

UNIT-2

CONCEPT OF EDUCATIONAL MANAGEMENT

Written by: Dr. Muhammad Bashir
Reviewed by: Dr. Col. Manzoor Arif

CONTENTS

Introduction.....	27
Objectives	27
1.1 Meaning of Basic Elements of Management	28
1.2 Concept of Management in Broader Sense.....	35
i. Objectives of Educational/School Management.....	36
ii. Aspects of Education/School Management & Related Issues ..	37
iii. Principles of School Management	39
iv. Scope and Subject Matter of School Management.....	42
1.3 Activities.....	44
1.4 Exercise.....	45
Bibliography	46

Introduction

This unit deals with the concept of school management. The study of school management has vital importance because we know that organised activities are essential for the survival of any organization. It is therefore, necessary to understand the following main concepts of school management.

1. Concept and meaning of management
2. Basic elements/functions of management
3. Basic components of management process
4. Principles of school management
5. Aspects of school management
 - i. Management of school plant
 - ii. Management of curricular and co-curricular activities
 - iii. Management of human resources
 - iv. Management of financial resources

Objectives

It is hoped that the study of this unit will enable the students to:

1. Differentiate whether management is science or an art;
2. Define the term management;
3. Relate that how many functions are involved in management and how are they inter-related;
4. How many levels and components of management;
5. Appreciate and understand the principles and aspects of school management.

1.1 Meaning of Basic Elements of Management

The term management has two meanings;

1. Management as a group of functional people
2. Management as performance/process/activity

1. Management as a Group of Functional People

The term management refers to the personnel in an organization who have the right and responsibility to make decisions and run the enterprise efficiently within the policies defined in this way. The primary purpose of management is to make possible the accomplishment of above state objectives with the human material resources available to them. Usually the management of a company, organization or institution is described as “Board of Directors,” “Council” or “Board of Governors”.

2. Management as Function/Process/Activity

The term management is also used to refer to the functions or activity of managing resources, tasks and other persons in order to achieve the defined objectives. Thus defined management refers to human activities related to planning, organizing, directing, coordinating, communicating and controlling.

Relationship among Organization, Administration and Management

The term “Organization” “Administration” and “Management” are frequently synonymously rather erroneously used.

Organization refers to the form of the enterprise or institution and the the arrangement of the human and material resources functioning in a manner to achieve the objectives of the enterprise. It represents two or more than two people respectively specializing in functions of each performs, working together towards a common goal as governed by formal rules of behavior.

Administration is concerned with the determination of corporate policy and the overall coordination of production, distribution and finance.

Management refers to execution of policy within the limits which are established by administration and the employment of the organization as required.

Relationship: Sheldon states, “Organization is the formation of an effective machine; management, of an effective executive; administration, of an effective direction. Administration defines the goal; management strives towards it.

Organization is the machine of management in its achievement of the ends determined by administration.”

Basic Elements/Functions of Management Process

The management specialists have attempted to analyze the management process into its elements. However, their view in the classifications of the elements of management differs. Some of the modes are given below:

Fayol role in Defining Management Functions/Elements

Henry Fayol, the French industrialist, was instrumental in defining the functions of management, in a paper originally published in 1916 and later published in English in 1949. His work has had a great deal of influence on modern management theories and it is noteworthy that most authors utilize his concepts of the functions of management with little or no change. They include planning, organization (both men and material), commanding (that is, telling subordinates what to do), coordinating and controlling. Most modern writers include staffing in this listing, although it may easily be considered part of the organizing process. “Commanding” is somewhat more euphemistically termed “directing” in modern parlance, while “coordination” is often deemed part of the process of “controlling”. Basically control is achieved with the following steps:

- a) Establishing standards of performance
- b) Communicating these standards to those involved
- c) Providing them with the concerned machines, tools, equipment, materials and financial resources which are necessary to achieve the production.
- d) Comparing actual performance against planned performance and analyzing variations.
- e) Where variations occur, providing corrections for them.

If all the above steps are carried out successfully, then coordination has achieved.

1. Fayol in 1957 presented the following elements of management

Planning	Organization	Commanding
Coordinating	Controlling	(POCCC)

2. Newman and Summers in 1981 presented the following elements of management:

Planning	Organizing	Staffing	
Leading	Controlling	Measuring	(POSLCM)

3. Koontz and O; Donnel in 1964 arrived at the following elements of management.

Planning	Organizing	Staffing	
Directing	Control		(POSDC)

4. Dale in 1965 suggested the following stages of management:

Planning	Organizing	Staffing	
Directing	Innovation	Representation	(POSDIR)

5. Luther and Gulick in 1961 suggested the most popular model is POSDCORB, representing the following seven management profess:

Planning	Organizing	Staffing	
Directing	Coordinating (CO)	Reporting	Budgeting

According to the point of view of planners and managers in education, the management process can be briefly described as follows:

- | | |
|-------------|----------------|
| 1. Planning | 2. Organizing |
| 3. Staffing | 4. Controlling |

1. Planning:

As Robbins stated, “Planning gives directions, improves continuity of actions and reduces overlapping and wasteful activities. Through the formulation of objectives, policies, procedures, rules and other type of guides for the direction is provided for organizational members.

2. Organizing:

Once the goals and strategies have been formulated, organizing helps make things happen as planned. Organizing is an operational function which involved the coordinated efforts of the entire organization.

3. Staffing:

This is the process of finding the right person for each job. It involves matching individual qualifications and experiences with job specifications. Staffing Functions, compensation (salaries and allowances/leave bonuses), transfers, resignation, retirements, terminations, pensions, etc.

4. Directing:

This is the motivational function. It tries to obtain a high level of production from employees through motivation and guidance.

5. Coordinating:

In modern business, functionalization and division of labour inevitably tend to create a variety of problems in every area of management. It is the task of the top management to unify and coordinate the work and the interests of the individuals who constitute an organization. Of equal concern with results is the process by which results are secured. Merely issuing commands is not sufficient to qualify one as an effective leader; rather it is a matter of having power with people, rather than over them. It is an energizing force in an organization, which governs collaboration and collective progress towards the goals.

6. Innovating:

This is the creative function of management. Changing times, technology, resources and conditions require new approaches. Therefore, finding new and better ways to do the job, handling the staffing, getting additional money, improving performance are only some of the creative (innovative) functions of management.

7. Controlling:

The control function monitors the achievement of goals and compares actual results with those projected in planning as well as the performance of past periods. Controlling is directly related to the plans and performance standards established by other managerial functions. There are several other functions which are sometimes included under management function. These include: Decision making, Communication, Coordination, Human Relations, leadership, Problem solving, etc.

8. Budgeting:

Budgeting is a means of coordinating the combined efforts of an entire organization into a plan of action which is based upon past performances and governed by a rational judgment of factors that will influence the operation of the organization in the future. It is not just a mere control and forecasting. The overall objectives of the budgeting are planning, coordinating and controlling.

9. Decision Making:

This is the most important responsibility of a manager at all levels. Almost all aspects of the management process involve decision making of one type or the other. There are many theories on decision making and there are several classifications about decision making. The process of decision making involves five components: (a) recognizing the problems; (b) defining and analyzing the

problem; (c) evaluating the alternative solutions; (d) choosing the most favorable solution; and (e) implementing the approach chosen. The five art of the process of management decision making demands the decision must be workable and should be the point where they must be made.

10. Human Relation:

This refers to management process concerned with treating the workers and colleagues first as human beings (with different values, aspirations, inter personal relations, etc.)

11. Reporting/Communication:

Communication is at the heart of management process. In order that decision, leadership, motivation, etc. be effective, there must be good communication. The manager must be able to communicate well with subordinates and encourage the feedback from them. The communication process also involves the exchange of signals or messages or information between the sender (or communicator; manager or subordinate) through a medium (e.g. circular, letters, conference, telephone, notice, memos, files, etc.) to the receiver (manager or subordinate). A good communication network must be both vertical and horizontal and to and from all sides. These managers should try to remove them.

12. Leadership:

It should be realized that the management process is engineered by good leadership. Thousands of studies, books, etc. have focused on the leadership theories, functions, models, processes, techniques, etc. Some of these will be examined later. For now we should take the leadership process as interpersonal influence, exercised in situations through the communication process for achieving some group objectives.

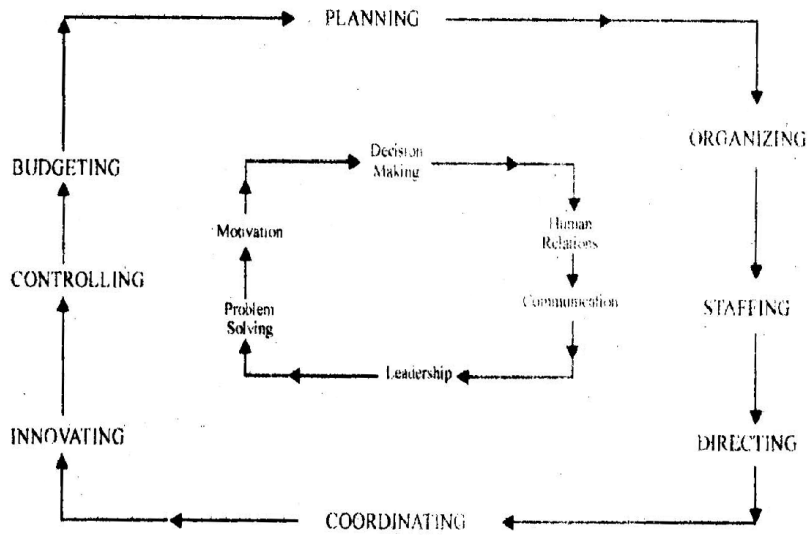
13. Problems Solving:

This relates closely to such modern concepts as “conflicts management” “Organization Development” and in fact decision making. The classic process in problem solving include; identify, analysis, gather facts (data), setup tentative solutions (hypotheses), set of solution and implement the right solution to the problem. A good manager is not afraid of problems because he knows how to solve them.

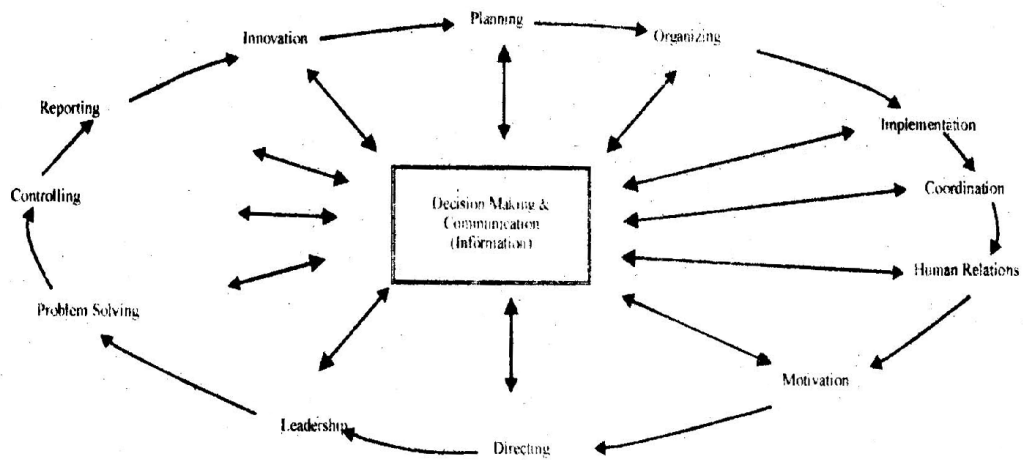
14. Motivation:

The management process demands that people (worker) should be adequately and appropriately motivated where there is lack of motivation,

the entire management process will be ineffective. There are several types of motivations: Such as the use of threat (fear motivation), the use of incentives, e.g. monetary rewards/salaries, bonuses (incentive motivation) and the positive changing of the worker's attitudes (attitude motivation).



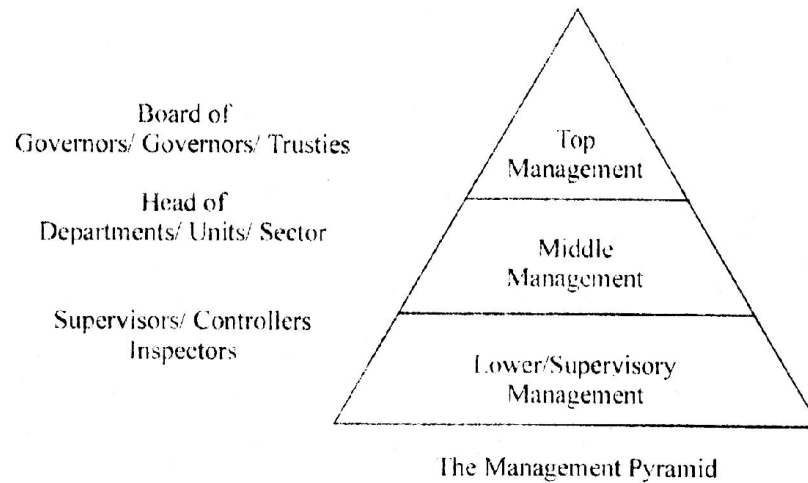
The Major Management Function



Focal Position of Decision Making and Information (Communication) in the Process of Management

Levels of Management

Management may be classified under three main levels: top, Middle and Lower (or supervisory) management.



i. **Top Level of Management:**

At the top management level relatively few technical skills are utilized. The emphasis here is on planning and conceptual activities and there is notably less effort original in relation to working with people to carry out specific activities. The greater concern is for the future rather than the present. For example major areas of activity include long range objectives and policies.

ii. **Middle Level of Management:**

Managers are concerned about ongoing activities as an observer and director of daily operations necessary to produce the goods or services. The middle manager typically is responsible for supervision of wage and salary systems, motivating subordinates, conducting meetings for purpose of training, control or coordination, conducting appraisals and counseling. Personnel-oriented activities are common in this group. In short, the middle managers are responsible for the day-to-day results of the long range objectives.

iii. **Lower/Supervisory Management:**

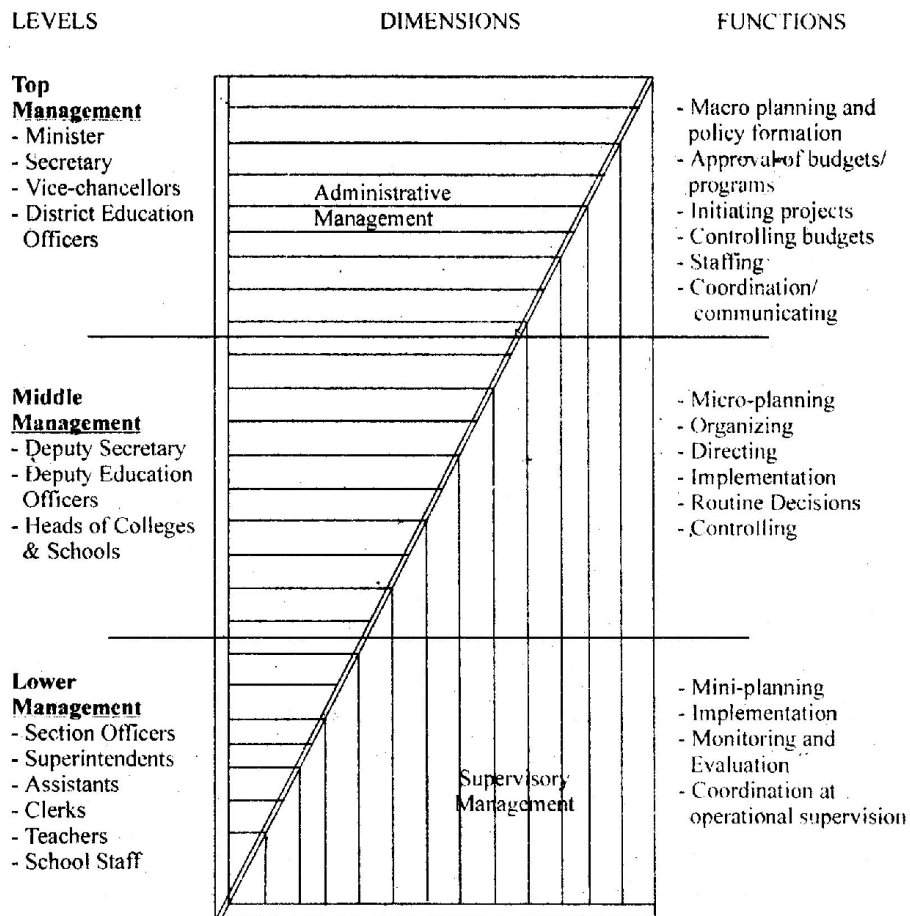
Lower or supervisory managers plan and put into effect day to day activities making certain plans that they should be carried out by the workers.

The above levels of management have effect on the organizational performance or functioning. We are referring to the management between and within the levels as structure. The more rigid or long the structure, the more difficulty will be of decision making, communication, coordination, motivation. On the other hand if

it is less rigid and shorter structure, the faster the decision making process will be. Though there is a chance that supervision and control may get weekend.

1.2 Concept of Management in Broader Sense

The model shown here is simply to present a clear picture of management and to reduce the usual and continuing controversy over the actual meaning of management. We shall assume thus by keeping in view that management in its broadest context covers the entire activities of planner. Administrators and supervisors in education. The figure shows the viewpoint.



A theoretical model of the levels, dimensions and functions of educational/ school management in Pakistan

Source: Adapted from: Nawankow, J.I, *Educational Management*, London: Gerorge Allen and Unwin, Ltd., 1982, Chapter 1, Page 10.

We can see now that we have three main levels of management (top, Middle and Lower); these three levels are involved in either more in administrative dimension of management or in supervisory management or both at different times and in different degrees. The administrative and supervisory work cover the entire process and practice or functions of management including; planning, policy making, budgeting, staffing, coordination, communication, controlling, directing, organizing, implementing, decision-making, monitoring and evaluation (supervision): You have notice that although management is present yet certain functions are done more often at certain levels companies others. For example, there are basic differences between the policy-making by the Top Management (e.g. Minister's level) and the rules and regulations technically refers to policy, but the degree and emphasis may vary with the level at which they are made. Also planning is done at all levels. Planning at top level (Macro-planning) differs from that lower level management (min/Micro-planning). Study the model on figure above very critically and endeavor to see your position in the entire management process that to what extent you can use the model to create a general frame of reference for work rationalization.

i. Objectives of Educational/School Management

Aims and objectives of school management are same which are determined by the Government of Pakistan in education policies. As per National Education Policy 1979 following are the aims of education:

1. To foster in the hearts and minds of the people of Pakistan in general and the students in particular, a deep and abiding loyalty to Islam and Pakistan and living consciousness of their spiritual and ideological identity thereby cause strengthening of unity of the outlook of the people of Pakistan on the basis of justice and fair play.
2. To create awareness in every student that he, as a member of Pakistan nation is also a part of the Universal Muslim Ummah and that it is expected of him to make a fair contribution towards the welfare of fellow Muslims inhabiting the globe on the one hand and to help the spreading the message of Islam throughout the world on the other.
3. To produce citizens who are full conversant with the Pakistani movement, its ideological foundations, history and culture so that they may feel proud of their heritage and can display firm faith in the future of the country as an Islamic state.
4. To develop and inculcate in accordance with the Quran and Sunnah, the character, conduct and motivation expected of a true Muslim.
5. To provide and ensure equal educational opportunities to all citizen of Pakistan and provide minorities with adequate facilities for their cultural and

religious development enabling them to effectively participate in overall national effort.

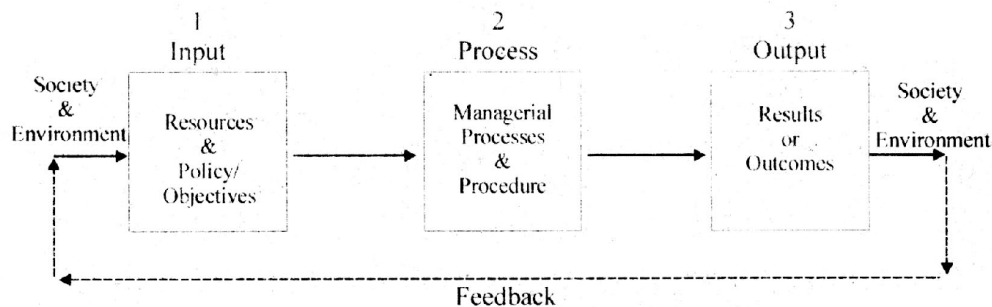
6. To impart quality education and to develop fully according to their capacity, each individuals potentialities, through training and retraining and to develop the creative and innovative faculties of the people with a view to building their capability to effectively manage social, natural and productive forces, consistent with the value system of Islam.
7. To provide a minimum acceptable level of functional literacy and fundamental education to all citizens of the country particularly the young, irrespective of faith, caste and creed in order to enable them to participate productively in the total effort.
8. To create interest and love for learning and discipline among the youth and to ensure that every student is imbued with the realization that education continuous and a lifelong process.
9. To promote and strengthen scientific, vocational and psychological education, training and research in the country and to use this knowledge for socio-economic growth and development thereby ensuring a self-reliant and secure future for the nation.

ii. Aspects of Education/School Management and Related Issues

Followings are the major educational/school management aspects:

1. Society needs and aspirations
2. The policy and objectives
3. The resources
4. The outcomes

The issues in educational management usually concern with five major educational management aspects namely: the policy and objectives, the resources, the management as a system. We can show the critical areas that give birth to issues.



Thus we can categorize the major sources of educational issues as under:

1. **Resource Issues:** Human (students, staff). Material (funds, facilities, equipment etc.) and Constraints (policy, regulation, ideology, etc.)
2. **Process Issues:** Administrative and managerial issues (including power, curricular authority, teaching strategies, nature of programmes and overall production process in education).
3. **Output Issues:** the results of the educational process: number of successful students, retention rate, dropouts, or how for the educational system is meeting the objectives for setting it up.
4. **Societal Issues:** The social, political, cultural, economic, technological issues which effect the management of education.

For example in Pakistan one can guess the following issues:

1. **Input Issues:** (i) the issue of Islamization of education enterprise (its management and procedure); (ii) The issue of the inadequacy/under liability of the resources (e.g. funds, staff, facilities) for managing educational institutions or projects.
2. **Process Issues:** (i) The issue of curricular (their adequacy standards, development); (ii) The administrative setup in the institutions/departments to what extent do they promote or hamper effectiveness or efficiency in the education process? (iii) The methodologies adopted in the teaching (how far so they reflect acceptable qualities? (iv) Educational/examination procedures how adequate or standardize?
3. **Output Issues:** (i) How do we ensure that the output of the system are suitable enough or we over-procedures/under-producing certain categories of output?
4. **Social Issues:** (i) the political context: the matter arising from the political system that tends to affect education system; (ii) Social Issues: The issue of equal opportunity, equal distribution of or access to educational facilities; (iii) the culture: how far are they being protected, promoted, and destroyed by the education.

The three basic procedures for the treatment of the issues in educational management are:

- a) Thoughtful and reflective analysis of the issues: their origin, magnitude, possible consequences and short-term/long-term implications; and the possible management strategies.

- b) Through research and investigation. Such research would reveal the ramification and implication of issues and could suggest possible steps for harnessing and accommodating the issues.
- c) Through discussion/workshops on the issues to highlight the implications (short/long-term implication) on management practice.

iii. Principles of School Management

A principle is a generation that is widely accepted as true system. A goal of serious thinkers in any discipline is to develop principles about the subject with which they are concerned. Herut Fayol one of the main contributors to the evaluation of management through strongly advocated the development of management principles.

Why are Principles Useful?

Principles are useful to manager for several reasons.

First, they help manager to make more accurate decision. To the extent that managers can apply principles in any situation and eliminate guesswork, sounder decision should result.

Second, by principles save time. If one learners principles of management in school, for example less experience is required to become an effective manager. Discussions can be made more rapidly and accurately when principles provide guidelines for action.

Third, principles enable the people to may pass no information from one generation to the next. Great waste occurs when a generation must learn through experience alone what a previous generation had already learned through its experience. To the extent that principle can be developed and applied. Thus waste can be reduced. The issue for debate in this chapter discusses the importance of experience versus that of formal education in moving ahead in management.

Management theories and practitioners are not in complete agreement as to whether management principles have been develop or, indeed, can be developed. This lack of agreement is both understandable and intellectually healthy as it helps to stimulate debate and research.

Why are there exceptions to management principles?

The point of view taken in this text is that some management principles have been discovered and more will be developed as research and contemplation about management continues. However, management principles cannot be formulated

with the same precision as physical science principles. There are exceptions to a principle which the behaviour of people rather than principles involving physics or chemistry.

Planning Principles:

Principle of the Primary Objectives: Planning should begin with a clear-cut statement of the primary goal. Without knowledge of an organization's basic, senior manager will not make full use of the organization's human material and financial resources.

Principles of Adequate Alternative: The greater the number and variety of alternatives presented to solve a problem, the greater the likelihood that the manager will make an acceptable decision. Often the manager do not think deeply enough about problem to discover all logical alternatives to its solution. There may be, for example, many alternatives for decreasing costs or increasing revenue.

Principles of Contingencies: "A plan should have built into it prescribed actions to cover contingencies." In other words, management should be prepared for unexpected yet possible events.

Organizing Principles:

Unity-of-Command Principle: When an individual reports to a single supervisor, personal accountability for performance should be clear. In practice, however, people often report several supervisions. This leads to confusion, divided attention and other problems.

Adequacy-of-Authority Principle: "Sufficient authority to accomplish a task should be given to the person who is accountable for the result." People often are given a goal but are not given enough power or authority to achieve it. A supervisor, for example, may be told to increase production significantly but may not be authorized to have employees work overtime.

Scalar (Chain-of-Command) Principle: "When the line of authority from the most senior executive flows clearly to each succeeding lower-level position, fixation of responsibility and accountability is easily understood". Often, however, this principle is violated and some people in an organization are confused about their reporting relationships.

Staffing Principles:

Principles of Developing a Successor: “Each manager should train subordinate to be ready to take over his or her job temporarily or permanently. While often violated, this principle is basic to effective management. Often there is no back-up person able to fill manager’s position after he or she resigns, is promoted, becomes ill or terminated.

Principle of Manager Evaluation: “managers are best evaluated in terms of the results they achieve”. This principle is the easiest way to apply when results are quantifiable.

Principle of Management Development: Since perfection in management is unattainable, there is always room for a manager to improve.” Thereof an organizational environment that encourages additional training and development should be created.

Directing Principles:

Principles of harmony of Objective: “A manager’s personal goals should be in harmony with the organization’s objectives”. Obviously, a manager who is determined to perform work not in direct support of an organization’s objective violates these principles.

Principle of the Manager’s Example: “People are inclined to follow the example set by a manager.” Implementation of this principle requires a manager to ask, “Am I setting the kind of example I want the other to follow”.

Principle of Motivation: “Money and other financial benefits are always incomplete as a motivational force. Psychological incentives are always required to develop the highest level of motivation”. Personnel want such things as challenging work and compatible workers in addition to financial benefits.

Controlling Principles

Principles of Standards: “A standard should be set for all activities.” What is acceptable should be defined clearly and precisely as possible for all tasks.

Principle of Measurement of Performance: “Standards are useless unless actual performance is measured and compared against the standard.” Measurement may take many forms, but regardless of the method, an activity should be evaluated.

Principle of Corrective Action: “When measurement of performance indicates a standard is not being met, appropriate corrective action should be taken”. Failure to correct what is wrong leads to wastage of human and other resources.

iv. Scope and Subject Matter of School Managements

The economical use of time, man, money and material resources to perform the different functions to schools to achieve determined objectives is called school management. School management can be divided into the following: following subject matter may be included in school management, which is called the scope in area of school management.

- i. Management of School Plant
- ii. Management of Curricular and Co-curricular Activities
- iii. Management and Development of Human Resources (School Staff & Students)
- iv. Management of Financial Resources

Now we can discuss these aspects of school management in some detail.

Management of School Plant:

The school plant is a comprehensive term meaning building playground, furniture, equipment, library, and laboratory and so on. All the physical facilities that are require for achieving the various objectives of school constitute the school plant. The systematic application management principles for optimum utilization of school plant to achieve the objectives of education are called management of school plant.

Management of Curricular and Co-curricular Activities:

Different educators have defined the term of curriculum in different ways; therefore, no single definition is available in educational literature. Kerr has defined curriculum as, all the learning which is planned and guided by the school whether it is carried on in the group or individually, inside the school or outside it.

He further stated that: “The curriculum may be divided into four inter-related components, curriculum objectives, knowledge, learning experiences and curriculum evaluation”.

Keeping in view the curriculum objectives the selection and planning of knowledge, organization of learning experiences through teaching learning process and making value judgment about the achievement of curriculum

objectives in the school is called management of curricular activities has changed and all sound development of the child has been the objective of education.

There are many co-curricular activities such as games, sports, scouting, hiking, debates, essay writing, workshops, symposiums, qiril competitions, role playing, discussion, seminars, etc. which are helpful for the comprehensive development of co-curricular activities.

Management of Human Resources:

Human resources of the school are students, teaching staff and non-teaching staff.

No school is better than its teachers. The proper planning and organization of teaching, learning activities are only possible by seeking cooperation, willingness, involvement, fellow-feeling and devotion by the teachers, students, librarians, assistants, peons, etc. is always beneficial and helpful to achieve the objectives of education. This process of human inter-action is the main purpose of management for the development of human resources within the boundaries of the school.

Management of Financial Resources:

One of the main aspects of school management is utilization and development of financial resources the cooperation of community and government is essential. However, for utilization of funds proper budgeting, accounting and audit system is required. Moreover, to frame transparent policies, plans, rules and regulations, the guidance of government and the help in counseling should be made.

1.3 Activities

Activity 1: What is the major distinction between Educational management and management of Education?

.....
.....
.....

Activity 2: The minister of education on a visit to your office asks you the question: *What do educational managers do?* Make a list what you would give as the main issues in your answer.

.....
.....
.....

Activity 3: Give a list of posts in the Pakistan Educational system (or list of officers excluding those mentioned in educational management figure) for the following levels of management in education.

a) Top Management Officers:

.....
.....
.....

b) Middle Management Officers:

.....
.....
.....

c) Lower Management Officers:

.....
.....
.....

1.4 Exercise

Q.1 Give working definition in one sentences for each of the following terms concepts:

i) Management: (as people).....

.....

ii) Management: (as activities).....

.....

iii) Middle Management:

.....

iv) Board of Directors:

.....

Q.2 i) the management functions are establishing organizational goals and determining the manner of implementation constitutes one of the following: (please tick the one item only)

ii) In four sentences give reasons for your answers.

.....

.....

.....

.....

Q.3 Is it logically or functionally proper to refer to a person in an organization or establishment as Managing Director? Give concrete reasons for your answer. (Not more than five reasons)

i)

ii)

iii)

iv)

v)

Q.4 In about three sentences distinguish between Directing and Controlling?

Directing:

.....

.....

.....

Controlling:

.....

.....

.....

Q.5 Differentiate between Planning as Function and as a Process by drawing from the concepts of macro and Micro Planning?

Q.6 The manager is essentially a leader; do you agree with this statement? How does your answer related to manager's other vital functions of Planning and Decision making in the management Process?

Bibliography

1. Nwankwo J.I *Educational Management*, Gerog Allen ad Unwin, Ltd. London, 1982.
2. Lerner, Joel J. *Introduction to Business Organization and Management*, McGraw Hill Co. New York, 1982
3. Lewis R Bentoss, *Supervision and Management*, McGraw Hill, 1972.
4. Nwankwo J.I., *Educational Administration*, Vikas Publishing House Pvt. New Delhi, 1981.
5. *Plan Implementation and Management Code 503*, Block 2, Allama Iqbal Open University (AIOU), Islamabad.
6. Ralph B. Kumbrough and Michal Y. Nunnesy, *Education Administration*, Macmillan Publishing Company, USA, 1983.