



Study on Meaning and Nature of Educational Administration

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Abstract:

Administration is a process of systematically arranging and co-ordinating the human and material resources available to any organization for the main purpose of achieving stipulated goals of that organization. When applied to the school system, the process is referred to as Educational Administration or School Administration. Administration is a term used to refer more to Government business. Administration occurs in every organization. The basic aim of administration is the need to get things done for defined objectives to be accomplished. Educational Administration is the process of bringing men and materials together for effective and functional teaching and learning in the school. The focus of educational administration is the enhancement of teaching and learning. We can define educational administration as a process through which the school administrators arrange and co-ordinate the resources available to education, for the purpose of achieving the goals of the educational system.

Keywords: MEANING AND NATURE, EDUCATIONAL, ADMINISTRATION

Introduction:

Educational administration is the management of educational institutions with a view to foster congenial environment of teaching and learning. It is a field of practice. It has some aspects in common with other fields of management such as public administration, hospital administration and business management. Educational administration is not only a field of practice but also a field of study. From the past two/three decade's emphasis on development of theory and research in educational administration has been increasing. Understanding of educational organizations and people working in them has also increased. Yet there is much to be achieved.

Management

It is a specialized activity required for the running of all those social institutions which are composed of a group of human beings. This activity is called management in the field of business and industry. In other fields, it is largely called as administration. Organization is a label which is used to refer to the structured responsibilities and relationships allocated to the various executives and supervisory positions in almost all the fields of employment including government department.

The term 'management' stems from the word 'manage' which in turn is derived from the French word 'manager' meaning 'House Keeping' in general usage, the word 'management' identifies a special group of people whose job is to direct the efforts and activities of other people towards common objectives.

Relationship between Administration and Management

A distinction is drawn in certain fields between these two terms the phase of business enterprise which concerns itself with the overall determination of measure policies and objectives, is generally called administration.

Management is the executive function that concerns itself with the carrying that concerns itself with the carrying out of the administrative policy laid down by administrative policy laid down by administrators. So, in organization where these two functions stand separated, administration refers to the force which forms policies and lay down objectives, while the management is the force that leads guides and directs the organization is the accomplishment of these goals.

Management and Administration as Synonyms

Except the industry, in all other fields, management and administration are synonyms,



both mean the same thing. Both mean getting things done through people, both imply coordination and supervision both use knowledge and beliefs that supply a broad basis for determining solutions to organizational problems.

The view is held by distinguished authors on management of the stature of Henri Fayol, Koontz, and O'Donnell, Louis Allen, Earl P. Strong, George R. Terry, W.H. Newman and Delton E. McFarland among others.

To these authors there is no difference between the terms management and administration. Both involve the same functions, principles and objectives. As well as pointed out by Henri Fayol in his address to the second international Congress of Administrative Science. All understanding requires planning, Organizing, Command, Coordination and Control and in order to function properly, all must observe the same principles.

The basic difference lies in the use of these words in the different fields, in public administration. The use of word Administration is more common in the field of Public Administration while in the business world the use of management is more common. The persons who are concerned with industries or business organizations are called 'Executives' while in Public administration they are known as 'Administrators'.

COMPONENTS OF MANAGEMENT

1. Planning

Planning involves selecting the course of action that company or other enterprise and every school of it will follow.

Planning is deciding in advance what to do, how to do it, when to do it and who is to do it. Planning bridges the gap from where we are and where we want to go. It makes it possible for things to occur which would not otherwise happen. Although the exact future can seldom be predicted and factors beyond control may interfere with the best laid plans, unless there is planning, events are left to chance. Planning is an intellectually demanding process. It requires the conscious determination of course of action, knowledge and considered estimates.

2. Organizing

Organizing is the process by which people and the tasks they perform are related to each other systematically to help achieve the enterprises objectives. Organization includes deciding of the work among groups and individuals and linking the supports. It is often said that good people can make any organization pattern work. It has been asserted that organization is a good thing that enforces team work since people know that they must co-operate. If they know the parts they are to play in any team operation they are to play in any team operation and how their roles relate to one another. This is true in business or government as it is in football or basketball game design and maintain these systems of roles is basically the managerial function of organising.

3. Staffing

Staffing involves as filling and keeping filled the positions provided for by the organizational structure. Selection of proper staff to each specified job within an organisation is of greatest importance. Staffing is a process by which selection, training promotion and recruitment are done. It requires many characteristics of a person such as work experience, accomplishment, personality and many other specified requirements.

4. Leading

It is simple and basic sense, leadership is follower ship. Basically people tend to follow those in whom they see a means of satisfying their own desires. The broad functions of leading have to deal with the entire personal aspects of managing. This is where the behavioural sciences can make their major constitution to manage. It is useful to consider managing the human factor communication, motivation and patterns of leadership.



5. Controlling

This is the process of directing or guiding an activity and also it. It is closely related to the elements of the administrative process such as planning, organising etc. It also contributes to these elements. Control is the application of power and authority to all the workers. Control is required in all spheres of the educative process like aims and objectives, teachers and students, instruction and equipment, finance and public relations etc. special devices are needed for each purpose e.g. for control of finances we need the budget accounts and auditing.

PRINCIPALSHIP

The word "Principal" is not a noun but an adjective and when we talk of a college principal, we are really talking of the principal teacher, the principal clerk, the principal mistry, and what is perhaps very important, the principal whipping boy. this is not an untrue description of the multifarious activities, functions and responsibilities, of the principal of an Indian college. Enough has been said to indicate the complexities of a principal's job and the demanding character of his responsibilities. One indispensable qualification for a principal is the ability to care. He must care deeply for the whole institution and for every part of it. He must care not only for the niceties of academic programs and procedures, the tone and discipline of the institution; he must be inventive in his care for each student as well as for each member of the staff with the load of imaginary grievances. He must also care for the lawns and trees, the hedges, the building and the equipment. The principal of a college is considered to be the centre of all the activities taking place in the college, his role as principal in terms of his relationship with different sections of the community he has to lead or deal with, and the different parts of the system he has to work under and administer. Internally he has to maintain continuing, meaningful and vital relationship with the governing body or management, with the staff, teaching as well as non-teaching and the students. He has probably been a teacher for long years but the moment he becomes a principal he is generally disowned by the teacher fraternity. He has to be fair and accommodating and understanding in his dealings with the various departments; he has to encourage initiative where ever it can be underhanded, draw out the best from his colleagues but he has to carefully avoid everything which may smack of favoritism or discrimination. He must be able to get inside the problems and worries of the non-teaching staff but must show firmness in dealing with the misuse of trade unionism. With students he must be accessible and available.

The principal must still coordinate, supervise and lead, he still must preside at the point where the different circles of authority intersect and supply the necessary conspectus for policy decisions and ultimate judgments. There should be frequent exchange of ideas, information and experiences between the principal, the staff and the students and to provide for adequate participation by the whole community in the planning, decision making and administrative processes.

In short, the principal is expected to possess all the desirable qualities for leadership and managerial ship which include standing for the group, consideration, creativity, convincing in conversation, conflict management, acting as a symbol of the group etc. At the same time, he is also concerned with maintaining the organizational structures, procedures and goals. Thus, he is expected both to lead manage and to carry out other administrative activities. A great amount of credit goes to him/her when he/she is able to perform all these activities adequately and to lead the institution on the path of progress.

The rewards of administration

The principal is in close touch with parents and other adults but works most closely with children. Hagman says, "The principal can find stimulation in watching the growth of little children in the adventures of first days in school and the maturing of older children toward



adolescent understanding and behaviour."

It is because of this that many principals prefer to work at the school level rather than seeking positions which take them away from children. If the principal is an idealist and wants to improve the education of children, there is no greater opportunity than at the grass-roots level of the school. The future of any country depends upon education-education which has its beginnings in the lower grades. And education today must be more than the three R's and other fundamentals. It is our only means of protecting our hard-earned Indian heritage and passing this heritage on to our children.

The principal ship is not for the weak-minded, easy going type of person. There is too much to do. It is a position for the dynamic man or women who have ideas, knowledge, and experience to spare. Leadership of the highest type is demanded. "Educational statesmanship is the term used by some authorities.

The price of administration

The person who wants to make a career of the principalship must be willing to pay the price of being an administrator.

Time

The principal must pay the price of time. No longer can he work a certain number of hours and go home. This is true because administration cannot be scheduled by the clock as subject-matter teaching can. There are many meetings to attend. Often, they are held at night and keep him away from his family. The spending of two or three evenings a week away from his family is not unusual.

The principal's time is seldom his own. He is at the beck and call of teachers, parents, pupils, the district office, community organizations and co-workers. He may be called upon to speak, to judge a community costume parade, or to act as a master of ceremonies at a boy scout program. A teacher may come in to talk about his problems just as the principal is ready to go home for the day and the conference. May last an hour or more. Or a parent with an ax to grind may ask for a conference at 4:30 in the afternoon. The conscientious principal will take the time to listen and try to reach a solution, even though the hour is late.

Energy

The principal must put forth more energy than other members of his staff. Although he may not do the physical work that others do, he has many more duties to perform. It sometimes seems that his work is never finished. The principal is often selected to be a chairman of a committee and therefore is often involved in a great deal of necessary planning and organizing. It takes unlimited energy to meet incessant demands: preparation of speeches, solving of problems, planning for the future, professional reading, and evaluation of his school program, experimental research and just plain worry.

Problems

The principal must serve as a buffer for his faculty. He must absorb the shocks and problems which hit his teachers so that they can do a better job of teaching. It is good for the morale of his teachers if they know that they can go to him for counsel and help. It is good if they feel free to discuss personal, family, or financial problems with him. May a teacher has left relieved when talking over upsetting problems with his principal? This type of catharsis is good if it helps a teacher relieve his tensions and give full attention to teaching.

As soon as a man or woman becomes a principal, that person inherits problems. Otto says, "the character of his position is such that the problems which come to him are almost as broad as the whole field of public education." Although he might not have to deal with all these problems, he must be cognizant of them so that he can act if it becomes necessary.



Teachers have problems, but these for the most part, revolve around the pupils in the classroom. A principal's problems concern not only pupils and the classroom, but also the entire school staff, the curriculum, reports to parents, the community, public relation, custodial and maintenance services, and his responsibility to the superintendent.

The problem of interrelationships

The problem of conflicting personalities among pupils, teachers, office staff, custodial workers and others occur in any school. Leadership and sound unprejudiced judgment must be used in resolving them. Sometimes the principal must take on the attributes of a solo man to such a solution. As we have noted, it is in the area of personnel relationships that most executives succeed or fail.

The problem of communication

Another problem is the inability to communicate effectively-either verbally in written form. Many times statement or directions are misunderstood. The same words mean different things to different people. It sometimes may seem that the principal is in a constant battle of semantics. Poorly written bulletins may require other bulletins to explain them.

The problem of change

Education, as well as business and industry is constantly in the throes of change and must continuously make new adjustments. This is the way progress is made. The principal should not only meet change, but also initiate it. This may bother his staff. Some will feel alarmed or insecure. Others will rebel or show ridicule contempt or even hatred. They may publicly condemn changes. If the principal is weak, has too narrow a viewpoint or little force or dynamism, he can avoid problems by ignoring any change. But then he will not be a true leader.

It takes strength of character and a knowledge of working with people for a principal to accept changes, to institute them gradually, and to take his staff along with him.

A new principal should be careful about making changes too rapidly. The same caution applies to an experienced principal who moves to another school, particularly if the staff has a record of long tenure. Many schools are traditional and stick to their accustomed ways of doing things. A "thinking" principal should challenge teachers to improve but it is wise to move cautiously and let the staff have a voice in making changes. When given the opportunity, they may suggest the very thing that the principal had in mind, but it will be more acceptable if a teacher thinks of it first. A clever principal can drop suggestions or plant seeds of ideas in the minds of his staff during informal discussions. As they think these over, especially if the ideas are good ones, they may let out in faculty meetings.

Problems between theory and practice

Some principals become too theoretical. New principals in particular may follow the book too closely or be too idealistic in their objectives. The theoretical viewpoint is fine, but the principal must never forget the practical application of theory of ground level. For example, it is good to encourage teachers to teach American idealism, the American way of life, or democracy. But it is another thing to work with the first grade teacher as she applies these ideals in the classroom with thirty five pupils. Without practical help and suggestions, she may only become frustrated. Theory and practice should merge in the education of children.

The problem of teacher personalities

Not all teachers teach in the same way, nor do they react to administrative suggestions in the same way. Teachers vary in personality and evidence as much individual difference as do children. If attempts are made to have all teachers do the same thing in the same way, problems which are difficult to solve may general school policy and curriculum standards, each teacher must be helped to use his own individuality and capability to teach or carry out policy. Usually,



each school will have teachers of the traditional type and those with a more modern approach, young teachers and old ones; teachers with advanced degrees and those just out of college; teachers with years of experience and the young neophyte. It is not wise for the principal the force each one into the same mold. If he does so, he may have a staff which opposes him or bickers internally good teaching is achieved through many different ways.

The problem of failure

A principal will experience failure at times in spite of everything he does. It is to be expected. His task is to plan and organize his school in such a way that failure is kept to a minimum. Actually, his failure can be a great lesson if he is willing to learn from the experience.

An emotionally stable principal should keep his sense of humor and sense of equilibrium and view failures in their proper perspective. He should not brood but should appraise the situation. Chart a new course of action and start to work on it. The best principal cannot know everything. Intelligence is shown by willing to profit from mistakes.

The reverse of the disheartened principal is the one who thinks he knows everything and will never have a failure. He may think he is doing well even though a storm is arising. He doesn't notice the telltale signs of thunder on the horizon. Or he may not listen to the advice of his superiors or coworkers but go blithely. On his way, oblivious to the trouble ahead. A pretense that there is no failure is in itself a failure.

The problem of perfectionism

Some principals attempt to be perfectionists. They set up unattainable standards and expect the impossible from their staff. This is only impossible from their staff. This is only asking for failure-either in the principal's own eyes or in the eyes of others. He should set goals which are attainable and do only those things which his knowledge, ability, and experience permit him to achieve.

Any administrator worthy of the name will have problems. Knowing this, the principal works intelligently at their solutions without losing his sense of proportion. With each solution, he will become a stronger principal, one who is more capable of avoiding trouble in the future. Also he will find more rewards, satisfaction and pleasure in his job.

Even though he carries the load far his staff, the principal must beware of absorbing too many problems or he, too will become weighted down with undue worries and pressures. As in boxing, he must learn to "roll with the punch."

Teacher expectations

Too often, the definition of the principal's career overlooks teachers. A wise principal should know what his teachers expect of him. A group of teachers at the University of southern California used the technique of "brainstorming" to answer this question, "What does a teacher have the right to expect of a competent principal?" They concluded that such a principal should:-

- Command respect
- Have a positive and optimistic attitude
- Be honest in his philosophy and dealings
- Stand by his decisions
- Have an understanding attitude when visiting
- Classrooms
- Accept differences in philosophy
- Have a sense of humour
- Have an open mind-be willing to listen to both sides of questions.
- Know of the district educational goals and how the educational goals bit the total program.



- Be accessible to teachers.
- Be fair with teachers-let them know where they stand.
- Have a knowledge of teaching methods.
- Maintain good public relations.
- Be loyal to the staff.
- Have organizational know-how to keep channels of communication open.
- Have respect for teacher ability- give them the freedom to work.
- Have humanness-be one that teacher pupils, and parents like.

This is a large order, and it takes a big man to fill it. The emphasis in these statements is on knowledge or knows how, attitudes, communication and human relationship.

The principal and his future

What is the future of an school principal? Probably the best answer is to be a better principal.

A new principal's first assignment is often in a small school or one that is comparatively easy to administer. he may then move to a larger school as he gains experience. Some school districts base their principals' salaries on the size of the school. In such cases, a move to a large school is considered an advancement.

This is not always true, however, since the size of a school is not necessarily a criterion for difficulty in administration. Small schools which are located (1) in areas which are culturally or economically low, (2) in areas of bilingual population or (3) in areas which have a great deal of family mobility may prove true be more difficult to administer than large schools in better or more stable communities.

For the principal who does plan to advance in administration, many opportunities are available. There are central office directorships such as director of curriculum, director of special services, director of personnel, and so forth. The position of assistant superintendent provides a further challenge in specialized administrative areas. There are assistant superintendencies in business, education, personnel, research, elementary education, or secondary education. Those principals who are qualified may be selected for superintendencies. When we say "qualified," we have in mind strong personal characteristics, several years of building and central office experience, and a doctorate in educational administration.

The position of principal is of such importance, however, that a man does not need to look further in order to feel that he has status in education. School boards are recognizing this by granting individual schools and their principals more local autonomy. Salaries are high enough to permit a man to take care of his family needs adequately.

Superintendents are more and more looking upon the elementary school principal as a co-worker with worthwhile ideas. He is encouraged to develop and share his creative thinking. Instead of using supervisors in specialized areas such as reading, social studies, or physical education, many school districts are asking the principals to head up these curriculum areas. For example, an school principal may be the district Chairman for the mathematic program in all schools and in all grades.

What more could a young man ask for his future than to hold a position of such high esteem? Yet at the same time the position holds a never-ending challenge for the man of creative ideas who wants to mold the future education of our youth.

Yes, the school principal has become a responsible, indispensable, dignified, exacting, and satisfying career. Professional competency he has to face many problems actively.

OPERATIONAL DEFINITION OF THE TERM USED

Principal



Principal is a person who controls the institution and who acts as a liaison officer between the highest and lowest administrative unit.

Administration

Educational Administration is the management of educational institution with a view to foster teaching and learning.

Administrative problems

Administrative problems can be defined as the situations that a principal has to face regarding the planning of policies, organizing, leading, staffing and controlling.

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