

---

---

# Role of Administrators in Educational Establishments

## Ms. Rupinder Kaur, Research Scholar, Sunrise University, Alwar

**Rupinder Kaur**

Doctoral Research Scholar, Sunrise University, Alwar

Email Id: rupkang@yahoo.com

### **ABSTRACT**

*Administration is management of an office, business, or an organization that involves efficient organization of people, information, and other resources to achieve organizational objectives. An Administrator as an official takes up the role who manages, organizes and supervises the activities/functions/operations of an organization or institution. In academic institution, which is also our area of study, an administrator could be a Registrar, COE, Dean, Director, Principal, HOD, etc. or may be of any designation. The administrators in educational setup help to ensure that the university/institution run efficiently by managing its administrative, financial, operation and other support systems. The role of Administrator is not just about record keeping, processing salary and other requests but with changing educational dynamics, the administrators have a huge responsibility of making policies to check, discipline among students, handle issues such as ragging, sexual harassment, and staff, safety and security, counseling of students in times of need, managing hostels and other infrastructure, etc. It is a challenging job and requires a high level of efficiency to do their roles to maintain the sanctity of any educational institute or university.*

As a general definition, administration is management of an office, business, or an organization. It involves efficient organization of people, information, and other resources to achieve organizational objectives. This role is undertaken by an official i.e. the administrator who manages, organizes and supervises the activities/functions/operations of an organization or institution. She could be the Registrar, Manager, Dean, Director, Principal, HOD, etc. or may be designated appropriately. The administrators in educational setup help to ensure that the university/institution runs efficiently by managing its financial, operations and other support systems.

The governance structure of higher education institutions is getting more important everyday considering the evaluation of institutional performance<sup>1</sup>. Therefore, with expansion of educational institutions/universities, the role of administrators is gaining importance as the administrative structure plays a central role in development of an educational institution, both academically and administratively, and also for attracting qualified academic staff and students<sup>2</sup>.

The growing importance of governance in higher education may be attributed to the challenges that the institutions have been facing during the recent past. The array of provisions, new modes of delivery, varied student strength, growing pressure of globalization, research and innovation are affecting the production of knowledge. In addition to these, arranging funds, pressure for getting accredited with

---

---

organizations of repute, research and publications, increasing competition among institutions are the factors forcing higher education institutions to constitute a more effective administration systems managed by experienced and knowledgeable administrators to ensure quality and survival in the field. Their quality is directly linked to the governance system ensuring accountability, , ability to tackle new challenges, to be productive, and to protect participants and stake holders in educational institutions.

The role of administrator is not limited to record keeping, processing salary and other routine requests. The administrators have a huge responsibility of making policies, rules and regulations and to ensure their implementation; keeping mission and vision of the institution in mind. They are also responsible to keep processes in check, handle issues such as ragging, sexual harassment, discipline among students and staff, safety and security, counseling of students in times of need, managing hostels and managing other infrastructure related issues, etc.,

The personnel in educational administration can be Registrar, Managers, Supervisors, Programme Administrators, Dean/Principals, Directors, Head of Departments, both academic as well as non-academic, Academic Officers, Executive Assistants, etc.

The administrators must be noticeable, student and teacher centered, and willing to tackle issues for which there are no easy answers<sup>3</sup>.

Many a times, faculty members are also a part of administration and have to perform such administrative tasks, for which training is required that would be beneficial for smooth functioning of the departments and organization.

### **Functions:**

The basic functions of educational administrators can be summarized as follows:

- Production and management of resources (human and materials) required to support organizations and achieve goals and objectives.
- Supervision of instructional activities.
- Recruiting and training personnel as per the needs of the institution.
- Providing assistant for development of curriculum and academic activities.
- Maintaining peaceful co-existence of different heterogeneous demographic and cultural groups within the institution, the society and the external agencies.
- Influencing staff behavior.
- Perceiving and influencing development of goals and policies.

- 
- Evaluating effectiveness and efficiency or visa-versa of the institution.
  - Taking remedial action wherever required.
  - Providing incentives to stimulate productivity.
  - Effective grievance redressal for both staff , students and any external body that is affected by the actions of the institute.

### **Importance of Administrators:**

Administrators are the leaders, policy-makers, public image makers of an institution, and are visionaries. As institutes are also organizations, they can be viewed as a system, and administration can be defined as human action to facilitate production of beneficial results from that system. Administrators control, nurture and facilitate support. The nurturing and facilitation is usually done silently, much of their work is invisible, and the effects and benefits are realized only over time.

Administrators are also required to focus on motivating teachers as only a motivated and satisfied teachers can provide a favorable environment for the students.

Blase & Blase (1999) found that formal supportive administrative measures underlie effective classroom situations. Positive behavior programmes use essential motivators, prompt self-reflection, and development. As the authors underscore, "Our findings echo research that discusses long-understood fundamental needs for trust, support, and professional interaction" (page 369). Perhaps when this behavior is modeled for teachers by their administration, the teachers are better able to model it for the students.

Administrative behaviors may relate to teacher morale itself. Evans (1998) reported on a situation exposing the effect poor management has on teacher morale. Administrative behaviors may relate to teacher morale itself. He reported on a situation exposing the effect poor management has on teacher morale<sup>4</sup>. However, the study does not appear to discuss the issues of accountability and how problematic management situations, such as the the case under review, can be addressed. It demonstrates how adverse managerial policies can affect teacher morale. Unless the teacher is seasoned enough to distinguish between social arenas, this poor morale may easily affect the morale of the students in the classroom as well.

The administration plays an important role in development of students in an institution. While research has not yet been able to determine direct relationship between administration and student achievement, administration does strongly influence environmental conditions affecting such growth. Motivation is

---

---

contagious and has lasting effects. The college administration should facilitate environment allowing such opportunities.

Per Lindley (2009), the role of the school administrator encompasses teamwork, exploration, creation, and the ability to “lead by doing the right things”.

### **Assessing the Administration**

A great deal of the difficulty in assessing the administration lies in ineffective and inconsistent accountability for college/institute management<sup>5</sup>. Research findings suggest that inadequate policies and procedures to assess principals exist. Fletcher & McInerney (1995) suggest that identifiable qualities exist for good principals; unfortunately, satisfactory mechanisms for measuring these traits are not prevalent<sup>6</sup>.

When Fletcher and McInerney surveyed superintendents in Indiana, USA about evaluation systems, the respondents disclosed a high percentage of least effective principals worse off in motivational, analytical, sensitivity, and cultural skills than the system assessed. This finding suggests that ineffective principals still manage schools because they have not been evaluated in the key performance areas where weaknesses exist<sup>6</sup>.

Webster (1995) recognized the lack of a system that requires standards and accountability for principals<sup>7</sup>. The paper sets standards in four performance areas that principals need to deal with: basic measure, test based improvement, basic evaluation, and good testing environments. Ediger (1998) modified Heplen and Crofts' 1963 questionnaire about organization and climate into a five-point evaluation system to clarify and develop meaningful roles in the school community. The appraisal should be conducted by those affected by influences on school curriculum. This theory supports observations that teachers may be the more accurate assessors of school administration (Blase & Blase, 1999 ; Evans, 1998; Van de Grift & Houveen, 1998).

The effective administration is the ability to mobilize human and other resources towards achievement of organizational objectives. Ogunsaju (1998) opines that administration is concerned with a variety of tasks. Nwankwo (1987) describes administration as a careful and systematic arrangement and use of human a material resources, situations and opportunities for the achievement of specific objectives. However, Campbell et al. (1984) said that the main purpose of administration in any organization is that of coordinating the efforts of people towards the achievement of its goals. Peretomode (1991) defines administration as the performance of executive duties, the carrying out of policies or decisions to fulfill a purpose, and the controlling of the day-to-day running of an organization.

---

It is the function of the school to produce educated and enlightened human beings who would be able to contribute positively to the development of the society. This formed the opinion of Olaniyi (2000) who describes school as a social institution which does not exist in a vacuum<sup>8</sup>. He said further that a school is a micro-community, existing within a macro community to mold the habits, interest, attitudes and feelings of children and transmit from one generation to another. The institution also comprises certain personnel i.e. teaching and non-teaching staff as well as the students. These human resources in the school work with some materials, such as instructional materials, equipment, and financial resources in order to achieve the objectives of the institution<sup>8</sup>.

Administration is very pertinent to realization of the institution's objectives – indeed, the success of the institution system depends, to a large extent, on the administrators of the respective institutions who handle it with their expertise and wisdom.

### **Conclusion :**

The administration in educational system can be defined as a process of management. It means that among others, the administration is the key to success and development of an institution. The basic functions of administration are planning, organizing, staffing, leading, directing, controlling, monitoring and motivating. The Administrators are the leaders, policy-makers, visionaries and public image makers of the institution. The quality of an institution is directly linked to the governance system and the administrative structure plays central role in it. Administration facilitates development of an institution, both academically and also for attracting qualified academic and non-academic staff and students. It involves efficient organization of people, information, and other resources to achieve organizational goals and objectives. Poor administration can adversely affect the morale of faculty and students positively, and likewise sound administration practices can have a positive impact on the morale of faculty and student body of an educational institute. The most important objective of an educational institute is teaching and promoting development, and smooth administration of an institution ensures accomplishment of this objective with help of erudite and wise administrators.

### **REFERENCES:**

1. *Governing Higher Education: National Perspectives on Institutional Governance*, edited by Alberto Amaral, Glen A. Jones, B. Karseth.
2. Suat Teker, Pinar Sayan, Dilek Teker (2013). *A comparative study for appointment procedures of University Presidents*, *European Journal of Business and Social Sciences*, Vol 2, No.8, pp 123-131.
3. Cynthia S. Jonson, Vol.1 No.14, October 2011 *International Journal of Humanities, School Administrators and the Importance*.
4. Evans, C., (1998). *The effects of senior management teams on teacher morale and job satisfaction*, *Educational Management and Administration*.26,417-428.
5. Tom Lucey, *The Importance of the School Administration to Student Achievement*, *TeacherFeature*, <http://www.teachers.net/gazette/FEB02/lucey.html>
6. Fletcher, T. & McInerney W. (1995). *Principal performance areas and principal evaluation*. *ERS Spectrum*, 13, 16-21.
7. Webster, W J. (1995). *What principals need to know about management in an era of site-based management*, paper presented at annual meeting of the National Council of Measurement in Education, San Francisco, CA.
8. E. Mark Hanson (1996), *Educational Administration and Organizational Behavior*
9. Boer, de H., File, J. (2009). *Higher education governance reforms across Europe*, *ESMU*.
10. *Governance: boards under scrutiny*. *Studies in Higher Education*, 35:3, 317-333.