overlook certain key strategic contact which may occur. Moreover, categorizing aspects as strengths, weaknesses, opportunities and threats might be very subjective as there is great degree of uncertainty in market. SWOT Analysis does stress upon the significance of these four aspects, but it does not tell how an organization can identify these aspects for itself.

There are certain limitations of SWOT Analysis which are not in control of management. These include:

- a) Price increase;
- b) Inputs/raw materials;
- c) Government legislation;
- d) Economic environment;
- e) Searching a new market for the product which is not having overseas market due to import restrictions; etc.

Internal limitations may include-

- i. Insufficient research and development facilities;
- ii. Faulty products due to poor quality control;
- iii. Poor industrial relations;
- iv. Lack of skilled and efficient labor; etc

**An Example of a SWOT analysis for schools | colleges | universities:**

We will use an example of a teacher working within a first school who want to improve the relationships with parents of his pupils.

**TASK:**

1. Define the goal and measurable outcomes - i.e. to have more than 50% of parents spending one day in class per term

2. Consider the current activities you have in place to encourage parent-partnerships within your class/school.
3. Complete a SWOT analysis, identifying your current strengths and realistically appraising your current weaknesses. This can only be done involving other teachers, pupils and parents.
4. From the current analysis identify factors which could be improved
5. Identify opportunities that could be created

**Put a plan and set of measures in place:**

The school identified the following objective:

- To improve parent-partnership by encouraging parents to visit the school and become active members of the community.
- Outcome – to have more than 50% of parents spending one day in class per term

Currently, the school holds an open day once each year. It uses this as a way to encourage parents to visit the school and engage with school staff. The following is the initial SWOT Analysis for schools.

**Strengths of the school:**

- Highly-skilled teachers.
- History of successful Open day events
- School has a strong ethos of openness, sharing and commitment to increasing parental confidence
- Parents wanting to get involved
- PTA willing to participate

**Weakness of the school:**

- Teachers not available to meet parents often enough
- Current open day's events not increasing voluntary activity
- Not enough staff time to plan more events
- Staff not clear of their role in the parent relationship

- Narrow focus on open events not partnership activities
- Curriculum too stretched for additional activity

**Opportunities for the school:**

- ❖ Active volunteer committee willing to plan and organize events
- ❖ Pupils active in the school's Pupil Participation Project can be asked for their opinions and suggestions.
- ❖ Head Teacher is willing flex curriculum to free up teacher time
- ❖ Use parents to contribute to curriculum delivery

**Threats for the school:**

- Confidentiality is at risk
- Pupil coercion to do things they do.

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