

Meaning of Management

Management is a process through which people and other available resources are systematically planned, organised, directed, coordinated, and controlled to achieve predetermined goals. Every organisation, whether it is a school, college, university, business organisation, government office, hospital, or social institution, requires some form of management for its proper functioning. Without management, people may work individually without proper direction, resources may be wasted, responsibilities may remain unclear, and organisational objectives may not be achieved effectively.

In simple terms, management means deciding what needs to be done, arranging the necessary resources and people, guiding them in performing their responsibilities, monitoring their work, and ensuring that the desired objectives are achieved. Thus, management is not a single activity such as giving orders or supervising employees. It is a continuous and systematic process involving several interconnected activities.

Management is the process of getting work done through the proper planning, organisation, direction, and coordination of people and available resources.

Management involves:

- **Planning** – deciding what needs to be done and how it should be done.
- **Organising** – arranging people, duties, and resources properly.
- **Staffing** – selecting and placing suitable people for different responsibilities.
- **Directing** – guiding and motivating people to perform their work.
- **Coordinating** – ensuring that different people and activities work together.
- **Controlling** – checking whether the work is progressing according to the plan.
- **Evaluating** – determining whether the desired objectives have been achieved.

Meaning of Educational Management

Educational management means the process of planning, organising, directing, coordinating, supervising, and evaluating all the activities and resources related to education in order to achieve educational objectives effectively.

Educational institutions involve many different people and resources. There are teachers, students, principals, administrators, non-teaching staff, parents, classrooms, libraries, laboratories, teaching materials, financial resources, and technological facilities. All

these elements cannot function effectively without proper planning and coordination. Educational management brings these different elements together and ensures that they work towards common educational goals. Therefore, it provides direction and organisation to the entire educational system.

Nature of Educational Management

The nature of educational management refers to the basic characteristics, features, and essential qualities of educational management. Educational management is different from ordinary management because it deals with educational institutions, human development, teaching-learning processes, and the achievement of educational objectives. It involves the systematic management of people, resources, programmes, and activities related to education.

The major characteristics of the nature of educational management are explained below:

1. Educational Management is Goal-Oriented

Educational management is primarily concerned with the achievement of predetermined educational objectives. Every educational institution, such as a school, college, or university, is established to fulfil certain educational purposes. These purposes may include the development of knowledge, skills, values, attitudes, personality, creativity, and social responsibility among learners.

The educational manager has the responsibility of ensuring that all institutional activities contribute towards these objectives. Activities such as preparing timetables, appointing teachers, managing finance, organising examinations, and providing learning resources are not ends in themselves. They are undertaken to support the achievement of educational goals.

For **example**, if a school aims to improve students' academic achievement, the management may:

- Analyse students' previous academic performance.
- Identify areas of learning difficulty.
- Prepare an academic improvement plan.
- Organise remedial or additional classes.
- Provide necessary learning materials.
- Monitor students' progress.
- Evaluate the results of the programme.

2. Educational Management is a Continuous Process

Educational management is not a one-time activity. It is a continuous and ongoing process because educational institutions function continuously and face changing needs and challenges.

The management process generally involves:

- Planning educational activities.
- Organising people and resources.
- Implementing the plans.
- Monitoring the progress of activities.
- Evaluating the results.
- Identifying problems and weaknesses.
- Taking corrective measures.
- Preparing improved plans for the future.

For example, at the beginning of an academic year, a school prepares an academic plan. Throughout the year, the implementation of the plan is monitored. At the end of the year, the results are evaluated. Based on the findings, necessary changes are made for the next academic year.

Therefore, educational management follows a continuous cycle:

Planning → Organising → Implementing → Monitoring → Evaluating → Improving

3. Educational Management is a Systematic and Organised Process

Educational management is not based on random decisions or unplanned activities. It follows a systematic and organised approach.

A proper management process generally requires:

- Clear identification of objectives.
- Collection of relevant information.
- Planning of activities.
- Organisation of people and resources.
- Assignment of duties and responsibilities.
- Implementation of the plan.

- Monitoring of progress.
- Evaluation of outcomes.

This systematic approach helps an educational institution function efficiently and reduces problems such as:

- Confusion regarding responsibilities.
- Duplication of work.
- Delay in completing activities.
- Wastage of resources.
- Lack of coordination.

For example, conducting an examination requires systematic planning regarding the examination schedule, question papers, examination rooms, invigilators, evaluation procedures, and publication of results.

4. Educational Management is Both a Science and an Art

Educational management has the characteristics of both a **science and an art**.

As a science

Educational management uses:

- ❖ Management principles.
- ❖ Educational theories.
- ❖ Research findings.
- ❖ Systematic methods.
- ❖ Data and information.
- ❖ Logical decision-making.

Educational managers may use data related to:

- Student enrolment.
- Attendance.
- Examination results.
- Teacher availability.
- Financial expenditure.

- Infrastructure.
- Dropout and retention.

As an art

Educational management also requires practical skills and personal abilities. An educational manager must know how to apply management principles according to the particular situation.

Important practical skills include:

- Effective communication.
- Leadership.
- Motivation.
- Conflict resolution.
- Decision-making.
- Problem-solving.
- Relationship building.

Therefore, theoretical knowledge alone is not sufficient. An educational manager must also possess the ability to apply knowledge effectively in real educational situations.

5. Educational Management is a Social Process

Education is a social activity because it involves interaction among different individuals and groups. Therefore, educational management is also a social process.

An educational institution includes:

- Students.
- Teachers.
- Principals and administrators.
- Non-teaching staff.
- Parents.
- Community members.
- Government authorities.
- Educational agencies.

Educational management is concerned with developing proper relationships and cooperation among these groups.

It requires an understanding of:

- Human behaviour.
- Group behaviour.
- Communication.
- Motivation.
- Cooperation.
- Leadership.
- Conflict management.

For example, a school improvement programme cannot become successful only by preparing a written plan. Teachers, students, parents, and other stakeholders may need to cooperate in its implementation.

6. Educational Management is Human-Centred

Although educational institutions require buildings, finance, equipment, and technology, education is fundamentally concerned with human beings.

Educational management focuses on:

- Teachers and their professional development.
- Students and their overall development.
- Staff motivation and welfare.
- Healthy interpersonal relationships.
- Participation and cooperation.
- Leadership development.

Teachers play a particularly important role because they directly influence the teaching-learning process. Therefore, educational management is concerned not only with recruiting teachers but also with supporting their professional growth and improving their effectiveness.

Similarly, students are the central beneficiaries of educational activities. Therefore, management decisions should ultimately contribute to improving students' educational experiences and development.

7. Educational Management is Multidisciplinary

Educational management draws knowledge and principles from different disciplines. It is therefore multidisciplinary in nature.

Psychology contributes knowledge about:

- Learning.
- Motivation.
- Individual differences.
- Human behaviour.
- Leadership.

Sociology contributes knowledge about:

- Society and education.
- Culture.
- Social relationships.
- Community participation.
- Social inequality.

Economics contributes knowledge about:

- Educational finance.
- Resource allocation.
- Budgeting.
- Cost and efficiency.

Political science contributes knowledge about:

- Educational policy.
- Governance.
- Authority.
- Power and decision-making.

Statistics contributes knowledge about:

- Data collection.
- Data analysis.
- Educational indicators.
- Performance evaluation.

Philosophy contributes knowledge about:

- Educational aims.
- Values.
- Ethics.
- Social purposes of education.

Management studies contribute knowledge about:

- Planning.
- Organising.
- Staffing.
- Leadership.
- Coordination.
- Control.

Therefore, educational management uses knowledge from different fields to understand and manage complex educational situations.

8. Educational Management is Dynamic

Educational management is dynamic because education is continuously changing. Educational institutions must respond to new developments and changing needs.

Some important changes may include:

- Changes in educational policies.
- Curriculum reforms.
- Development of new teaching methods.
- Growth of digital education.
- Changing student needs.
- New assessment practices.
- Inclusive education.
- Social and technological changes.

For example, the increasing use of digital technology in education has created new responsibilities for educational managers, such as:

- Providing technological infrastructure.
- Training teachers.

- Ensuring student access.
- Managing digital learning platforms.
- Protecting educational data.

Therefore, educational managers must be flexible and prepared to manage change.

9. Educational Management is Context-Sensitive

Educational institutions operate in different social, cultural, economic, and geographical environments. Therefore, the same management strategy may not be equally effective in every situation.

Educational management must consider factors such as:

- The location of the institution.
- The size of the institution.
- The availability of resources.
- The background of students.
- Community needs.
- Social and cultural conditions.
- Government policies.

For example, the management requirements of a large urban university may be very different from those of a small rural school.

Therefore, educational managers must understand the specific context in which they work and adapt their strategies accordingly.

10. Educational Management is Participatory

Modern educational management recognises the importance of participation by different stakeholders in appropriate areas of decision-making and institutional development.

Important stakeholders may include:

- Teachers.
- Students.
- Parents.

- Administrators.
- Community members.
- Educational experts.

Participation can contribute to:

- Better decision-making.
- Improved communication.
- Greater cooperation.
- Increased sense of responsibility.
- Better acceptance of decisions.

For example, teachers can contribute to academic planning because they have direct knowledge of classroom realities and student needs.

However, participation does not mean that every person makes every decision. Rather, it means that relevant individuals should have appropriate opportunities to contribute to decisions that affect their roles and responsibilities.

11. Educational Management is Value-Oriented

Educational management is closely related to educational and social values. Educational decisions may influence the opportunities, experiences, and development of learners.

Therefore, educational management should be guided by values such as:

- Equality.
- Equity.
- Inclusion.
- Justice.
- Accountability.
- Transparency.
- Professional ethics.
- Respect for human dignity.

For example, when allocating resources, an educational institution should consider the needs of all learners, including those who may require additional support.

Thus, educational management is not concerned only with administrative efficiency; it must also consider the ethical and social consequences of management decisions.

12. Educational Management is a Cooperative Process

Educational management cannot be performed effectively by one person alone. Although institutional leaders such as principals or heads of institutions have important responsibilities, the successful functioning of an educational institution depends on collective effort.

It requires cooperation among:

- Educational leaders.
- Teachers.
- Administrative staff.
- Non-teaching staff.
- Students.
- Parents.
- Community members.

For example, the successful implementation of a school development programme may require teachers to implement academic activities, administrators to manage resources, students to participate actively, and parents to provide support.

Therefore, educational management is based on cooperation and collective effort.

13. Educational Management is Concerned with Both Efficiency and Effectiveness

Educational management aims to achieve educational objectives while making proper use of available resources.

Efficiency refers to:

Using available resources such as:

- Time.
- Money.
- Materials.

- Human effort.

in a careful and economical manner.

Effectiveness refers to:

- Achieving the desired educational objectives.
- Producing meaningful educational outcomes.
- Improving student learning and development.

An educational institution should therefore not focus only on reducing costs or completing activities quickly. It must also ensure that its activities actually contribute to educational improvement.

14. Educational Management is a Decision-Making Process

Educational managers are continuously required to make decisions.

Decisions may relate to:

- Academic programmes.
- Staffing.
- Student welfare.
- Finance.
- Infrastructure.
- Institutional development.
- Educational policies.

A systematic decision-making process generally involves:

- Identifying the problem.
- Collecting relevant information.
- Considering possible alternatives.
- Selecting an appropriate alternative.
- Implementing the decision.
- Evaluating the results.

Therefore, decision-making is an essential characteristic of educational management.

15. Educational Management is Future-Oriented

Educational management is concerned not only with present activities but also with the future development of the educational institution.

Educational managers need to anticipate:

- Future student needs.
- Resource requirements.
- Technological developments.
- Policy changes.
- Institutional challenges.

For example, an institution may plan in advance for:

- Expansion of student enrolment.
- Development of new courses.
- Improvement of infrastructure.
- Introduction of new technology.

Thus, educational management combines present administration with future planning and development.

16. Summary of the Nature of Educational Management

Educational management can therefore be understood as:

- **Goal-oriented**, because it works towards the achievement of educational objectives.
- **Continuous**, because management activities continue throughout the functioning of an educational institution.
- **Systematic and organised**, because it follows planned and coordinated procedures.
- **Both a science and an art**, because it requires theoretical knowledge as well as practical skills.
- **A social process**, because it involves interaction and cooperation among people.
- **Human-centred**, because people are central to the educational process.
- **Multidisciplinary**, because it draws knowledge from different fields.
- **Dynamic**, because it responds to changing educational and social conditions.
- **Context-sensitive**, because management practices must consider local and institutional conditions.
- **Participatory**, because different stakeholders can contribute to educational development.
- **Value-oriented**, because educational decisions involve ethical and social considerations.

- **Cooperative**, because educational objectives require collective effort.
- **Concerned with efficiency and effectiveness**, because resources must be properly utilised while achieving educational goals.
- **Decision-oriented**, because educational managers regularly make important institutional decisions.
- **Future-oriented**, because educational management involves planning for future needs and development.

Scope of Educational Management

The **scope of educational management** refers to the different areas, activities, resources, and functions that are managed to ensure the proper functioning and development of educational institutions and systems. It is a broad field because education involves many activities, including planning, administration, teaching, finance, personnel management, student welfare, supervision, and evaluation.

1. Educational Planning

Educational planning is an important area of educational management. It involves deciding in advance what educational objectives should be achieved and how they can be achieved. Planning helps educational institutions prepare systematic programmes and make proper use of available resources.

Important areas of educational planning include:

- **Academic planning:** Planning teaching activities, academic calendars, timetables, and examination schedules.
- **Institutional planning:** Preparing plans for the overall development and improvement of the institution.
- **Resource planning:** Identifying and arranging the human, financial, and physical resources required for educational activities.
- **Future planning:** Anticipating future educational needs and preparing the institution accordingly.

2. Institutional Management

Educational management includes the management of different educational institutions such as schools, colleges, universities, teacher education institutions, and training centres. It ensures that the different activities of the institution are properly organised and coordinated.

Institutional management includes:

- **Academic administration:** Managing teaching, curriculum implementation, examinations, and other academic activities.
- **Administrative management:** Maintaining records, managing office work, and implementing institutional policies.
- **Institutional development:** Identifying institutional needs and planning for continuous improvement.

3. Curriculum Management

Curriculum management is concerned with the effective implementation of the prescribed curriculum. Educational managers ensure that curriculum objectives are translated into actual teaching-learning activities.

Major areas include:

- **Curriculum planning:** Organising the curriculum according to educational objectives.
- **Implementation:** Ensuring that teachers properly implement the prescribed curriculum.
- **Monitoring:** Checking the progress of syllabus completion and academic activities.
- **Review:** Identifying difficulties and improving the process of curriculum implementation.

4. Management of Teaching and Learning

Educational management is directly concerned with creating suitable conditions for effective teaching and learning. It helps ensure that teachers, students, learning materials, and other educational resources are properly organised.

Important areas include:

- **Teaching management:** Organising teaching responsibilities and academic activities.
- **Learning resources:** Providing textbooks, teaching aids, laboratories, libraries, and digital resources.
- **Academic support:** Providing remedial teaching and additional support where necessary.
- **Learning improvement:** Monitoring student progress and taking steps to improve learning outcomes.

5. Human Resource Management

Human resource management involves the proper management and development of teachers, administrators, and other employees. Since education depends greatly on human resources, effective management of personnel is essential.

Major activities include:

- **Recruitment and selection:** Appointing suitable individuals for different positions.
- **Placement:** Assigning responsibilities according to qualifications and abilities.
- **Training and development:** Improving the professional knowledge and skills of employees.
- **Motivation and welfare:** Creating conditions that encourage employees to perform effectively.
- **Performance evaluation:** Assessing the work and contribution of personnel.

6. Student Personnel Management

Educational management also focuses on the welfare, development, and proper administration of students. Students are the central participants in the educational process, and their needs must be properly addressed.

Major areas include:

- **Admission:** Managing student entry into educational programmes.
- **Attendance:** Monitoring regular participation in educational activities.
- **Guidance and counselling:** Helping students with educational, personal, and career-related issues.
- **Discipline:** Maintaining a positive and safe learning environment.
- **Student welfare:** Providing support services, scholarships, health facilities, and other necessary assistance.
- **Co-curricular activities:** Organising sports, cultural activities, clubs, and other developmental programmes.

7. Educational Leadership

Educational leadership is an important area of educational management. Educational leaders provide direction and encourage teachers, staff, and students to work towards common educational objectives.

Educational leadership involves:

- **Vision development:** Establishing a clear direction for the institution.
- **Motivation:** Encouraging teachers and staff to perform effectively.
- **Communication:** Clearly communicating institutional goals and expectations.
- **Team building:** Developing cooperation among members of the institution.
- **Change management:** Guiding the institution through educational and organisational changes.

8. Educational Supervision

Educational supervision is concerned with improving the quality of teaching and other educational activities. It involves observing, guiding, supporting, and helping teachers improve their professional practice.

Supervision may include:

- **Classroom observation:** Understanding teaching practices and classroom situations.
- **Academic guidance:** Providing suggestions for improving teaching.
- **Professional support:** Identifying teachers' professional needs and providing assistance.
- **Feedback:** Giving constructive suggestions for improvement.

9. Educational Finance

Educational institutions require financial resources for their effective functioning. Educational financial management ensures that available funds are properly planned, allocated, utilised, and monitored.

Major areas include:

- **Budget preparation:** Estimating income and expenditure.
- **Allocation of funds:** Distributing financial resources according to institutional priorities.
- **Financial control:** Monitoring expenditure and avoiding unnecessary wastage.
- **Accounting and auditing:** Maintaining financial records and ensuring accountability.
- **Resource mobilisation:** Identifying additional sources of financial support where necessary.

10. Management of Physical and Material Resources

Educational institutions require physical facilities and learning materials. Educational management ensures that these resources are properly acquired, maintained, and utilised.

These resources include:

- **Physical facilities:** Buildings, classrooms, laboratories, libraries, playgrounds, and sanitation facilities.
- **Material resources:** Furniture, books, teaching aids, laboratory equipment, and office materials.
- **Maintenance:** Ensuring that facilities and equipment remain functional and safe.
- **Utilisation:** Making proper and effective use of available resources.

11. Educational Technology Management

Modern educational institutions increasingly use technology for teaching, administration, communication, and assessment. Educational management therefore includes the planning and proper utilisation of technological resources.

Major areas include:

- **Digital infrastructure:** Computers, internet facilities, smart classrooms, and other technological resources.
- **Learning platforms:** Learning Management Systems and online learning environments.
- **Digital records:** Maintaining student, academic, and administrative information digitally.
- **Technology training:** Developing teachers' and staff members' ability to use technology effectively.

12. Educational Decision-Making

Decision-making is a central part of educational management. Educational managers regularly make decisions regarding academic programmes, staff, students, finance, infrastructure, and institutional development.

The decision-making process may involve:

- **Identifying the problem:** Recognising an educational or administrative issue.
- **Collecting information:** Gathering relevant facts and data.
- **Considering alternatives:** Examining different possible solutions.
- **Selecting a solution:** Choosing the most appropriate alternative.
- **Implementation:** Putting the decision into action.

- **Evaluation:** Examining the results of the decision.

13.Communication and Coordination

Communication and coordination are essential for the successful functioning of educational institutions. Educational management ensures that information is properly shared and that different individuals and departments work together.

Communication includes:

- Sharing information with teachers, students, parents, and staff.
- Communicating institutional policies and decisions.
- Providing instructions and feedback.

Coordination includes:

- Connecting different departments and activities.
- Avoiding duplication of work.
- Ensuring cooperation among different individuals.
- Creating unity of effort towards common objectives.

14.Educational Policy and Administration

Educational management is concerned with implementing educational policies and administering educational institutions according to established rules and regulations. Educational managers often act as a link between government policies and actual educational practice.

Important areas include:

- **Policy implementation:** Translating educational policies into practical programmes.
- **Administration:** Managing institutional rules, procedures, and responsibilities.
- **Governance:** Ensuring proper authority, accountability, and decision-making.
- **Regulatory compliance:** Following educational laws, rules, and standards.

15.Monitoring and Evaluation

Monitoring and evaluation help educational managers understand whether planned activities are being implemented properly and whether educational objectives are being achieved.

Monitoring involves:

- Observing the progress of activities.
- Identifying problems during implementation.
- Taking corrective action when necessary.

Evaluation involves:

- Assessing the effectiveness of programmes.

- Measuring the achievement of objectives.
- Identifying strengths and weaknesses.
- Using findings for future improvement.

16. Quality Management and Institutional Improvement

Educational management is concerned with the continuous improvement of educational quality. Institutions need to regularly examine their strengths, weaknesses, achievements, and challenges.

Quality improvement may focus on:

- Improving teaching practices.
- Enhancing student learning.
- Developing teachers professionally.
- Improving infrastructure and learning resources.
- Strengthening institutional leadership.
- Improving student support services.

17. Management of Educational Change and Innovation

Education is continuously influenced by changes in society, technology, curriculum, and educational policy. Educational management helps institutions adapt to these changes effectively.

Major areas include:

- **Policy changes:** Implementing new educational policies and reforms.
- **Curriculum changes:** Introducing revised courses and learning approaches.
- **Technological innovation:** Integrating new technologies into education.
- **Organisational change:** Improving institutional structures and working procedures.

18. Community Relationship and Participation

Educational institutions are closely connected with the communities they serve. Educational management therefore includes developing positive relationships with parents, community members, and other stakeholders.

Community participation may help in:

- Understanding local educational needs.
- Improving communication between institutions and society.
- Increasing accountability.
- Supporting educational programmes.
- Mobilising additional resources.

19. Educational Management at Different Levels

The scope of educational management extends from the classroom to the entire national education system.

Classroom level

At this level, teachers manage learning activities, classroom resources, student participation, discipline, time, and assessment.

Institutional level

At this level, principals, heads, and administrators manage the overall functioning of schools, colleges, universities, and other educational institutions.

Local and district level

Educational authorities manage groups of institutions, implement educational programmes, allocate resources, and monitor educational activities.

State or regional level

Management includes educational planning, policy implementation, teacher management, financial allocation, curriculum implementation, and educational development.

National level

Educational management involves national educational policies, planning, financing, standards, large-scale programmes, monitoring, and evaluation.

The scope of educational management is very broad and covers almost every activity related to the organisation and development of education. It includes planning, institutional administration, curriculum implementation, teaching-learning management, personnel management, student welfare, leadership, supervision, finance, resource management, technology, decision-making, communication, policy implementation, monitoring, evaluation, quality improvement, change management, and community participation.

Therefore, educational management is not limited to the administration of schools or maintaining office records. It is a comprehensive process concerned with managing all the people, resources, activities, and systems necessary for achieving educational objectives and improving the quality of education.