

EDUCATIONAL ADMINISTRATION KEY CONTRIBUTING FACTORS

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It is not possible to express the meaning and scope of the education in the unique way. Education is necessary for the survival of society. And it is the fundamental factor for the progress of the individual and society.

Education may be considered as a lifelong process. It begins and continues throughout life till death. A person is said to be educated when he acquires knowledge skills, attitudes etc. which are the product of group life at a great cost of time and suffering.

Education is internally complex in that we may intend to pass on a wide and varied range of theoretical and practical competences of attitudes and values.

Education develops 'values' and 'culture' of its own and which may reinforce or interfere with the individual.

Education to be complete must have five principal aspects relating to the five principal activities of the human being, the physical, the virtue, the mental, the psychic and the spiritual.

Education is said to be an attempt at the development of a scale of values in children.

Education is the aggregate of all the processes by means of which a person develop abilities, attitudes and other forms of behaviour of positive value in the society in which he lives.

John Dewey speaks of "Education on that reconstruction of reorganization of experience which adds to the meaning of experience and which increase ability to direct the course of subsequent experience".

"According to Tagore, Education is the all round development of the individual in harmony with universal, the supreme person, who has himself the various levels or planes of consciousness and experience corresponding to man's self, mind and soul." "Education in the means to inculcate amongst the members of society, the attitudes, values, and behavioural modification, which reinforce and sustain the existing system".

"Education is the social process by which people are subjected to the influence of a selected and controlled environment so that they may attain social competence and optimum individual development".

"Education is the process of forming fundamental dispositions intellectual and emotional towards nature and fellowmen".

"Education must include some insight into the nature of thought and knowledge. There is value in distinguishing different kinds of thinking and learning".

“By Education I mean an all round drawing of the best in child and man - body and mind and spirit - Mahatma Gandhi”.

“Education is defined as a very significant social system which constantly interacts, with other important social systems like the family, community, stratification and so on which impinge on education from time to time”.

Though varied arguments are leveled against the concept of education, finally all of them conclude that education is to shape the behavioural of the students.

The behavioural changes of the students take place generally in the formal institutions (schools). And the schools need effective administration to shape the students with positive and higher values, and make them a good citizen.

Administration

To an extent, administration is like beauty: It is hard to define, but you know it when you see it.

The word ‘Administration’ has been derived from the Latin word ‘Minister’ which means service rendered to others for their welfare. The recent dictionary defines it as ‘direction’ or ‘management’.

Transforming the learning institution into a healthy, vital and stimulating workspace is the greatest challenge for educators in his century. When one considers the schooling task of enabling all students, not just some, to master the basic knowledge and skills, the task seems enormous. When one sees the present lifeless patterns of our schools, the task seems even more ambitious. In our schools, teachers and students continue to work with amazing tenacity in isolated patterns and are engaged in endless tasks, most of which fail to capture the true spirit of learning and inspire productive outcomes. Unless these spiritless learning patterns are transformed into meaningful enthusiastic outcomes, the learning institutions will fail in their tasks ahead.

So, Today’s education leaders need to focus on effective administrative processes. Rather than being concerned with controlling their employees, they need to be more concerned with developing their skills and capabilities.

In today’s highly competitive world, the ‘Administration’ has to focus on ‘PURPOSE’, ‘PROCESS’ and ‘PEOPLE’.

According to W.M.Ryborn: “Administration is not primarily concerned with arrangements Time-Table, scheme of study, type of buildings etc, but it is concerned with attitude of our work and with individual with whom we work”.

“The unique purpose of administration is to give direction. Here direction is given for the proper utilization of time, human, and nonhuman material. It involves many activities, planning, decision making, work extracting, coordinating etc.”

“Administration in Academic institutions is primarily concerned with the relationships and the connections among individuals within a school. The leadership under

the effective administration constitutes class room related functions such as planning, communicating goals, regulating activities, creating a pleasant work-place environment, supervising, motivating those supervised, and evaluating the performance of those supervised.”

Moreover, Administration is the most important concept, as far as effectiveness of an institution is concerned. Further, administration is the systematic arrangement for the definite purpose to be fulfilled in an institution. So we need administration for efficient functioning of the school.

Educational Administration

The term ‘Educational Administration’ is very comprehensive. It is not just ‘managing’. Managing is concerned with productivity alone by any means. It is what Peter Druker has called “Educational Administration” as, “Management by objectives” in contrast to “Management by control”.

We know that ‘Education’ and ‘Administration’ are large and complex concepts. Many definitions may be found in the international literature available for students in these fields of study. It is clear that no single definition in either field commands acceptance of all. Undoubtedly, they provide a basis for thinking about the management of a school as an organisation and the education of young people which schools are intended to provide.

Education is the learning process by which values, attitudes, information and skills are acquired and integrated. Educational Administration is the process of learning values, attitudes, information and skills to achieve desired relations between resources and objectives”.

“It is concerned with the formulation, execution and appraisal of educational policies. It focuses everything of the school. French Hull and Dodds compare it with a lens. As lens focuses, the Educational Administration focuses all about the school. If the lens is poor, the image is blurred. Nobody knows rightly what is being done in the school. But if it is a good lens, people get true picture of things”.

“Carter V. Good, in Dictionary of Education state, All those techniques and procedures employed in operating the educational organisation in accordance with established policies is defined as ‘Educational Administration’”.

“As in Encyclopedia of Educational Research, ‘Educational Administration’ is the process of integrating the efforts of personal and of utilizing appropriate materials in such a way as to promote effectively the development of children and youth but also with the growth of adults and particularly with growth of school personnel”.

“In the words of Walton, the subject matter of Educational Administration is not a throng of intellectual beauty.”

Dr. Jaswanth Singh, “Educational Administration is the hub of Educational process. All the plans, policies and practices are bound to fail unless and until there is no sound ‘administration’ in school.”

“The primary function of an educational administrator is to ensure that the goals of his organisation are clearly stated and understood. To quote James G. Harlow, ‘Purpose-defining’ is the central function of the school administrator”

“The major responsibility of Educational Administration is the acquisition of resources, both human and material, and the effective allocation of them to the defined purposes.”

Leadership

Headmaster as a leader is responsible for all the educational activities of the school. As he plans the various curricular and co-curricular activities of the school, implements them systematically, and evaluates them periodically, he is rightly called the ‘Management executive’ of the school. He draws the developmental plans for the school, procures adequate infrastructural facilities, manages the available physical and human resources and above all maintains the discipline among the staff and students. He supervises the work of teachers, students, non-academic staff and the day-to-day activities of the school. He is overall in-charge of the smooth running of the school.

P.C. Wren: Leader is an organizer, leader, governor, business director, superintendent, guide to teachers, philosopher and friend.

What the mainspring is to the watch, the flywheel to the machine or the engine to the steamship, the leader is to the school.

W.M. Ryburn: Leader is responsible for the smooth running of a school. His duty is carry out the policies and programmes of the education department.

Dr. Jaswant Singh: What the school is and what it does, is determined largely by the intelligence, scholarship, imagination, initiative, personality and social skills of the leader. Everything in the school, the plant, the staff, the curriculum, methods and techniques of teaching, co-curricular activities, human relationships, bear the impress of the personality of the head of the institution and reflect his leadership. The school is as great as the leader.

Role Perception

Role influences the teaching learning process. Many different and complex factors influence the roles that teachers and learners adopt in the classroom. An appreciation of these factors is essential if one is to understand teaching and learning activities. The social and psychological factors in the roles are hidden in the process of learning, which is underpinned by learning materials

In classrooms participants, teachers and learners adopt roles. Through their behaviour in the class room they express the roles. The types of response that learners give to teachers and the types of task and question that teachers pose for learners are evidence of a distinct set of relationships.

These include views about status and position, attitudes and values held by individuals and groups, and individual's personality.

Teacher's and learner's expectation about the nature of learning facts and the way in which individuals and groups deal with learning task.

Social Role and Status

In most societies the social roles of teacher and learner are accorded high and low status respectively. This differential relationship has many implications in the classroom teaching.

- Role and status imply a set of power relationships.
- Role and status confer on their holders a set of rights duties and obligations.
- Social distance results from differing status and pushes.

Status and position have a great influence on the sorts of role a teacher or a learner may fulfill. Status depends on the amount of esteem, admiration, and approval one gets from the social groups, as well as society in general. Status depends on a social groups norms and status depends on what a social group regard as normal behaviours. What they regard as having positive worth position is almost the equivalent of the title of the job.

There is a relationship between the markers of status and the rewards associated with status and its achievement.

Status and position exert vital influences on social role because once knowledge and perceptions of status and position contribute to once expectation of people's behaviours and influence our behaviour where one encounters these people.

Rights Duties and Obligations

There are certain aspects that contribute to the role behaviours of an individual. All social positions entail certain rights duties and obligations attached to them.

One's duties are closely related to the task - oriented aspect of a role. As part of the expectation linked to the role the duties carry a certain amount of moral weight. Failure to carry out one's duties usually results in the imposition of some sort of sanction.

Rights of the persons are defined by a complex of social conventions. One is given justification for certain course of action. Rights are relative. Obligations differ subtly from both rights and duties in those obligations are usually the result of social relationships. Teachers may feel they have obligations towards their students but the obligations are not subjects to sanctions. They rely on mutual trust and respect, job and their interpretation.

Teacher's Rights and Duties

- Choosing learning material.
- Punishing learner's misbehaviour.
- Being respected by learners.
- Imposing discipline on learners.
- Setting work for learners and marking work done by learners.
- Making rules of behaviours in class.
- Deciding on the procedure for learning.
- Providing knowledge for learners.

Social Distance

At one time or another one feels inferior or superior or close to or distant from others in social encounters, one is awaiting of the social distance that results from differing relative status and positions in organizations. This feeling of social distance is modified by the degree of formality or informality under which the social encounter takes place. The more informal and relaxed the situation is the greater the likelihood of lowering of social distance.

If social distance is lowered one becomes more intimate and more likely to interact with others. Social distance is less when there are common interests, which are shared.

Teachers and learners are also subject to social distance. The reasons for this are as follows:

- Differing ages.
- Differing interest.
- Different levels of knowledge about the subject being learnt.
- Influence status.
- Unequal distribution of power.
- Different cultures.

Clear Assignments and Definite Goals

It is desirable to make assignments and objectives clear and concise. Seeing the goal clearly is an end to organization, resulting in better perception of relationships, clear insight and superior meaningfulness. Clinical and experimental studies definitely show the effectiveness of clear goals and knowledge of results.

Self motivation results when one has knowledge of results, high aspiration and definite goals "Self motivation implies a will to learn". A pre-requisite to all effective learning is a desire on the part of the learner for knowledge or understanding or for skill. In fact the speed and efficiency in learning is in direct ratio to the aspiration or will to learn. Some suggestions based on experimental studies on methods of improving will to learn are given below.

- Demonstrate to the learner by figures and facts that desire for improvement is a condition of advancement.
- Make the learner feel that it is worthwhile to exert an effort and that if he does, he will be rewarded by success.
- Have a reliable method of measuring progress.
- Keep the learner succeeding so that he may be assured that he has not yet reached the limit of performance.

Show that others have improved and developed beyond the learner or when needed that others have failed. Teachers have motivations for teaching and learners for learning both instrumental and integrative. They have deeper and more personal goals. If the culture values the activity then it is likely that there will be a positive motivation. This has been termed integrative motivations. Factors such as fear of failure and desire to do well contribute to instrumental motivation.

If there is high motivation either integrative or instrumentals among a group of learner it is likely that they will seek:

- To synchronize their roles with the teacher's role.
- To co-operate in the arduous task of learning in order to maximize the benefits they receive with higher status, better jobs, or a sense of personal achievement from mastery learning.

Goals

Social behaviour is goal-oriented. People have differing personal and instrumental motivations for their actions. We have to subscribe to goals not of our own choice. There may be instituted goals which conflict with our attitudes or beliefs. The way in which we interpret and realize goals is part of role behaviours.

Successful fulfillment of a role may be the result of what the social psychologist Michael Argyle (1969) calls 'skilled performance' doing certain jobs or taking roles entail various goals. These are variously.

- Conveying knowledge, information or understanding.
- Obtaining information of from or about an individual.
- Changing attitudes, behaviours or beliefs.
- Changing the emotional stage of another individual.
- Working at a co-operative task.
- Changing the personality of another individual.
- Supervising the activities of another individual.
- Supervising and co-ordinating the actives of a group.

Any role may encompass one or more of these goals for its successful realization

A skilled social performer will be aware of his influence through successful role behaviour, which conforms to expectations so that roles fit and goals are achieved.

Any learning task involves the learning group in two ways

1. Task related activity or interactivity.
2. Interpersonal activity or inter personality.

Interactivity

The nature of the learning activity and the way in which it is managed by the learning groups will give rise to differing levels of learner and teacher involvement. Activities can thus be placed between the extremes of learner interclass with the teaching materials or the teacher and maximum learner involvement interpersonally.

The amount and type of subject on topic oriented material in any learning activity will enable us to see whether or not the task is instrumental a means of accepting facts or interpersonal contributions.

A task is goal directed in the sense of bringing about changes in behaviours or knowledge cognitively. A task may be 'difficult' or 'complex' and may be intrinsic to the task related to the intelligence or aptitude of the individual performing the task.

A task can also be difficult because an individual has a negative attitude towards it. Motivation can be increased by success, of course by encouraging one to attempt further task. A task can also be 'difficult' because of the level of affective involvement it entails. If the task may be too demanding of a learner's emotional commitment combined with a high cognitive involvement, it can make the task all but impossible to do.

Managing Knowledge

The combinations of teacher behaviours, learner behaviours and learning materials produce different ways of managing knowledge.

Walker and Alderman (1975) differentiate between three ways in which teachers manage knowledge. These depend on the level of focus on the content and the role of the learners. If a learner's role is defined closely. It is the teacher who has control over the knowledge; low definition of learner role gives the learner more flexibility. In this relationship, the teacher is a guide rather than an instructor.

Focusing

The content of the lesson is of paramount importance and the teaching/learning process revolves around evaluation of the knowledge presented by the learner. The teacher is in a position of dominance and controls the exchange of information.

Teaching Tasks and Teaching Strategies

In general it might be said that teachers would be expected as a minimum part of their role to have adequate knowledge of how children learn and develop and be able to derive appropriate learning experience in the light of these two considerations.

The concept of the teacher as instructor is inadequate to describe his overall function. In a broad sense, he is a facilitator of learning and may need to perform in a variety of roles, separately or simultaneously.

Essentially Teachers have Two Roles in the Classroom

- To create the conditions under which learning can take place (the social side of teaching).
- To impart by a variety of means knowledge to the learners (the task oriented side of teaching.).

Teaching Style

“A teacher’s style is the collection of many attitudes and behaviours he employs to create the best possible conditions under which learning can take place. The teacher’s primary role when setting up learning activities is managerial.

Control and Discipline

One group of teachers maintains that discipline imposed by the teacher is the basis of good management while others hint at self-discipline.

There is further strand of control that one must mention Teachers also control the social and learning behaviours of their learners through the cloak of activities and the ways in which they organize the learning group to do the activities.

The teachers need to subtly alter their role according to the activity without going to the extremes of dominating a class or learning it without anything to do.

Teacher ‘overload’ often entails learner’s ‘under involvement’ since teachers are doing work which learners could do themselves.