



REVIEWING ABOUT THE MANAGEMENT AND ADMINISTRATION IN EDUCATION

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ABSTRACT

This chapter introduces you to Educational Administration and Management as one of the most important fields in educational theory and practice. After defining some key concepts, we begin our discussion by highlighting the historical development and theoretical grounding of Educational Administration and Management as a field of study and practice. This we do by shedding light upon the contributions of some classical works in administrative thinking and scientific management to the development of Educational Administration and Management as a field of study. Thereafter, we illuminate the importance of Educational Administration and Management in the classroom and school contexts. Further, we discuss the influence of Educational Administration and Management on the relationship between education and the processes of national development in any given nation. Finally, we discuss the latest thinking and challenges in the field of Educational Administration and Management (EAM).

Keywords: - Management, Administration, Education, Human, Field.

I. INTRODUCTION

The process of training people for social life is called education. It is inevitable that education will think about its system in light of societal developments as they take place. All civilizations, whether basic or complex, tightly or loosely linked, undergo change. It entails modifications to both the outward manifestations of culture as well as societal norms, values, and practices. Change may occur for a variety of reasons, including research and development, the emergence of political or religious movements, trade or conflict, and the effects of globalization on societal change.

The phrase "globalization" has recently gained a lot of emotional weight as a process that will help the future of the global economy. Educational institutions must keep up with the changes as globalization creates a high-speed competitive environment via technology and communication in order to provide students with the essential abilities.



II. MEANING OF ADMINISTRATION

The capacity to mobilize both human and material resources for the accomplishment of organizational objectives is known as administration. According to Ogunsaju (1998), administration entails a wide range of duties. According to Nwankwo (1987), administration is the methodical and meticulous organization and utilization of people and material resources, circumstances, and opportunities for the accomplishment of certain goals. The primary function of administration in any organization, according to Campbell, Bridges, and Nystrand (1984), is to coordinate individuals' activities in order to fulfill the organization's objectives. According to Peretomode (1991), administration includes carrying out executive responsibilities, following through on choices or policies in order to achieve a goal, and managing the day-to-day operations of an organization. Beach (1975) supports the claim by stating that administration is a subset of management that is concerned with the implementation and execution of the procedures by which programs, plans, and targets are established, communicated, and the progression of activities are regulated and assessed in relation to them. The process of managing people and material resources in order to accomplish organizational objectives is referred to as administration.

III. CONCEPT OF MANAGEMENT

Depending on the context, the word "management" may signify many distinct things. Following are some of the key management concepts:

Management as a Resource for the Economy: Management is an essential component of production, much like land, labor, money, and entrepreneurship. Growth cannot be guaranteed by labor, capital, or material inputs alone. To produce outcomes, they need management as a catalyst. Management therefore has a prominent position among the productive forces.

Administration as a Group: Management, as a team or group of people, comprises of all the people who lead and direct the work of others to accomplish certain goals. Although they hold positions of varying degrees of responsibility, managers carry out the same fundamental duties. Managers at the top levels have more power than middle-level managers, who in turn have more power than lower managers. In every organization, a chain of command—a structure of authority—is established in this manner. The management group is made up of various types of managers, such as professional managers (formally trained in management and separated from ownership), family managers (owner managers with little formal training), and civil servant



managers (IAS officers holding managerial positions in public sector organizations). Due to the immense power and prestige at their disposal, top managers have evolved into an elite class or a dominant group in contemporary society.

Management as a Field of Study or Academic Discipline: Management indicates a body of information that has been gathered through time and can be taught. It implies that management has evolved into a notion and a guiding principle for addressing managerial issues. As shown by the intense competition for admission to institutions and universities offering management-related education and training, management has grown to be a highly popular field of study.

IV. DEFINITIONS OF MANAGEMENT

A often used definition of management is "Management is the art of getting things done through other." This definition has gained popularity since it is succinct and to the point. It emphasizes that management is really an art and that a manager oversees others' work rather than carrying out the job themselves. The accomplishment of goals is also highlighted by this term. But there are significant flaws in this definition. First off, since the scientific components of management are not included, it is oversimplified and not adequately broad-based. Second, it makes no mention of the management tasks necessary to delegate work to others. Thirdly, it says nothing about the participatory and behavioral components of management. Fourthly, it conveys the idea that a boss gets results by using his staff members as nothing more than tools. Fifthly, it overemphasizes business goals and ignores management's social responsibilities. A manager is not intended to force individuals to perform by force, threat, or persuasion. Last but not least, this definition omits the fact that management requires a formal organizational framework.

V. ELEMENTS OF MANAGEMENT

Management is the practice of directing an organization toward predetermined goals. These are the components of management, and they are: performance evaluation, tying incentives to performance, human resource development, planning, organizing, regulating, decision-making, inspiring, leading, and motivating.

The most fundamental and involved step in management is planning. It entails making decisions in advance on the outcomes to be obtained, the steps to be taken to reach those outcomes, and the people, places, times, and methods who should carry out those steps. It is essential for the efficient allocation of resources and for foreseeing future possibilities and challenges.



Organizing: Organizing is the process of putting people and activities at an organization's disposal into groups. To get the greatest outcomes by adhering to the most suitable order of events, individuals and activities must be strategically arranged.

Controlling: Controlling refers to monitoring the plans' development and resolving any deviations that may arise throughout its execution. Quality, appropriateness of methods, and behaviors are all ensured through controls.

Making decisions entails rationally transforming goals into action plans based on the idea that actions and results are related. Every planned goal must have a suitable action plan, dedicating time and money to the same. Making decisions is kind of the core of all management.

Motivating: When individuals are brought together in a group, there has to be an ongoing process of instilling in them the necessary desire to do activities that will be advantageous to the group. This is what is referred to as the motivating process. Both monetary and non-monetary incentives are employed as motivational tactics. The ability to motivate others is crucial to management success.

Leadership: Leadership is always necessary for a group of individuals to work together efficiently and generate noteworthy outcomes. Making regular people perform remarkable things that they couldn't do on their own is the process of leadership. Building an ideal, motivating others, combining different interests, boosting morale and self-confidence are all aspects of leadership.

Making people aware of what is expected of them and checking to see whether they are following through are the goals of communication. This necessitates clarity on the goals, the methods, the ability and willingness of the parties involved, the individuals' thought and behavior patterns, etc.

Performance evaluation: Effective methods of performance evaluation are essential to ensure the performance of people, groups, and organizations. An employee's contribution is evaluated as part of the performance assessment process in order to determine his rewards and developmental requirements. This can be accomplished by establishing acceptable performance standards in both quantitative and qualitative terms, adopting efficient assessment techniques, utilizing performance appraisal data for a variety of managerial goals, and providing feedback to employees to encourage them to change their behavior within the organization.

Linking Rewards to Performance: In order to encourage workers to perform better, rewards offered to employees should be tied to their performance.



If there is no such connection, as there often is at educational institutions, standards will drop and performance won't be at the highest level possible.

Human resource development is the process of assisting workers in continuously increasing their competence for the good of themselves, their organization, and society. Steps for human resource development should always be taken in conjunction with supervision and performance reviews. Developmental supervision is only possible when supervision is integrated with human resource development. Some human resource development tactics include career planning, career counselling, performance standards establishing, performance reviews, performance feedback, training programs, etc.

VI. ADMINISTRATION VS. MANAGEMENT

There is almost any distinction between management and administration. Administration, on the other hand, is concerned with guiding and regulating life in a social system. Management, on the other hand, is the act of working with and through groups or people to achieve organizational objectives. Establishing a policy to direct decision-making, rules, and regulations is what administration is all about. Laws and rules are put into effect by management.

Establishing the fundamental goals and overarching policies of an organization is the responsibility of administration, which is a determinative (thinking) activity. The administration of human effort toward the achievement of such goals, on the other hand, is an executive (doing) function. Eminent American management gurus share this opinion.

It's possible that Oliver Sheldon was the first to distinguish between management and administration. He asserts that "administration is the role in business that deals with setting company policy, coordinating finance, manufacturing, and distribution, settling organizational structure, and exercising ultimate control over the CEO. On the other hand, management is the task in business that deals with using the company to achieve certain goals that have been placed before it and carrying out policy within the parameters established by administration.

Administration sets the objective, while management works to achieve it. Similar opinions are held by other American scholars like Florence Lansberg, Theo Haimann, G.E. Milward, D.E. McFarland, W.R. Spriegel, Orway Tead, and Schulze. They contend that management is focused with overseeing daily operations and the implementation of policies, while administration includes the creation of policies. Therefore, according to this viewpoint, administration is preferable than management.

VII. CONCLUSION



Educational Administration and Management is an applied field of study in which various theories of management are applied to education in order to ensure efficient and effective utilisation of resources so as to achieve predetermined educational goals. The paper has also shown that there are different classical and contemporary management theories which educators, educational administrators and other stakeholders or actors concerned with education provision must be well acquainted with to adequately manage educational systems and organisations. Further, the authors have also clearly outlined the relevance of Educational Administration and Management in the school, classroom and the national development agenda. Lastly, the chapter has clearly spelt out the latest thinking and limitations of Educational Administration as a field of study. This chapter therefore, though non exhaustive, has shed light on the origins, developments and weaknesses of the field of Educational Administration to those in the field, and potential scholars and practitioners to rethink the future roles and direction of Educational Administration and Management in education and development.

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