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# Education Management Impact on Learner & Society

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**Abstract--**The process of reviewing the functioning of school governing bodies is a necessary and crucial one. It is believed that this review will contribute towards strengthening our democracy as well as towards transformation in the education system as a whole.

This paper appraises Educational management functioning by looking at three areas: development of School policies, raising funds and managing school finances, and appointment of Educators. The paper argues that school governance functions should be followed by proper management. Management is the Art/Science of: - Getting work done, with the help of other people, within the given budget, within the given deadlines. Management as an academic discipline refers to, substantive body of knowledge of concepts, theories, laws and applications in practice.

Educational management should assure that sound policies, goals and objectives are formulated in a given school and those methods are determined for the achievement of these objectives. The paper recommends that management in educational institutes should procure the resources necessary for the achievement of the objectives, organize and co-ordinate the activities of the school with the prime function of achieving the objectives of the school with maximum efficiency and effectiveness, influence and stimulate the human resources available, must integrate the school and its activities into the set-up of society and last but not least evaluate the schools activities in accordance with the plans made.

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."

Underlying all the efforts of the Educational Management function is a vision of quality education. Our attempts in the Foundation are to enhance the quality of education through various interventions that are not programmatic but operational-strengthening in nature.

Our focus is on people development; our attempt is to change their perspectives, attitudes and values which help them set their own goals for improving the system.

Developments in education have brought forth focus on new concerns, emergence of comprehensive infrastructure, up gradation in the quality of instructional programs, etc. Right from policies to the evaluation everything started changing with many flaws, challenges and gifts. We will study in this paper many defects creeping into educational management we should be aware of, recommendations, need, strategies and challenges in front of educational management.

## I. INTRODUCTION

Education can reach out to society only when the academicians are willing to look beyond the walls of their closed academics, and to relate their thinking to the aspirations of the ordinary man and woman. In other words, in the struggle for development and change that has ahead for the complete transformation of our society, our educated elite have to make a conscious choice and align themselves on the common side of the common people in their revolutionary struggle for emancipation of the masses.

The perception that schools as well as the higher institutions of learning only provide the "beginning education"- a right perspective, which recalls to mind the old saying that education is what remains, when one forgets what all one learns at schools. The beginning education provides the foundations knowledge- a mix of manual and cognitive skills, of attitudes and values- which can help the learner to begin a life- long exploration of the self, of the community and of the world at large. Education is a process of empowerment -power to explore - and of liberation- freedom from dogma, superstition and prejudice. From this perspective education can also emerge as an instrument of social change, of promoting the right values that should guide citizens in a modern, secular democracy.

The entire gamut of education at the institutional level is a huge area of study. The business of educational management needs to be scientific in its approach and also keeps in mind the cost benefits of the entire process of educational activity. It is thus mandatory for every member of the educational institute to understand, apply and modify the management concepts, processes and products.



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The qualities of educational outcomes are directly the consequences of management of institution. The leaders and the human resources cannot be undermined as merely recruits or staffs to transact the curriculum which culminates in examination. The administrators and the teachers are invaluable resources whose contribution make the future of a nation and are the light of mankind. The vision of leadership, the democratic environment of the institution, leadership skills, educational administrations are all subjects of study and research in educational management.

### II. DISTINGUISHING EDUCATIONAL LEADERSHIP AND MANAGEMENT

The concept of management overlaps with two similar terms, leadership and administration. "Management" is widely used in Britain, Europe, and Africa, for example, while "administration" is preferred in the United States, Canada, and Australia. "Leadership" is of great contemporary interest in most countries in the developed World. Dimmock (1999) differentiates these concepts whilst also acknowledging that there are competing definitions:

School leaders [experience] tensions between competing elements of leadership, management and administration. Irrespective of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership), routine maintenance of present operations (management) and lower order duties (administration). (p. 442)

Administration is not associated with "lower order duties" in the U.S. but may be seen as the overarching term, which embraces both leadership and management. Cuban (1988) provides one of the clearest distinctions between leadership and management.

By leadership, I mean influencing others actions in achieving desirable ends . . . . Managing is maintaining efficiently and effectively current organizational arrangements . . . . I prize **both** managing and leading and attach no special value to either since different settings and times call for varied responses. (p. xx)

Leadership and management need to be given equal prominence if schools are to operate effectively and achieve their objectives. "Leading and managing are distinct, but both are important . . . . The challenge of modern organizations requires the objective perspective of the manager as well as the flashes of vision and commitment wise leadership provides" (Bolman & Deal, 1997, p. xiii-xiv).

### III. EDUCATIONAL MANAGEMENT

Educational management is a field of study and practice concerned with the operation of educational organizations. It has to be centrally concerned with the purpose of education. These purposes or goals show the right direction to underpin the management of educational institutions. It operates in educational organizations only.

Educational management is a comprehensive effort made for achieving the specific educational objectives. Educational management is defined as, that type of management which helps in the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to Educational management is necessary to withstand and survive the changes caused due to change of Government. Educational management is defined as, that type of management which helps in 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. It deals with Educational practices; Institutions- school, college, secretariat; Human resources- parent, teacher, community, students; Material resources- school building, college building, playground, equipment; ideas; laws; regulation; community etc.

Educational management is a LENS of viewing various ideals and ideas we hope to bring into being. It is a process of developing values, attitudes, information and skill to achieve desired relations between resources and objectives. Educational management is a process of relating resources to objectives in organizations that explicitly exist to provide education.

In the context of Educational management of an institution, Mann and Lawrence (1983) identified the input variables as:

- Administrators' characteristics and behaviours;
- Teachers' characteristics and behaviours;
- School learning climate;
- Instructional emphasis; and
- Pupils progress measurement.

Weber (1971), Brookur (1979), Edmound (1979), Purkey and Smith (1982) have identified the following characteristics of an efficient educational institution:

- Strong administrative leadership on the part of the principal;
- Well defined school goals and emphasis;
- High expectations from students;



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- Safe and orderly environment conducive to learning;
- Staff training on school-wide basis; and
- A system for monitoring students' progress

The concept of Educational management has close links with all aspects of education from governance, relevant theory that explains relevant research and provides an overview of educational management from national and international perspectives.

#### **IV. DEVELOPMENT OF EDUCATION SYSTEM**

The goals of Indian Education have their inception in the fundamental principles of polity enshrined in the constitution of India. Education in India has its manifestation into the pursuits and attainments pronounced in different scriptures for full development of human personality. After Independence, a new direction has been given to the programs of education. The principles of equalization of educational opportunity, secularism, socialism, and democratic participation and the directive principles in the constitution of India have continuously been influencing policy shaping in education. For example, article 46 of the constitution of India. The Government of India created funds and facilities for expansion of education after 1950's. There was almost a boom in so far as the quantitative expansion of education was concerned. Till 1976, education was a state subject. With the 42<sup>nd</sup> amendment in the constitution on 18<sup>th</sup> Dec 1976, it was decided to put education in the concurrent list which implies that both the Central government and State government can take appropriate action in matters concerning education. The National Policy on Education, 1986, recommended readjustments in the curriculum. One of the concerns is that the school curriculum should be so geared as to cultivate the outlook on life in the students in matters of core elements of curriculum. Some of the features of that policy were – the adoption of the competency based approach; accepting Minimum Levels of Learning as the indicators of pupil achievement; adoption of continuous and comprehensive evaluation procedures to facilitate achievement of minimum levels of learning by the individual learners; the streaming of senior secondary stage into vocational and academic with a focus on Guidance and Counseling for helping career choice. The NPE- 1986 also visualized that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it (Para 5.14).

The philosophy of education in contemporary India is, a synthesis of various schools of thoughts, modern innovations, continuance of old practices, social expectations, and utilitarian concepts leading to employability. In such a continuity of the tradition, the latest injunction is the recommendations of the National Policy on Education (NPE), 1986 AND the POA (1992). During past years, education has been under a stress for transformation by various committees and commissions, political groups, and the government. In the context of the proposed educational change, the role expectations from the Heads of schools gain focus. In the words of the Policy itself: Education needs to be managed in an atmosphere of utmost Intellectual rigour, seriousness of purpose, and at the same time of freedom essential for innovation and creativity (Para 7.1)

The School and university education is found to be in too much control of the regulatory bodies and the examination and certification becomes dominant in the management of education. The management of education has to be more systematized and regulated by management principles. The various aspects of education management indicate curriculum planning and development, curriculum management, and curriculum ideology. In order to put into practice the dimensions of education as curriculum transaction the management of the entire process of education becomes inevitable.

#### **V. EDUCATIONAL MANAGEMENT IN ITS CORE**

Developments in education have brought forth focus on new concerns, emergence of comprehensive infrastructure, up gradation in the quality of instructional programs, etc. As to the managerial role of principals, when it comes to infusing the old and new ones on the job, it becomes an uphill task. The understanding of educational management arises out of the fundamental concepts of general management theory except that this knowledge is applied to education, its entire gamut and its management. In developing society in modern days the need of management is essential. Right from top to bottom, on every step management is required. Operations of the rules depend on the managerial skills of tail-end functionaries. For all to succeed, every school should have the necessary data, resources to be collected, organized and recorded by these teachers. All such competencies are grasped under this subject of educational management. At the smaller scale Educational management is concerned with the internal operations of educational institutions.



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Management of educational institutions is all pervasive in the sphere of education- as a Science, as process and as a body of people, which manages education. The knowledge of management helps to understand education in creating knowledge, execution and assessment of education. Educational management in its core includes the following aspects:

- The context of Educational management
- Leadership and Strategic management
- Human resource management
- Managing learning and teaching
- Managing finance and resources
- Managing external relations
- Managing quality in education

### **VI. ROLE OF EDUCATIONAL MANAGEMENT**

The process of deciding on the aims of the organization is at the heart of educational management. In some settings, aims are decided by the principal, often working in association with senior colleagues and perhaps a small group of lay stakeholders. In many schools, however, goal setting is a corporate activity undertaken by formal bodies or informal groups.

School aims are strongly influenced by pressures from the external environment. Many countries have a national curriculum and these often leave little scope for schools to decide their own educational aims. Institutions may be left with the residual task of interpreting external imperatives rather than determining aims on the basis of their own assessment of student need. The key issue here is the extent to which school managers are able to modify government policy and develop alternative approaches based on school-level values and vision. Do they have to follow the script, or can they improve?

Educational management starts right from the establishments of educational institutions and university or other educational organizations seeking affiliation from the State school board. It is for this purpose that all steps of management are required when in planning, getting the membership and executing the educational program to reach the goal of holistic development. The educational institutions for its affiliation arrange the education so as to satisfy the rules and regulations as lay down by the educational institution boards. It requires planning for curriculum transaction, evaluation and recruitment in educational institutions.

The educational institution has to make arrangements of location, getting the land, plan for the space required, construct the infrastructure and generate or get required finance to setup the educational institutions. Finance is very important aspect of educational institution management because on one hand the plans for the educational institution are laid down and on other hand one needs the money to realize those plans .The planning for the spending of money, budgeting of expenses and getting the optimum out of the finance available is the aspect of management. The educational institution management plays important role because the element of management are required for onetime expenses and recurring expenses like salaries, purchase of exhaustible material like chalks, cleaning materials etc. the budgeting helps to purchase optimum quality of things than going in for substandard quality of things .

Planning is required to generate funds by educational institutions; in some educational institutions the management bears the expenses as per their philosophy, because the educational institutions are never the business for that management.

The planning for the staff, their development and allocation of responsibility is an aspect of educational institutions, management focusing on the right person on right place, to avoid the problem of square pegs in round hole. Adequate staff will create less stress otherwise it leads to burn out of teachers and drawing the best of the teacher requires a good leadership on behalf of the principal.

Educational institution management is used on the management of people, institutions and for the outcomes namely the education of the child. It systematically uses the principles, theories and laws of management subject to the teachers, students and to the execution of educational institutions programme.

Right from the planning to the last stage- output of educational institutions the programme is evaluated in terms of quantity as well as quality. The management too evaluates the educational institute programme and the principal is accountable for the performance of students for every academic year. The budgeting, staffing and co-ordination are important aspects that contribute to the good results of educational institutions. The leadership of the principal cannot be undermined because the principal is like the navigator of the ship namely the educational institutions.





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The educational management as a science and as a discipline helps the teacher to plan for teaching as well as use philosophy and psychology in using various techniques in teaching. The planning for teaching in terms of getting resources, executing the plan, monitoring the development and giving remedial programmes for the needy, are nothing but educational management.

Thus we find educational management is all pervasive and educational management is also iterative, hence it is scientific and all knowledge of system approach can be applied to it. The scope of educational management lies within the educational institutions, beyond the educational institutions as well as the nation.

### VII. LIMITATIONS OF EDUCATIONAL MANAGEMENT

People of every era think that theirs is uniquely special with the greatest problems and challenges. Amid all the efforts and cries for education management sounds a strong voice for a radical change in the way we have organized the education of our children. That voice is of educational consumerism.

The interference of management in education has led the education system commercialized. It has taken the form of business. The more you pay, hopefully will get good results and placement.

The educational management has also led to the degradation of students as well. For showing their good results and for having a lot of admissions, the management involves teachers also to do many immoral acts like partiality, copying and changing the marks etc. These kinds of acts are giving rise to delinquents in coming generation, that no need to work hard when everything can be done on with money and jack. Due to this they fail to make use of their energy optimum and gets indulged into anti-social acts as we have heard the maxim, "Empty mind is devils house".

The general problem is that teachers do not know which work should be done first and how to integrate the work. In many cases from element of conflict where teachers blame the children for not being interested to be a disciplined one; at the same time, children also point out the problems as instruction not being compatible with their teachers teaching style that force them to create noise to be delinquent in classroom.

### VIII. RECOMMENDATIONS OF EDUCATIONAL MANAGEMENT

How can schools be reformed? Our focus is not only on the major changes that have filled the headlines but also on the more demanding topic of what reform ought to be enacted. I believe it is important for students of education to know not only what is happening, but to reflect on what can be in our schools.

Underlying and amid all the efforts toward school improvement, experimental programmes and curriculum innovation, a number of elements stand out as essential for true and lasting educational reform. We believe these eight elements are the key ingredients to true school reform: excellence, active learning, authentic assessment, community, choice, new technology, lifelong learning and character education.

#### Strategic planning

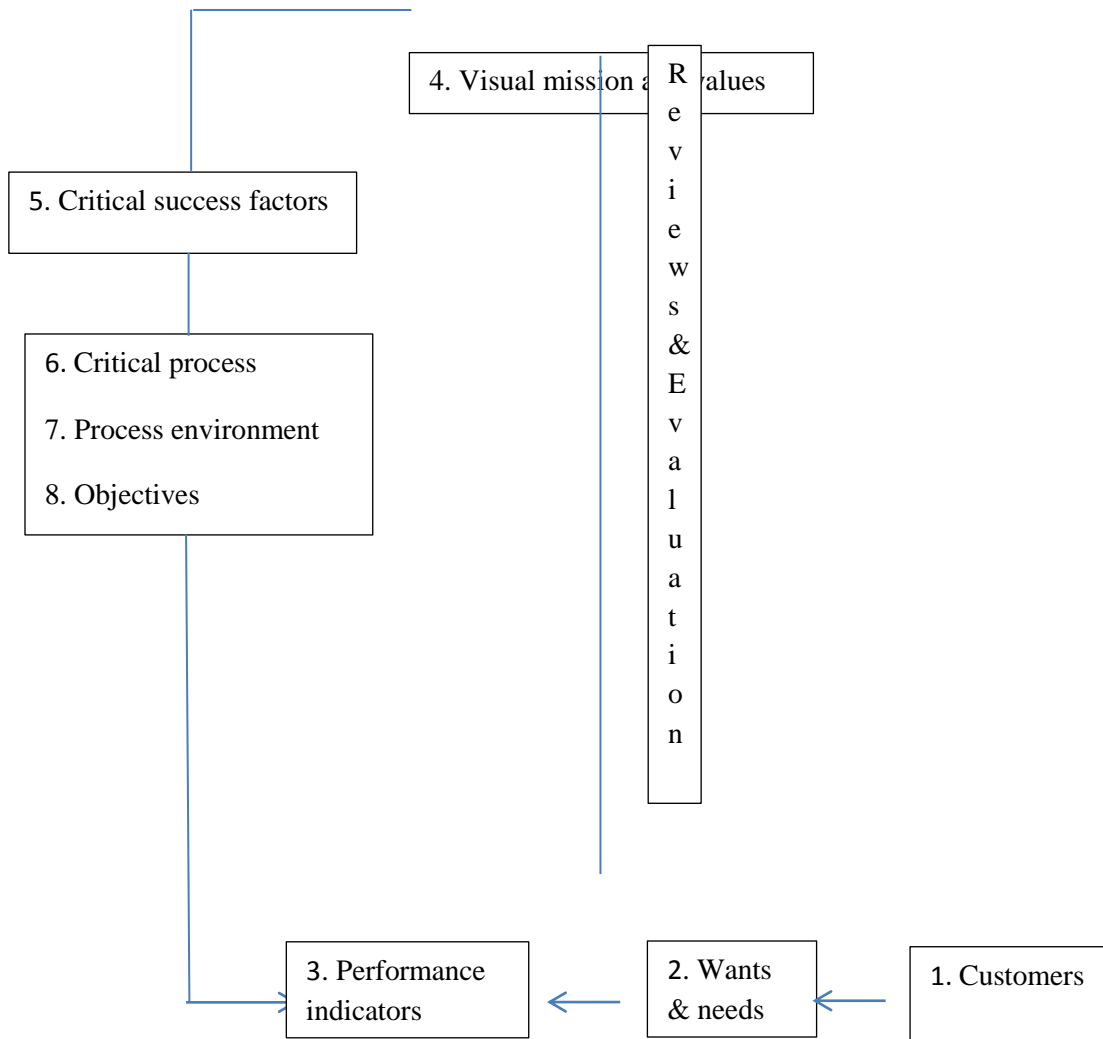
For an educational institution, strategic planning is essentially a matter of bridge building or mapping the route between the perceived present situation and the desired future situation. The effectiveness of the process is largely contingent upon the clarity of the situational analysis and the skill in translating the vision into tangible outcomes. One way of viewing strategic planning is to think of the answer to the question asked by the parents of a child about to start at every level of education.

A school or college's strategic plan will deal with the key areas of management activity and will refer to specific examples of desired change, for example:

Key Areas	Change Sought
1. Student learning	50 per cent of the curriculum covered by self-managed learning
2. Staff management	Appraisal scheme fully operational.
3. Resource management	Non-student-generated income increased by 20 per cent
4. Student attendance	Unjustified absence reduced by 75 per cent

So, Strategic planning is a process operating in an extended time –frame which translates vision and values into significant, measurable and practical outcomes. Although the primary responsibility of senior management, the process requires two –way communication at all stages and has to be focused on the core purpose and practical

activities of the school or college. The whole process of planning can be reduced to answering the question ‘who will do what by when and how?’ The reason ‘why?’ returns to the issue of vision, values, and mission.



Since human resource development is the long term objectives, principles are expected to take care of the resources available with their institutions, optimize their use by taking care of the planning and process variables. In this endeavor, they need to exercise control mechanism, establish linkage with the community, be conscious of the developmental and welfare needs of teachers and pupils and administer financial aspects.

They have therefore to perform specific roles in addition to general administration of schools under their control.

It may be also be suggested that parents and community representatives should form part of any truly integrated curriculum design panel, especially where local content is required. The curriculum should be improved by developing subject matter in a way which makes it relevant to the social conditions of the communities and the needs of the target clientele.



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The local community could be invited to participate as tutors, school advising counsels, local school management, coordinators, contributors of funds, materials and facilities and Para-professional teaching staff.

There is need to design reproduction and distribution of large quantities of self- study material to support individual peer and small group learning, effective implementation of multigrade teaching requires establishment of mechanism for regular supervision , monitoring and support at regional/ district and teacher/classroom level.

Under educational management a variety of tasks that they need to undertake. Those are observation of pupils' activities, organization of the learning programme, selection and presentation of learning materials, matching work to pupils,

### **IX. CONCLUSION**

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. The Education management should not be rigid it should be flexible and made taking care of teachers as well as pupils, so that the innate creativity would not be blocked. If the above recommendations and many more new ideas will be incorporated in policy, plan and in programme of actions, then the crisis in the educational management will be overcome and will be able to achieve the target of quality education.

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