

Functions of Educational Management

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Functions of Educational Management

- These functions of educational management are largely based on the 14 principles of management,
- which have been given by Henry Fayol in 1916. They are;
- ▭ Division of work.
- ▭ Authority
- ▭ Discipline
- ▭ Unity of command.
- ▭ Unity of direction
- ▭ Subordination of individual interests
- ▭ Remuneration
- ▭ Centralisation
- ▭ Scalar chain
- ▭ Material and social order.
- ▭ Equity
- ▭ Stability
- ▭ Initiative
- ▭ Esprit de corps.

Functions of Educational Management

- To be specific the above functions can be classified as the functions of :
PLANNING, ORGANISING, DIRECTING, CONTROLLING & EVALUATING which every educational manager has to perform.
- **PLANNING:**
- Planning is defined as a process of *setting objectives and determining what should be done to achieve them*. It is a *decision-making activity through which, managers act to ensure the future*

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success and effectiveness of their institutions and departments as well as themselves.

- **Characteristics of planning:**
- Anticipatory in nature
- ─ A system of decisions
- ─ Continuity
- ─ Flexibility
- Unity
- Precision

Steps Of Planning

- Planning is a series of steps that involve:
- Defining objectives
 - (Setting objectives or goals)
- Determining the current status with respect to the objectives
 - (Being aware of opportunities)
- Determining planning premises
 - (Analysing the situation for external factors and forecasting future trends. Generation of future scenarios)
- Identifying alternative
 - (Best alternative to accomplish our objectives)
- Choosing an alternative
 - (Selecting the course of action to be pursued)
- Formulating support plans
 - (Arranging for human and material resources)
- Implementing the plan
 - (Action stage also involves evaluation)

Organizing


- —Organising involves the establishment of authority relationships with provision for co-ordination between them, both vertically and horizontally in the enterprise structure.
- Thus organising is;
- Concerned with work , the people and authority relationships.
- Aims at effective teamwork towards achievement of predetermined objectives.
- It involves the assignment of tasks, the grouping of tasks into departments and the assignment of authority and allocation of resources

Importance of Organisation:

- • Helps to achieve Organisational goals & objectives.
- • Optimum use of resources
- • To carry out the plans.
- • Basic elements of organising any activity:
- • Define the purpose and objectives.
- • Analyse and identify activities or tasks required to meet these objectives.
- • Allocate related activities to individuals.
- • Establish a reporting and communication channel

Directing

- —It is the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals.¶
- To show the path, give guidance to complete the task.
- —Direction in management is that part which affects the decision gives the signal to act, indicates what action is to be? & when is it to start & stop?¶



- **Aspects of Directing:**

- • The ability to use power effectively and in a responsible manner.
- • The understanding of people: each person has a different level of motivation and different motivational force.
- • The ability to inspire followers to apply their full capacities to an activity.
- • To develop effective communication structures

- **Importance of Directing:**

- • To achieve goals and objectives.
- • In teaching-learning process– for curriculum development, use of methodology, teaching aids, classroom management.
- • To ensure proper co-ordination.
- • Organisation of activities– curricular and co-curricular.
- • Budgeting

Controlling

Controlling involves measuring and monitoring performance, comparing results with plans and taking corrective action when required.||

- Thus controlling;
 - Indicates how far the goals have been achieved.
 - Extent of deviation from plans.
- Thus, control deals with the difference between planned and actual performance.
- **Areas of control:**
 - Institutional Budget: Financing in terms of income and expenditure.
 - Institutional Supplies: Stationery and material equipment.
 - Library: Maintenance and upgrading.
 - Teaching-learning Process:
 - Accounts and School Records:
 - Discipline: Staff and students

Evaluating

It is the process of measuring and assessing the achievement of objectives.

- Provides an insight into strengths and weaknesses.
- Helps to bring about improvements in Educational Management.
- Need for evaluation:**
- To determine the effectiveness of plans for managers as well as others
- To document that objectives have been met;
- To provide information about the achievement to staff and others; and
- To enable manager and staff to make changes that improves plans



- **Areas requiring evaluation in academics:**

- • Goals & objectives.
- • Content:
 - i. Selection of content.
 - ii. Validity of content to objectives.
 - iii. To update the content & check its relevance.
 - iv. Content is according to stages of development.
 - v. Teaching-learning process.
- • Processes: Teacher activities, pupils' activities, instructional material, teaching methods.
- • Outcomes/Results: