

BASICS OF ADMINISTRATION AND EDUCATIONAL MANAGEMENT MEANING OF EDUCATIONAL MANAGEMENT:

Educational management, as the name implies, operates in the educational organizations. There is no defining definition of educational management because its development has drawn heavily on several disciplines like economics, political science and sociology. Most of the definitions of educational management which have been offered by write are partial because they reflect the particular sense of their authors.

Definitions of Educational Management:

"Educational management is the theory and practice of the organization and administration of existing educational establishments and systems."

"Management implies an orderly way of thinking. It describes in operator terms what is to be done, how it is to be done and how we know when have done. Management is not a mystique. It is a method of operation. Go management should result in an orderly integration of education and society "School management, as a body of educational doctrines, comprises a number of principles and precepts relating primarily to the technique of classroom procedure and derives largely from the practice of successful teachers. The writers in the field have interpreted these principles and precepts in various ways, usually with reference to longer and more fundamental principles of psychology, sociology and ethics."

Educational management is both a field of academic study and a collective group of professionals that includes principals, teachers and other education professionals. Learn about education, job outlook and salary information below. Schools offering College Administration & Leadership degrees can also be found in these popular choices.

Paul Monroe :

Thus educational management is a comprehensive effort dealing with the educational practices. It is the dynamic side of education. It deals with educational institutions - right from the schools and colleges to the secretariat. It is concerned with both human and material resources. The human elements include:

(i) Children, (ii) parents, (iii) teachers and (iv) other employees in general - university of Board of Education at local, state and National levels of Governments. On the material side there are (a) finance, (b) buildings and grounds, (c) equipments and instructional supplies. Besides, there are ideas, laws and regulations and so on, having a bearing on the educational process. The blending of these 'parts' into a 'whole' is educational management.

Need of Educational Management:

In a democratic country like ours, educational management is a necessity.

The purpose of educational management is to bring pupils and teachers under such conditions as will more successfully promote the end of education. Superior educational management, in fact, is basic to the satisfactory functioning of democracy.

Sir Graham Balfour writes very aptly, "the purpose of educational management is to enable the right pupils to receive the right education from the right teachers, at a cost within the means of the state, which will enable pupils to profit by their learning."

Some suitable, stable elements which are properly motivated and organized in the machinery become necessary to withstand and survive the changes and upheavals caused because of changes of governments. Error of judgement can be retrieved in a farm or factory but these can be fatal when concerned with the moulding of ideas and values of society. An efficient and sound system of educational management is, in fact, the basis of a good democracy.

As education is a major area of governmental and public management involving millions of schools, teachers and pupils, it is imperative that it should have an excellent infrastructure in line with socio-political aspirations of a people.

Will it, therefore, not be expedient to draw on the gains of management science, with some adjustment here and there, towards the vast potential of this stupendous human activity? The answer to this and similar questions may be found in the succeeding pages where an attempt has been earnestly made by the compilers and editors of this book to synthesize management with teaching- learning.

Management, however, is a single activity, a unity, one continuous process that runs through its elements. The classification of functions is merely to facilitate identification of areas and steps which are mutually inclusive, as well as to promote better organization of resources.

As there is ample identity between the functions, aim and objectives of management and those of an educational process, the application of the law of the former to the body of the latter, for mutual Benefit of both, may be justified. The management movement must encompass teaching-learning process, as a scientifically designed classroom situation will certainly add to the performance of an educational activity.

Educational Management Defined

Educational management, also sometimes known as educational administration, is commonly associated with elementary and secondary schools as well as institutes of higher learning like colleges and universities. Educational management professionals can also be found working in governmental agencies, private companies, and not-for-profit organizations. Those working in educational management might act as policy-makers, researchers, or consultants to help evaluate and develop ways to enrich and enhance the educational system at all levels. Most educational management professionals have earned at least a master's degree and many are licensed teachers or principals.

Required Education

Those interested in an educational management career will likely need to complete a master's or doctoral degree program. Some of these programs are intended specifically for public education teachers and administrators; however, completing a teacher education program is not a requirement for enrollment in some educational management programs. You can also find educational management programs that focus on preparation for careers in higher education. Master's degree programs might require completion of a thesis project and internship. Doctoral programs generally require a dissertation based on original research.

Common Coursework

The core coursework in educational management degree programs varies slightly from program to program. Listed below are some common courses that you can expect to encounter in a graduate-level educational management program:

Education economics
Education legislation
Public policy and education

Management of educational organizations
Evaluation of educational systems
Licensure

Education managers who work in school administration, usually as principals, are required to be licensed in most states, if they work at public schools. Requirements vary, but they often include a master's degree and additional training. Sometimes continuing education is needed to maintain licensure. Private schools do not require licensure.

Job Skills

Leadership skills are a must in this field. Professionals working in education management must also have good decision-making and problem-solving skills. They should also be good communicators and be comfortable working with teachers, parents, and children, as well as other community members.

According to the U.S. Bureau of Labor Statistics, an estimated 445,400 educational administrators worked in academic institutions across the country in 2008. Common job positions for educational administrators include principal, vice (assistant) principal, dean, academic dean, preschool (day care) director and college (or university) president. Educational administrator positions require training in behavioral science, business administration, community relations, counseling, conflict resolution, curriculum development, finance, leadership and research. Such administrative posts may require a master's degree in education administration, educational leadership, college student affairs or a related field, and state boards of education may require specific licensing for administrators. Many top educational administrators earn their positions through promotion from lower-level assistant jobs.

Administrative Theory

Administrative theory as it pertains to educational administration has changed since the field began in the 1950s. The foundation of administrative operational and organizational theory comes from the classical theory of scientific management, which focuses on work and workers, and administrative management, which analyzes the organization as a whole. From there, theory has focused on human relations (management through the creation of work teams) and behavioral science (a combination of classic theory and the human relations approach that accounts for management of individuals and the organization).

Organizational Structure

Learning facilities require an organizational structure that delegate educational and administrative tasks. An educational administration plan assigns job specializations, creates departments, develops a chain of command, designates authority and defines the management system. The management style can be bureaucratic, which has a policy-making group such as a board of education, or participatory, which uses feedback from teachers and other educators within the system to develop standards and structure. School-based management, a relatively new style, focuses less on bureaucratic policy development and more on giving educators individual, professional responsibility, which can be used for anything from curriculum development to disciplinary methods.

Administrative Processes

Education administrators motivate staff, provide leadership, make decisions and direct policy changes. They plan program financing and educational staff development. Educational administration also involves the local, state and federal legal requirements of the particular institutions. Public schools may be required to offer referendums about spending and policy to the community. Educators also must ensure students follow or are protected by applicable laws, including those regarding attendance, freedom of expression, academic performance and discrimination.

Educational Programming

Curriculum development generally involves input from state and federal departments of education, along with educators in the field. Teachers and administrators work to try to assure curriculum content engages and enriches the lives of students. It must be varied, with both conceptual and practical subjects. Besides academic programs, educational facilities monitor learning progress, provide career or behavioral counseling and offer extracurricular activities. Educational programming should include measurable learning goals and afford teaching staff the ability to improve their skills and knowledge.