School Management and Administration

Unit – I, Lesson - 3
Planning, organizing and controlling in educational management

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Unit I - SCHOOL MANAGEMENT
Planning, organizing and controlling in educational management

Introduction

▶ Management is **a social process** involving the **economical planning**, **regulation**, and **integration of organizational operations** through sub-functions like **decision-making** and **personnel supervision**.

▶ Concurrently, educational futures research (policy studies) focuses on diverse forecasts and projections to shape the evolving landscape of educational policy and institutional management.

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The process of management

▶ The process of management consists of five basic functions, namely **planning**, **organizing**, **directing**, **controlling**, and **staffing**.

▶ A manager or administrator uses these functions to achieve the organization's goals and objectives. These functions are interrelated
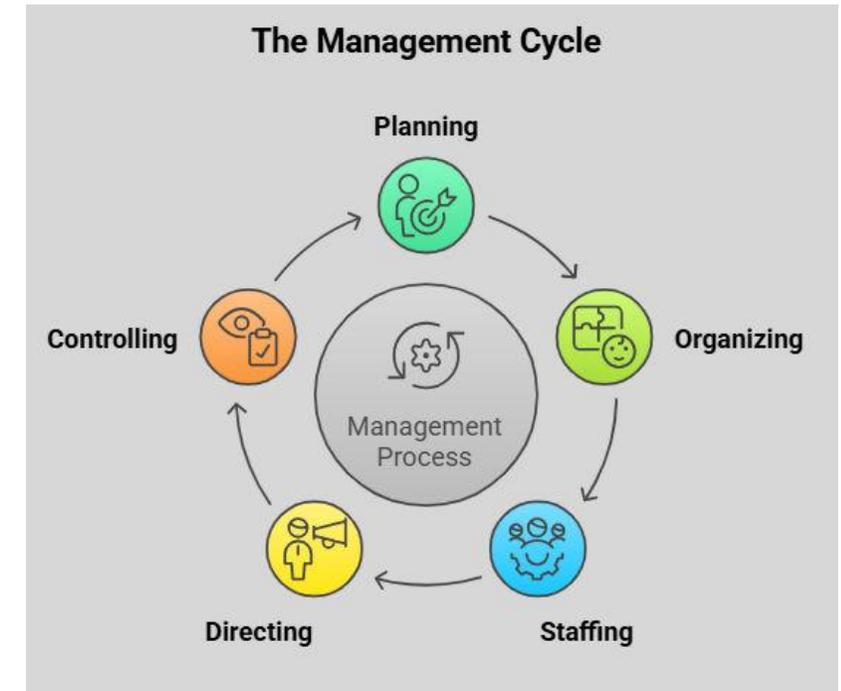
The Management Cycle

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1. PLANNING

► Planning is an important management function that helps in setting organisational goals that help achieve the desired result, which is used for assessing performance.

► Planning helps managers to find out intended organizational achievements and to ensure that internal rules and regulations, responsibilities, performance, structure, products, and expenses are in accordance with required outcomes.

Process of looking forward

Future objectives

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1. PLANNING

Introduction

▶ It helps in setting organizational goals that help achieve the desired result, which is **used for assessing performance**.

▶ It helps managers to find out intended organizational achievements and to ensure that internal rules and regulations, responsibilities, performance, structure, products, and expenses are in accordance with required outcomes.

▶ a logical and methodical way of predicting the future of a firm and helps in preparing for change by deciding what action to take in the future.

▶ It helps managers achieve their organizational goals efficiently and effectively.

▶ It acts like **a blueprint for action**.

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1. PLANNING

Definitions of Planning

▶ **According to Louis A. Allen**, "management planning involves the development of forecasts, objectives, policies, programms, procedures, schedules, and budgets."

▶ **According to Koontz O'Donnell**, "planning is an intellectual process, the conscious determination of courses of action, the basis of decisions on purpose, acts, and considered estimates."

▶ **Planning is pre-selection**

▶ **Planning is advanced decision-making**

Process of looking forward

Future objectives

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1. PLANNING

Types of Planning

Plans are classified as the following:

▶ **Purpose, missions, and objectives:** Mission - to identify the general tasks of an educational institution.

▶ **Strategies and policies:** The word "strategic" is obtained from a **Greek word** called **"STRATEGOS,"** which means **'general."** Strategies determine the main long-term goals that a firm adopts, the means of action, and the allocation of resources required to attain these goals.

▶ **Procedure and rules:** Procedures are plans that **establish a required method of handling future activities**.

▶ **Programmes:** a complex of goals, policies, procedures, rules, tasks, and steps to be taken, resources to be employed, and other elements necessary to carry out a given course of action, which are normally supported by capital and operating budgets.

▶ **Budget:** A budget is a statement of plans and expected results expressed in numerical terms or forms.

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1. PLANNING

Characteristics of Planning Functions

Plans are classified as the following:

- It is a group effort and all the people concerned are responsible for planning

- Its roots in cooperative planning, which includes the involvement of representatives of most of the concerned sectors of society.

- Modem educational planning foresees future developments and needed changes

- It also identifies educational problems and suggests suitable solutions.

- It is goal-oriented.

- It focuses on required future outcomes.

- It is future based as it includes decisions that are achieved in future.

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1. PLANNING

Steps and Principles of Planning

Steps are classified as the following:

▶ Awareness of Opportunities.

▶ Setting Objectives: They should be able to do a SWOT analysis (identify strengths, weaknesses, opportunities, and threats)

▶ Establishing Premises: like forecasting, applying basic educational policies, curriculum, and current institution plans are environmental assumptions in which the plan has to be applied.

Cont.

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1. PLANNING

Steps and Principles of Planning

▶ Identifying Alternative Courses of Action

a) Analyzing the situation:

b) Need Identification:

c) Deriving goals and objectives

d) Describing alternatives

e) Selection of strategies and policies

f) Implementation

g) Maintaining and evaluation

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1. PLANNING

Principles of Planning

In order to create an effective and efficient educational plan, **Gary Dessler** stated the following principles:

▶ Aims should be achievable, reasonable, and crystal clear.

▶ Correct data is very important for any planning process.

▶ Subordinates should be included in the planning process to ensure the onus and acceptability of plans by their implementers.

▶ An effective plan is based on accurate information and the right assumptions.

▶ Being objective rather than overambitious helps in planning effectively.

▶ Standards for discontinuing a project should be fixed at the beginning.

▶ Keep the plans flexible.

▶ Long-term plans are required to be regularly reviewed to ensure changes occurring during implementation can be incorporated into the plan.

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1. PLANNING

The nature of educational planning

The nature of planning should be as follows:

► Educational planning could be a boon if it is rightly framed and a curse if it is wrongly framed.

► The best utilization of available resources, waste checks, and failures all contribute to the smoothness, ease, and efficiency of the administrative process.

► Changes in society and its development are on a fast trackIt eliminates the possibility of failure.

► Educational planning acts as a tool to solve future problems. Efficient planning minimize the errors.

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2. Organizing

Concept of organizing

▶ The process of education involves the methods, techniques, and procedures to ensure optimum learning among the pupils by utilizing all available human and infrastructural resources.

▶ An organization is **a man-made system** designed to **combine a complex of men**, **materials, machines**, and **other resources** into an efficient, effective, and **variable enterprise**.

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2. Organizing

Duties:

▶ Laying down the structure of the organization, the pattern of positions, and relationships.

▶ defining the positioning of workers on the basis of law and convention.

▶ Assigning duties and responsibilities.

▶ Ensuring group behavior towards the achievement of purposes through action, procedure, communication, and evaluation.

▶ Ensuring the group's security and long-term viability through pleasant relations, encouragement, self-expression, and self-direction.

▶ Securing the sustained and persistent cooperation of all workers.

▶ Making the organization democratic through a personal relationship, active participation, and the sharing of power and responsibility.

▶ Ensuring individual and group satisfaction through group interaction and consideration.

▶ Promoting effectiveness and efficiency in order to achieve goals.

▶ Maintain friendship, respect, and confidence towards the workers.

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2. Organizing

According to **Harold Koontz** and **Heinz Weihrich**, 'Organizing is:

1. Organizational Goals

▶ Organizations **bridge planning** and **action to meet societal needs**. In democracies, they prioritize both **product-oriented results** and **process-oriented values**.

a) Each learner is an individual. Individual differences must be taken into account when programmes are chalked out.

b) Learning "how" to learn may be as important as the learning itself.

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2. Organizing

According to **Harold Koontz** and **Heinz Weihrich**, 'Organizing is:

2. Decentralization Authority

Defined as the **tendency to dispel decision-making authority in a structured way**

▶ Decentralization is the method of organizing **physical**, **financial**, and **human resources** together and developing fruitful relationships between them to achieve organizational goals.

Organizing a process involves the following:

▶ Identifying activities

▶ Classifying group activities.

▶ Allocating responsibilities

▶ Delegating authority and creating responsibility (to give somebody with a lower job or position a particular task to do)

▶ Coordination of authority and obligatory relationships

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3. Directing

Concept of direction

Action Catalyst: Acts as the "life-spark" that transforms managerial preparations into active performance to achieve organizational objectives.

Strategic Guidance: Guides and orients personnel in the proper direction to ensure efficient institutional functioning.

Human Integration: Unites individual and group efforts with the organization, fostering full cooperation toward shared educational goals.

Motivation & Efficiency: Inspires teachers and staff to contribute effectively, aligning their personal growth with the success of the institution.

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3. Directing

The elements of directing

➢ **Supervision:** It is the act of supervising and directing the work of subordinates by their seniors. For example, education, technology, and the classroom.

➢ **Motivation:** It is an act of inspiring and encouraging co-workers to perform better by giving them correct feedback, praise, and incentives for performance excellence.

➢ **Leadership:** it is a method by which managers guide and influence the performance of co-workers in the right direction.

➢ **Communication:** may be defined as a method of sharing information, experiences, opinions, etc., between workers and co-workers, leading to an increase in knowledge and understanding.

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3. Directing

The importance of directing

Directing is a very important function of the managerial process and helps in the following ways:

➢ **Initiating action** by directing and guiding workers and co-workers towards organizational goals.

➢ **Ensuring maximum results** from individuals by utilizing the talent and capabilities of employees to the fullest.

➢ **Simplify changes** by introducing external and internal changes in the firm and enabling workers and co-workers to contribute their best to achieve organizational goals.

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3. Directing

Types of Directing

There are three types of directing processes. A good manager may use any of these depending on the nature and needs of the organization.

➢ **Consultative directing:** Participatory techniques for giving directions.

➢ **Free-rein directing/laissez-faire:** The supervisor does not participate actively in giving decisions.

➢ **Autocratic/dictatorial directing:** The executive keeps the entire authority and control with him.

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Principles of Directing

The process of directing should be based on the following principles:

- Interaction between individuals and organization goals

- Integrations of groups and organizational goals

- Secures cooperation of informal leaders

- Promotes participative decision-making.

- It involves the delegation of adequate authority.

- Requires effective communication.

- Ensures effective control.

- Prefers direct contact.

- Based on unity of command

- Involves maximum contribution of each individual.

- Ensures the full participation of all parties involved.

- Involves proper follow up through feedback

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4. Controlling

Meaning

Control guides and judges activities by applying authority, ensuring accountability across all educational spheres—from instruction and personnel to financial auditing.

Definition of Control

➢ Controlling may be defined as **a process which ensures that the progress of the assigned work moves according to the plan**. In case of violation of pre planed actions the manager or concerned management has to take corrective actions.

➢ **According to Robert J Mockler**, "management control" is **a systemic effort** to set performance standards with planning objectives to design information feedback system, compare actual performance with these pre-determined standards, determine whether there are any deviations and measure their significance, and take any corrective action required to assure that all corporate resources are being used in the most effective and efficient possible way to achieve corporate objectives.

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4. Controlling

Steps in the Control Process

i.   Establishment of Performance Standards to be maintained

ii. Measurement of Actual Performance Level

iii. Performance Comparison with Predefined Standards, i.e., Action Evaluation to Interpret Results.

iv. Taking Corrective Measures

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4. Controlling

Types of control

Control is generally classified into the following types:

a) Pre controls/ Pre-action control

i. The planning of preventive measures **aimed at detecting problems before they arrive**.

ii. **Checking over future financial expenditure** is the best example of pre-control.

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4. Controlling

Types of control

b) Preliminary control (Feed forward control):

It is control over anticipated problems or deviations in the system before the task operation starts.

In this control mechanism, managers identify the issues and prospective action plans to meet the anticipated problems.

Acts as an **alert mechanism for educational managers** about the **probable hurdles** that may affect the accomplishment of predetermined targets.

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4. Controlling

Types of control

c) Steering (Concurrent control):

It is a kind of control that is used **during the work being performed.**

Steering control ensures the accomplishment of work according to a laid-down plan and **takes necessary corrective action before any major problem appears due to violations of the pre-planned program**.

For example, each day, a principal supervises all the activities to ensure maximum learning output. **She/he monitors all the activities** in order to ensure quality and takes necessary steps as and when required.

4. Controlling

Types of control

d) Post action control (Feedback control)

As the name suggests, post-action control is used **after the completion of a task**. It is a kind of critical review that is conducted **to see whether the desired result has been achieved or not**.

It provides information about **whether the objectives of the organizational are achieved or not**.

This kind of feedback control **can be used to decide the future action plan of an educational organization**.

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4. Controlling

Consequences of Control

• Undesirable and inappropriate control lead to **unanticipated and undesirable effects**. In most cases, there is a kind of resistance towards this process.

• The higher extent of control **affects the teachers and supporting staff adversely**.

• When the approach of the administration towards performance appraisal is narrow, **good teachers get discouraged from taking new initiatives**.

• The short-term approach taken by the management in running the organization **affects the long-term interest of the organization**.

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4. Controlling

Consequences of Control

a) In educational management, **a manager should not impose any restrictions on teachers**. The **creativity and personal reflections of the teachers should be promoted.**

b) It is critical for **a good administrator to take corrective action on time**. Delay in this kind of action may cause serious problems for the desired outcome.

c) A good control process is **always cost-effective**. The cost of control includes such factors as monitoring and processing systems, hiring personnel to operate the system, etc.

d) There should be **no bias in the control process**. Subjectivity should be avoided and objectivity should be promoted; otherwise, it may affect the judgement and performance of the teachers and supporting staff.

e) **Acceptability is a core characteristic of an effective control process**.

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