Principles of Educational Administration

EME 202

University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development

General Editor: Prof. Bayo Okunade

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Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.

Prof. Abel Idowu Olayinka

Vice-Chancellor

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Foreword

As part of its vision of providing   education for "Liberty and Development" for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.
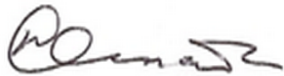
The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer

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skills by availing yourself the opportunity of training that the Centre's provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.

Professor Bayo Okunade

Director

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Study Session 1: Concepts of Organization and Administration

Expected duration: 1 week or 2 contact hour

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Source: https://farm3.staticflickr.com/2289/2137737248_e9f3e429d1.jpg

Introduction
We are born into organizations, educated by organizations and most of us spend much time working for organizations. Human beings generally organize themselves into groups in order to achieve certain objectives (as highlighted in figure 1.1). Educational organization is a good example of such. Administration is centrally concerned with the management of any office, business, or organization.

In this study session, you will learn about the meaning of Organizations, its major features and types. In addition, this session will examine Administration as a process and how it makes it possible for organizations to realize their goals.

Learning Outcomes for Study Session 1
At the end of this session, you should be able to:
1.1 Define the Concept of Organization
1.2 Mention the Types of organization
1.3 Explain what Administration is and its relevance in Organizations

1.1 Definition of Organization
Organization is

an integral part of human life. Without well-run organizations, our standard of living, our level of culture and our democratic life could not be maintained. This statement demonstrates the importance of an organization.

Organization can be defined as a group of people whose activities are consciously coordinated towards a common objective or objective. In a related definition,

organization is a collection of people who have united together to pursue and achieve a common aim through collective effort and the pooling of resources.

From these definitions, you will agree with me that organization is important to the existence of mankind. The question one may ask is 'What are the features or characteristics of organizations?

Figure 1.1:Organization (an integral part of human life)
Source:http://panorama-consulting.com/wp-content/uploads/2014/07/HiRes.jpg

1.1.1 Features / Characteristics of Organizations

When something is termed as an organization, you expect to see some basic features such as:

1. **Two or more people:** Membership of organization starts from two people who are conscious of their interaction towards the achievement of set goals.
2. **Planning, Programme and Method:** Members plan, design programme and devise methods for executing the plans and programme designed.
3. **Shared Objectives:** Existence of one or more objectives that are shared by members.
4. **Resources:** Availability of resources necessary to fulfill set objectives.
5. **Division of Labour:** Members are entrusted with different tasks based on their expertise to accomplish set objectives.
6. **Dependence on Environment for Survival:** Organization has to depend on the environment for survival. These include; economic, political, cultural and legal environment.
7. **Coordination of Activities (Management and Administration):** People's activities are coordinated through effective management and administration. This is made possible through leadership.

In-Text Question

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………… defined as a group of people whose activities are consciously coordinated towards a common objective or objective?
   a. Administration
   b. Organization
   c. Institution
   d. Missionaries

In-Text Answer
   b. Organization

1.2 Types of Organization
There are different types of organizations, depending on objectives, structure, composition or ownership. Based on ownership, it can be categories into:
   - Private organizations
   - Public organizations
   1. **Private Organizations:** These are owned, financed and controlled by private individuals. Therefore, in an educational setting, we may refer to private educational institutions as those owned, financed and controlled by private individuals, corporate bodies, and missionaries. Can you name some private educational institutions in Nigeria, especially, higher institutions like Polytechnics, College of Education and Universities?
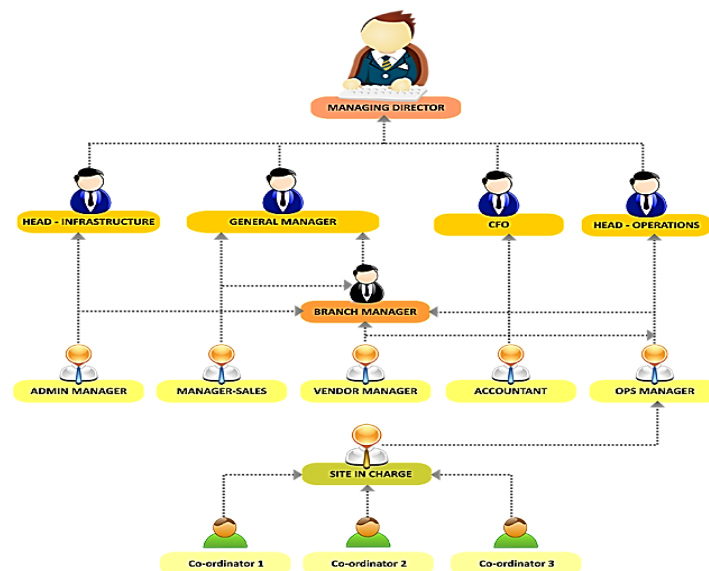
Figure 1.2: Private Organization
Source: http://www.supershuttle.co.in/images/ORGANISATION-CHART.png

2. Public Organization: Some of us are products of public schools; primary, secondary and even tertiary institutions, and some of us still patronize public hospitals. These

organizations, i.e. schools and hospitals are called public because they are owned, financed and controlled by the government on behalf of public.

In most cases, services rendered by public organizations are tagged as social services. This is because the prices are subsidized so as to make the services available to all citizens.

Figure 1.3: *Public Organization*
Source:http://www.seebtm.com/wpcontent/uploads/bigstock_Public_Information_2958444.jpg

Based on the above structure, there are two types of organizations. These are ***formal*** and ***informal*** organizations:

a. **Formal Organization:** A formal organization refers to an organization with a classical mechanistic hierarchal structure in which position, responsibility and the lines of command are clearly defined and established. It operates a system of well-defined jobs with a prescribed pattern of communication and delegation of authority.

It is a kind of organization with intentionally planned and coordinated activities in such that people, the right and obligations of members, hierarchy of authority, division of labour and functions are guided by laid down rules and regulations which are recorded or written down. Examples of formal organizations are business organizations, schools (primary, secondary, college of education, polytechnics and universities).

b. **Informal Organization**: This is an organization that comes into existence due to social interactions and interpersonal relationships. Its main objectives are to serve the individual members' interest, needs and aspiration. It exists outside the formal authority system and does not have any set rigid rules.

It has its unwritten rules and a code of conduct which every member subscribes to. The informal group exists within a formal organization although the management of the organization has to be conscious of its existence and manage them through effective leadership for the achievement of organization.

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From the features of formal organization, you can see that there are set of objectives to be achieved through proper coordination of member's efforts. This emphasizes the importance of administration in organization.

In-Text Question
There are different types of organizations, depending on objectives, structure, composition or ownership. Based on ownership, it can be categories into:
   a. Public organizations
   b. Private organizations
   c. All of the above

In-Text Answer
c. All of the above

1.3 The Concept of Administration

Administration is described as the guidance, leadership and control of the effort of a group of individuals towards some common goal. This definition implies that realization of organizational goals depends on guidance, leadership and control exerted through administration. In other words, the absence of administration in an organization could result into goal displacement.

Olagboye (2004) defined administration as the process of getting the people in an organization to achieve the aims of the organization through the efficient (doing things right) and effective (doing the right things) use of available scarce human and material resources. This definition is similar to **Ogunsanwo's** (1991) submission, when he conceived administration as the ability to mobilize people, procedures and materials to achieve desired results.

He stressed that it is universal because it goes on in business, schools, government, the civil service, religion, public services, industries and the likes. There has been an argument on whether administration is art or science.

Figure 1.4: *Administration*
Source:*http://admission.sunyocc.edu/uploadedImages/Images/Wide/Business%20feature.jpg*

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1.3.1 Administration as Art/Science

There are two opposing schools of thought on administration. One of the schools viewed administration as an *art* while the other school conceived administration as a *science*.

1. Administration as an Art: The school of thought that refers to administration as an art are of the opinion that administration belongs to those with natural gifts, traits and abilities for it. That administration is an inherent trait that cannot be learnt through formal training. The main emphasis here is that good administrators are born. They have the potentials to be successful as managers or entrepreneurs without having been specifically educated for the profession.

2. Administration as a Science*:* This school of thought argues that administration relates to the capacity to use existing organized knowledge in the practice. That administration is a technology, a matter of applying administrative principles and rules to the solution of management or organizational problems.

The emphasis is that good administrators are not born but are trained on the use of scientific approach, relevant principles, theories and techniques of administration to achieve the objectives of the organization. However, the science of managing is not as exact as in the physical or biological sciences. It is crude and inexact because many variables which managers come in terms with are variable, complex and dynamic.

The submissions of the two schools i.e. administration as an art and as a science are complementary in the practice of administration. Some aspects of administration are essentially art while some other aspects have become more scientific in orientation e.g. the use of computer programming in decision making and the likes.

In-Text Question

………… is described as the guidance, leadership and control of the effort of a group of individuals towards some common goal.

    a. Organization
    b. Administration
    c. Public organizations
    d. Private organizations

In-Text Answer

    b. Administration

Summary for Study Session 1

In this study session, you have learned that:

1. Organization is a group of people whose activities are consciously coordinated towards a common objective.
2. The features of organization are two or more people, planning, sharing objectives, resources, division of labour, dependence on environment survival and coordination of activities.
3. The types of organization are formal and informal organizations, private and public organizations.

4. The concept of administration is the process of getting people in an organization to achieve the objectives of the organization through efficient and effective use of available scarce resources.

Self-Assessment Question (SAQ) for Study Session 1
Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering the following questions. Write your answers in your Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ for Study Session 1.1
Mention seven features of an organization.
SAQ for Study Session 1.2
List and explain the two types of organization you know.
SAQ for Study Session 1.3
Is there any relationship between organization and administration?

Notes on SAQs for Study Session 1
SAQ 1.1
The characteristics of organizations:
    a. It involve two or more people
    b. Planning, Programme and Method
    c. Shared Objectives
    d. Resources
    e. Division of Labour
    f. Dependence on Environment for Survival
    g. Coordination of Activities
SAQ 1.2
    a. **Private Organizations:** These are owned, financed and controlled by private individuals. Therefore, in an educational setting, we may refer to private educational institutions as those owned, financed and controlled by private individuals, corporate bodies, and missionaries.
    b. **Public Organization:** These are organizations owned, financed and controlled by the government on behalf of public. Public schools are examples of such organizations. They are financed through public funds.
SAQ 1.3
Organization is a collection of people who have united together to pursue and achieve a common aim through collective effort and the pooling of resources while **Administration** is described as the guidance, leadership and control of the effort of a group of individuals towards some common goal.

These imply that realization of any organizational goals depends on guidance, leadership and control exerted through administration. In other words, the absence of administration in an organization could result into goal displacement.

References

Atanda, A.I. &Lameed, .W.O (2006). *Essential of Educational Management*. Ibadan: Awemark Printers.

Ogunsanwo, O.A. (2000). EME 302: *Modern Principles and Techniques of Management*. University of Ibadan:Centre for External Studies

Olagboye, A.A. (2004). *Introduction to Educational Management in Nigeria.* Ibadan: Kemsio Educational Consultant

Study Session 2: Educational Administration and Its Importance

Expected duration: 1 week or 2 contact hour

Source:http://blog.commlabindia.com/wp-content/uploads/2013/05/lms-administration-support.jpg
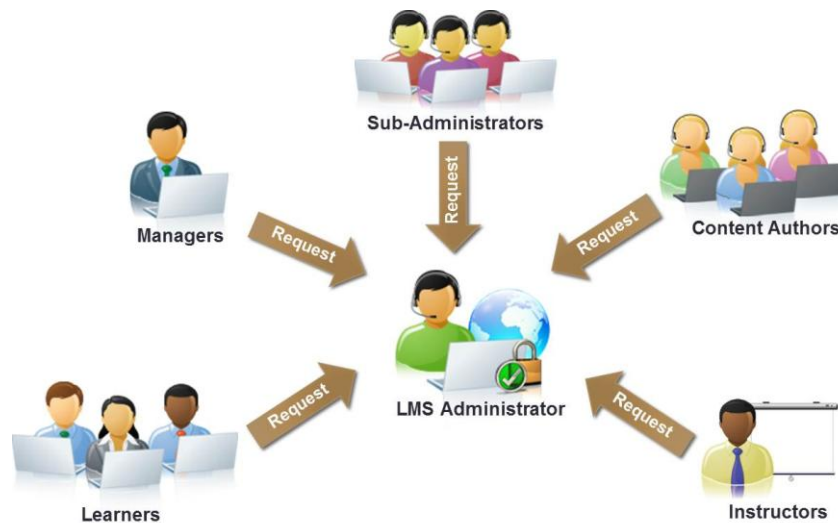
Introduction
In the previous study session, you were introduced to the concept of organization and administration. In this study session, you will learn about educational administration, processes of educational administration and the importance of educational administration in educational development.

Learning Outcomes for Study Session 2
At the end of this session, you should be able to:
2.1 Define Educational Administration.
2.2 Enumerate the processes of educational administration.
2.3 Discuss the importance of educational administration.

2.1 Concept of Educational Administration
In the previous session, we emphasized that administration is the process of getting the people in an organization to achieve the aims of the organization through the efficient and effective use of available human resources.
We can as well say it is a dynamic process of arranging the scarce human and material resources available to an organization for the effective and efficient attainment of its aims. It is also the process of realizing organizational plans and policies with limited resources through cooperative efforts.
Having understood administration as a concept, what is educational administration?

According to **Coombs** (1970) **educational administration** is the application of rational and systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the students and the society. This definition denotes that education can only be an asset to individuals and society at large through administration.

Nwankwo (1982) defined educational administration as "the process concerned with using methods, principles and practices to establish, develop and execute the goals, policies, plans and procedures necessary to achieve the objectives of education".

In a related definition, **Ogunsanwo** (1991) said educational administration in the process by which principles, methods and practices are used in educational institutions (as organizations) to establish, maintain and develop such institutions in line with the goals/objectives of the institution.

From the latter definition, you can see that educational institutions are also referred to as *"organizations because they comprise of individuals who are conscious of their membership towards fulfillment of desired goals"*. Administration is an essential element that gears every activity towards realization set objectives in educational institution.

Thus, educational administration is the process of skillfully arranging the human and material resources and programmes available for education and carefully and systematically using them for the achievement of educational objectives.

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This is why **Atanda** and **Lameed** (2006) submitted that, educational administration is essentially responsible for the organization and implementation of plans, policies and programmes for the realization of educational objectives.

Educational administration is the carrying out of policies or decisions to fulfill a purpose and the controlling of the day-to-day running of an educational institution. Based on this premise, **Nwankwo** (1982) emphasized the fact that an educational administrator at any level is an organizer and implementer of plans, policies and programmes meant for specific educational objectives.

The educational administrator carries out some administrative processes that facilitate his/her accomplishment of educational objectives. The next section will intimate you with administrative processes or functions.

In-Text Question

Who define educational administration as the application of rational and systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the students and the society?

    a. Ogunsanwo
    b. Coombs
    c. Nwankwo
    d. Atanda

In-Text Answer
    b. Coombs

2.2 Processes of Educational Administration

There are administrative processes which are important in educational administration. **LyndallUrwick**and **Luther.H. Gulick** (1952) organized **Fayol's** statements into simpler and more comprehensive form. They gave each process of administration a letter which begins the name of the process. These processes are planning, organizing, staffing, directing, co-coordinating, reporting and budgeting.

Figure 2.3: *Processes of Educational Administration*
Source: *http://1.bp.blogspot.com/-Kns4nPDJyP0/UHAy5GzKsFI/AAAAAAAAAG4/QAJzWrb-iI4/s1600/posdscorb.jpg*

The acronym for these processes is 'POSDCORB' each letter represents each process of administration. We shall discuss these one after the other.

1. **Planning:** This is fundamental for every educational administrator. It is a process of preparing a set of decisions for future action. It is a kind of organized foresight as well as attempting to control events. In educational institutions, it involves deciding what the educational objectives should be and what its members should do to attain them.

   Thus through planning, educational administrator seeks to establish guidelines for channeling effort and decision making that will create unity of purpose within the organization's membership. Flexibility has to be built into planning because the future is uncertain. Hence, plans must be revised to make them consistent with reality.

2. **Organizing:** This involves the establishment of a formal structural line of authority, which defines different duties and responsibilities of each staff. It is the determination of what needs to be done in order to reach:
   - ✓ The organizational or institutional goals,
   - ✓ Assigning these activities to the proper personnel, and
   - ✓ Delegating the necessary authority to carry out these activities in a coordinated manner.

   Therefore, organizing is the process of arranging positions and tasks systematically to achieve educational objectives.

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3. **Staffing:** This refers to personnel function in administration. It involves recruitment, placement, welfare, compensation, and staff development. In education, already designed jobs under organizing have to be entrusted to some people (both teaching and non-teaching staff).

   This calls for recruitment of qualified staff. It does not stop at recruitment, what transpires after, such as compensation, development, promotion, discipline, retirement and so on are concerns to the educational administrator.

4. **Directing**: This is concerned with leadership, communication, motivation and supervision so that the staffs perform their assigned tasks in the most efficient manner so as to achieve the desired goals. Educational administrators must be conversant with different leadership styles as well as understand their application as situations demand.
   Communication is referred to as a connecting fluid in every organization. Educational administrators have to communicate effectively so as to get the set goals accomplished. Communication should not only be downward, upward communication should be encouraged. This helps the administrators to get feedback from the subordinates. Motivation is the process of energizing an inward drive of subordinates to act.
   Administrators in educational institutions are expected to be familiar with their subordinates; as this will help a lot in motivating them accordingly. In addition, activities of subordinates have to be overseen by the administrator to ensure compliance with standard.

5. **Coordinating:** This involves the ability and capability of educational administrators to put the human and material resources together in the best way proportional toachieving the organizational objectives. This is the 'wire' that binds all members in the organization. Coordination calls for the need to put every section and individual into consideration. It prevents confusion and delay.

6. **Reporting:** Administrator is expected to be knowledgeable of all work in his organization through supervision and observation. He/she should disseminate information about the progress or problem of his organization to members of the organization and other stakeholders.

7. **Budgeting:** Educational Administrators should have adequate knowledge on fiscal management. For examples, financial planning, accounting and controls are his/her responsibilities as an accounting officer. He/she should be able to carve out the yearly budget on repairs of school materials, facilities, finance and equipment. Though, there may be designated staff known as school accountant or bursar, the school administrator as Chief Executive Officer will be responsible for any

financial misconduct. Therefore, his/her knowledge of accounting will help in supervisory role.

In-Text Question
Directing is concerned with leadership, communication, motivation and supervision so that the staffs perform their assigned tasks in the most efficient manner so as to achieve the desired goals. True/False

In-Text Answer
True

2.3 Importance of Educational Administration
Educational administration plays important role in educational development as well as national development of any country. Some of these are highlighted as follows:

a. **Educational administration facilitates the achievement of educational goals and objectives:**
   Every country has a set of educational objectives. For these objectives to materialize, resources are required. These are human, material and finance. Availability of these resources is not sufficient without proper coordination and steering of activities in the direction of set objectives. Educational administration helps in steering activities for the achievement of laudable educational objectives.

b. **Effective allocation of educational resources:**
   From the definition of educational administration, systematic allocation of resources is emphasized. It is through administration of education that resources made available to education are properly allocated. Human resources are assigned responsibilities in line with their specialization to avoid wastage. This is the emphasis of division of labour under bureaucratic principle of administration.

c. **Efficient utilization of human and material resources:**
   The effective allocation of educational resources facilitates adequate utilization of these resources. When a right man is fixed in the right job, he enjoys the use of his expertise with ease. Not only that, material resources that are judiciously allocated also results into efficient use of such resources for the achievement of desired educational objectives.

d. **Promotion of unity of purpose and direction:**
   The unity of purpose is possible through coordination of efforts by the educational administrator who occupies leadership position.

e. **Good human relations:**
   Educational Administration fosters good human relations between the educational administrators and their subordinates.

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f. Prevention of administrative problems in educational system:
Educational administration helps to reveal the problems that could militate against effective implementation of educational plans. Even if there are problems, it facilitates quick intervention through administrative mechanism.

g. Provision of vital information for policy making:
Through the feedback provided by educational administrators from the field, educational planners or policy makers are properly guided. The feedback serves as input in the subsequent educational planning. This is the reason why government and educational planners should ensure participatory educational planning. This gives different stakeholders, like educational administrators opportunity to contribute their inputs.

h. Basis for evaluation:
Educational administration provides a basis for the evaluation of educational plans. To some extent, the success of any educational plan is determined at implementation. Since educational administration is concerned with the implementation of educational plan, the result or feedback from implementation is used to adjudge the success or failure of educational plan.

In-Text Question
Which of the following is not correct about the role of educational administration?
  a. Promotion of unity of purpose and direction
  b. Bad human relations
  c. Prevention of administrative problems in educational system
  d. Provision of vital information for policy making

In-Text Answer
  b. Bad human relations

Summary for Study Session 2
In this study session, you have learnt that;
  1. Educational Administration is a process concerned with using methods, principles and practices to establish, develop and execute the goals, policies, plan and procedures necessary to achieve the objectives of education.
  2. The processes of educational administration are; planning, organizing, staffing, directing, coordination, reporting and budgeting.
  3. The importance of educational administration includes; effective allocation of educational resources, efficient utilization of human and material resources, promotion of unity of purpose, prevention of administrative problems in educational system and provision of vital information for policy making.

Self-Assessment Question (SAQ) for Study Session 2
Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering the following questions. Write your answers in your Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ for Study Session 2.1
Explain educational administration and its relevance to you
SAQ for Study Session 2.2
Discuss processes of educational administration.
SAQ for Study Session 2.3
Highlight at least seven importance of educational administration

Notes on SAQs for Study Session 2
SAQ 2.1
Educational administration is the process of skillfully arranging the human and material resources and programmes available for education and carefully and systematically using them for the achievement of educational objectives.
Also, it is the carrying out of policies or decisions to fulfill a purpose and the controlling of the day-to-day running of an educational institution.
The educational administrator helps the individuals carry out some administrative processes that facilitate his/her accomplishment of educational objectives. The educational administrator must be conversant with different leadership styles as well as understand their application as situations demand.

SAQ 2.2
The processes of educational administration are as follows:
   a. **Planning:** This is fundamental for every educational administrator. It is a process of preparing a set of decisions for future action.
   b. **Organizing:** This is the process of arranging positions and tasks systematically to achieve educational objectives. It is the determination of what needs to be done in order to reach: the organizational or institutional goals, assigning these activities to the proper personnel, and delegating the necessary authority to carry out these activities in a coordinated manner.
   c. **Staffing:** This refers to personnel function in administration. It involves recruitment, placement, welfare, compensation, and staff development. In education, already designed jobs under organizing have to be entrusted to some people (both teaching and non-teaching staff).
   d. **Directing**: This is concerned with leadership, communication, motivation and supervision so that the staffs perform their assigned tasks in the most efficient manner so as to achieve the desired goals.

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e. **Coordinating:** This involves the ability and capability of educational administrators to put the human and material resources together in the best way proportional to achieving the organizational objectives.
f. **Reporting:** Administrator is expected to be knowledgeable of all work in his organization through supervision and observation. He/she should disseminate information about the progress or problem of his organization to members of the organization and other stakeholders.
g. **Budgeting:** Educational administrators should have adequate knowledge on fiscal management. He/she should be able to carve out the yearly budget on repairs of school materials, facilities, finance and equipment.

SAQ 2.3
a. Educational administration facilitates the achievement of educational goals and objectives
b. Effective allocation of educational resources
c. Efficient utilization of human and material resources
d. Promotion of unity of purpose and direction
e. Good human relations
f. Prevention of administrative problems in educational system
g. Provision of vital information for policy making

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Study Session 3: Management Thoughts and Educational Administration I

Source: http://p9.storage.canalblog.com/98/83/695878/81852518_o.jpg

Introduction

In the previous study session, you were introduced to educational administration,its importance. The present stage of educational administration was a product of different management eras and contribution of scholars. Right from the time of Scientific Management, concerted efforts have been made to bring about effectiveness and efficiency in administration.

In this study session, you will learn about the major management eras which have significant impact on educational administration. Specifically, this session covers only three (i.e. Scientific management, Administrative/Classical and Human Relations) out of the five eras. The remaining two eras, the Behavioural and Management Science will be considered in the next study session.

Learning Outcomes for Study Session 3

At the end of this session, you should be able to:

3.1 Discuss the Management Movements or Schools of Thought.
3.2 Explain the Scientific Management Era/Movement
3.3 Discuss the Classical or Administrative Management Era/Movement
3.4 Explain the Human Relations Era/Movement

3.1 Management Eras/Movements

There are about five schools of thought with different approaches and perspectives to management. These perspectives have significant influence on practice of educational administration. These management eras or movements are;

a. Scientific Management
b. Administrative or Classical Management
c. Human Relations
d. Behavioural Science Movement
e. Management Science or Quantitative Approach/Movement

As said earlier, you are going to learn only three of these movements in this study session.

In-Text Question

There are…… schools of thought with different approaches and perspectives to management.

a. Two
b. Four
c. Five
d. Three

In-Text Answer

c. Five

3.2 Scientific Management Era/Movement (1885 – 1920)

Scientific Management is most closely associated with the works, of **Frederick W. Taylor, Frank and Lillian Gilbreths, and Henry L. Gatt**. These writers of the scientific management school believed that by using observation, measurement, logic and analysis, many manual tasks could be redesigned to make their execution far more efficient.

Figure 3.1: Frederick W. Taylor (Scientific Management)
Source: http://lh5.googleusercontent.com/-qGIWIguvqDE/Te43qUXBAZI/AAAAAAAAE18/E4IjrvYwQBY/Frederick-Taylor-Principles-Scientific-Management-Theory.jpg

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The first phase of the scientific management approach was to analyze a job and determine its basic components. Taylor, for example, painstakingly measured the amount of iron ore and coal a man could lift with shovels of varying sizes.

The **Gilbreths** invented a device called a *micro chronometer* which they used in combination with a motion picture camera to determine exactly what motions were made in performing a task and how much time each took. Based on this information, the job was redesigned to eliminate wasted motion and employ standardized procedures and equipment to the greatest degree possible.

Scientific Management did not ignore the human element. It was credited for the systematic use of financial incentives to motivate people to produce as much as possible. It also allowed for rest and unavoidable delay, so that the amount of time estimated for a job was fair and realistic. A key element in this school was that people who produced more were rewarded more.

Scientific Management writers recognized the importance of selecting people physically and mentally suited to their work, and emphasized training. Scientific Management also advocated the separation of thinking and planning – managerial work – from actual performance of tasks. This means that, management body should be separated from those that implement the policy.

Therefore, in school administration, the school head teachers, the principals and their deputies formed the management crew. Taylor's work drew attention to efficiency through effective management of jobs in education.

3.2.1 Shortcoming of Scientific Management

On the other hand, Scientific Management was criticized for not showing strong concerns for the social aspects of managing. While this approach emphasized economy and efficiency in the use of tools and human beings, it did not take cognizance of the human at work.

Also, the approach overlooked the social needs of workers while emphasizing the economic benefits to the workers. The approach did not also consider worker's job satisfaction and other emotional needs.

Scientific management is anti-democratic in the sense that it separates the manager from the worker, since it gives the management only the right and prerogative to manage, while the workers have the duty to work. In a truly democratic situation, the workers and the management should work together to achieve the integrated individual and organizational goals.

The approach promoted individualism, rather than team spirit because of the competitive nature of "more work, more pay". This had implications on teachers' job satisfaction which in turn affected their productivity.

In-Text Question

Scientific Management was criticized for not showing strong concerns for the social aspects of managing. True/False

In-Text Answer
True

3.3 Classical or Administrative Management Era/Movement (1920 -1950)

HenriFayol, **LyndallUrwick, James Mooney, Sloan** and others tried to look at organizations from a broad perspective to determine what all had in common. Their objective was to identify universal principles of management.

These principles covered two major areas. One was the design of a rational system for administering an organization. By identifying the major functions of a business, the classical theorists believed they could determine the best way to divide the organization into work units or departments.
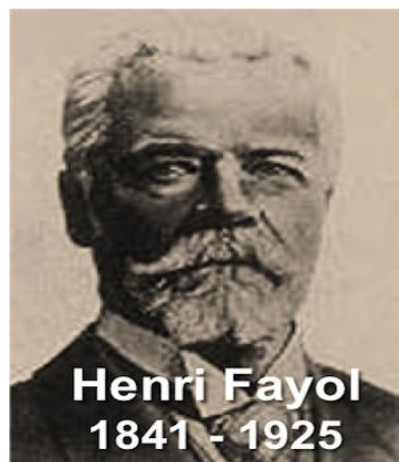
Figure 3.1: *Henri Fayol (Administrative Management)*
Source: *https://managementpocketbooks.files.wordpress.com/2014/06/henri-fayol-300.png*

3.3.1 The Fourteen Principles of Management

Traditionally, these business functions are finance, production, and marketing. For instance, **Henri Fayol**, proposed 14 principles of management, these shall be discussed in details later. However, these are summarized as;

1. Division of labour
2. Clear delineation of authority and responsibility
3. Discipline must be maintained
4. There must be unity of command
5. There must also be unity of direction
6. Individual/personal interest must be subjugated to overall interest
7. Respectable remuneration must be guaranteed to workers
8. There must be a delicate balance between centralization and decentralization of authority and power
9. Order must be maintained to avoid chaos and disaster
10. There must be a scalar chain of authority and communication ranging from the highest to the lowest position.

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11. Security of jobs must be ensured
12. The use of initiative by staff should be encouraged
13. There should be equity (fairness and justice) in dealing with staff
14. There must exist what he called '*espirit de corps*' i.e. concentrated effort, total belonging and unity of purpose and direction.

Furthermore, another of the renowned scholars of Administrative era was **Max Weber**. He was the one who introduced bureaucracy into administration. **Weber** looked for rules to eliminate managerial inconsistencies that contribute to ineffectiveness.

He believed in the strict adherence to rules which would make bureaucracy a very efficient form of organization founded on principles of logic, order and legitimate authority. Thus bureaucratic type of organization was proposed for the sake of efficiency and effectiveness.

3.3.2 The Basic Features of Bureaucratic Organization Include;
1. A division of labour by functional specialization
2. A well-defined hierarchy of authority
3. A system of rules covering the duties and rights of employees
4. A system of procedures for dealing with work situations
5. Impersonal relations between people
6. Selection and promotion based upon competence and excellence

These basic features have some benefits to educational organizations. The application of rules and procedures leads to consistent employee behavior in educational institutions. In addition, since the duties, jobs and responsibilities are clearly defined, the overlapping or conflicting job duties are eliminated while division of labour makes the workers specialists.

The emphasis on the position rather than individual/person ensures organizational continuity, even if the individuals leave the position.

However, bureaucratic organizations are subject to too much red tape and paperwork. This is because of the impersonal nature of the work, which makes the employees not to care about the organization, since there is no sense of belonging and devotion. In fact, organizations are bound to experience resistance to change and the introduction of new techniques of operations because employees become used to routines.

In-Text Question
The application of administrative management rules and procedures can lead to consistent employee behavior in educational institutions. True/False

In-Text Answer
True

3.4Human Relations Era/Movement (1930 – 1950)
The two previous schools were criticized on the ground that, they limited their discussion to such factors as fair pay, economic incentives, and establishing of formal relationships. Human relations movement emerged in reaction to the failure of previous movements to fully appreciate the human elements as a major factor in organizational effectiveness.

The human relations school is sometimes called the neo-classical school because it rose in reaction to shortcomings of the classical approach. The major contributors to the human relations school were **Mary Parkier Follett and Elton Mayo**. **Elton Mayo's** famous experiments, particularly those conducted at Western Electric Hawthorne Plant, opened a new dimension of management thought.
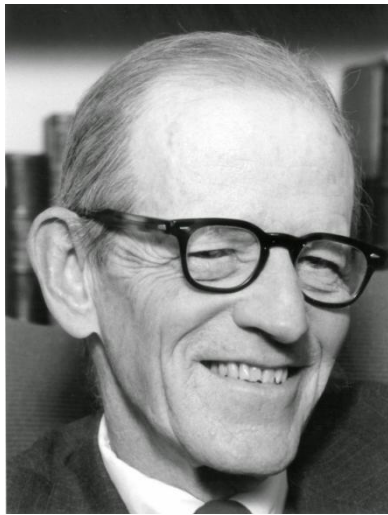
Figure 3.3:*Elton Mayo (Human Relations Movement)*
Source:*http://3.bp.blogspot.com/JQG3Fkv8P_4/VRHAYt2qt_I/AAAAAAAAAAU/4CWOvwo60_U/s1600/Elton%2B Mayo%2B5.jpg*

Mayo found that an efficiently designed job would not always lead to improved productivity, as the scientific management school believed. This is because forces arising from interaction between people could and often do override managerial efforts and people sometimes respond more strongly to pressure from others in the work group than to management's desires and incentives.

3.4.1 Elton Mayo and his Associates' Findings Results
Therefore, **Elton Mayo** and his associates' findings revealed that:
1. The quantum of work carried out by a worker is not determined by his physical capacity but his social 'capacity'. The individual worker's aggregate invariably affects the organizational level of efficiency
2. Non-economic rewards were much more effective in achieving workers' motivation and happiness,
3. Over-specialization was not the most efficient form of division of labour, and

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4. Workers' react to management and its norms and rewards as members of groups, not as individuals, to achieve organizational goals.

In addition to this, **Maslow's** proposal, were primarily motivated not by economic forces as the scientific management writers believed, but by various needs that money only partially and indirectly fulfills.

Based on these findings, writers of human relations school believed that, if management showed more concern for their employees, employees' satisfaction should increase, which would lead to an increase in productivity. You will learn more about Maslow's submissions under motivation in the subsequent study session.

Generally, the human relations proponents recommended the use of effective supervision, employee counseling, and giving workers more opportunities to communicate on the job. They said by so doing, both employees and organizational goals will be fulfilled.

In-Text Question
The human relations school is sometimes called the neo-classical school because……….
   a. It rose in reaction to shortcomings of the administrative approach
   b. It rose in reaction to shortcomings of the classical approach
   c. It rose in reaction to shortcomings of the scientist approach
   d. All of the above
In-Text Answer
   b. It rose in reaction to shortcomings of the classical approach

Summary for Study Session 3
In this study session, you have learnt that;
   1. The Scientific management is closely associated with the work of **Fredrick Taylor, Frank and Lillian Gilbreths, and Henry Gatt**. They made effort to analyze the job and determine its basic components.
   2. The intention was to eliminate wasted motion and employ standardized procedures and equipment to the greatest degree possible. This was followed by the Administrative school of thought.
   3. The primary aim of this school was to identify the universal principles and function of administration. While the emphasis of human relations school was on effective human relations in administration, thereby, recommending effective supervision, employees' counseling, and opportunity to communicate at work.

Self-Assessment Question (SAQ) for Study Session 3
Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering the following questions. Write your answers in your Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ for Study Session 3.1
Mention the first three schools of thoughts in management.
SAQ for Study Session 3.2
What are the keys elements in the scientific management school of thought?
SAQ for Study Session 3.3
Explain the classical management school of thought.
SAQ for Study Session 3.4
Highlight four of **Elton Mayo** and his associates' findings result.

Notes on SAQs for Study Session 3
SAQ 3.1
The first three schools of thoughts in management are:
   a. Scientific Management
   b. Administrative or Classical Management
   c. Human Relations

SAQ 3.2
Scientific management writers recognized the importance of:
   a. Selecting people physically and mentally suited to their work, and emphasized training.
   b. Not ignoring the human element. It was credited for the systematic use of financial incentives to motivate people to produce as much as possible.
   c. Allowing for rest and unavoidable delay, so that the amount of time estimated for a job was fair and realistic.
   d. People who produced more were rewarded more.
   e. Advocating the separation of thinking and planning – managerial work – from actual performance of tasks.

SAQ 3.3
The classical school's objective was to identify universal principles of management. The major contributors to classical or **Henri Fayol** management era include, **Henri Fayol**, **Lyndall Urwick, James Mooney, Sloan** etc. And their contributions relied heavily on personal observation rather than scientific methodology. They tried to look at organizations from a broad perspective to determine what all had in common.

SAQ 3.4
EltonMayo and his associates' findings revealed that:
   a. The quantum of work carried out by a worker is not determined by his physical capacity but his social 'capacity'.
   b. Non-economic rewards were much more effective in achieving workers' motivation and happiness.
   c. Over-specialization was not the most efficient form of division of labour.

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d. Workers' react to management and its norms and rewards as members of groups, not as individuals, to achieve organizational goals.

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Study Session 4: Management Thoughts and Educational Administration II

Expected duration: 1 week or 2 contact hour
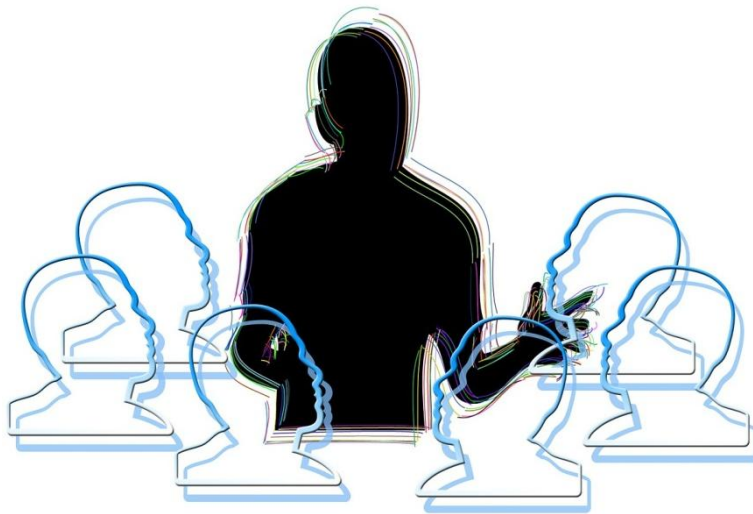
Introduction
In the previous study session, you learnt three out of the five major eras in the development of administration. These are scientific management, administrative/classical and human relations eras.
In this study session, you will learn about the remaining two eras, that is, the Behavioural and Management Science eras.

Learning Outcomes for Study Session 3
At the end of this session, you should be able to:
4.1 Discuss the proponents of Behavioural Science and Management Science movements.
4.2 Discuss the Management Science or Quantitative Approach Era\Movement

   Pre-Test
   1. List the proponents of Behavioural Science
   2. Who are the major scholars of Management Science?
   3. What are the significant contributions of Behavioural Science to the development educational administration in Nigeria?
   4. Discuss the contributions of Management Science to development of educational administration.

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4.1 Behavioural Science Movement\Era

Advances in the disciplines of psychology and sociology and the development of more sophisticated research techniques after World War II, made the study of behavior in the workplace more of a true science.

Some notable scholars here were **Chris Argyris, RensisLikert, Douglas, McGregor, and Fredrick Herzberg**. These and other researchers studied various aspects of social interaction, motivation, patterns of power and authority, organizational design, communication, leadership, job design, and quality of work life.

The behavioural science school departed significantly from the human relations techniques. The new approach was more concerned with helping employees realize their full potential by applying behavioural science concepts to the design and management of organizations. The basic goal of the behavioural science school was to increase organizational effectiveness by increasing the effectiveness of its human resources.
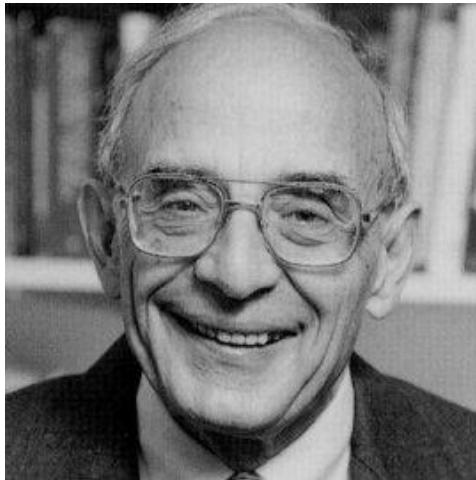
Figure 4.1: *Chris Argyris*
Source: *http://www.gse.harvard.edu/sites/default/files/wp/uploads/chris_argyris.jpg*

change, motivation, conflict management and the integration of the goals of individual workers with those of the organization. Most of the human relationists were sociologists and succeeded in highlighting the motivational factors of production which the scientific management theorists ignored. There are similarities between the human relations movement and the behavioural science movement.

However, while human relationists assumed that happy workers would always be productive workers, the behavioural scientists are goal-oriented and efficiency-conscious but they regard the understanding of human behaviour as the avenue for the achievement of such ends.

Among the contributions of this school was improved labour productivity by stressing people's needs in organizations, adoption of management training, adoption of management training to enhance labour productivity etc. All these have impact on education industry as well.

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In-Text Question

………… is not a major scholar of Management Science
    a. James Mooney
    b. Chris Argyris
    c. RensisLikert
    d. Fredrick Herzberg

In-Text Answer
    a. James Mooney

4.2 Management Science or Quantitative Approach Era\Movement (1950 Present)

Mathematics, statistics, engineering and related fields have contributed significantly to management thought. Their influence can be traced to Fredric W. Taylor's application of the scientific method to work analysis. Quantitative techniques, grouped under the term operations research were employed in solving management problems here.

Figure 4.2: *Operations Research Group*
Source: *http://www.westernseminary.edu/transformedblog/wp-content/uploads/2011/11/repairmen.jpg*

1. Operations Research and Models:

Basically operations research is the application of scientific research methods to operational problems of organizations. After a problem is identified, the operations research group develops a model of the situation. A model is a representation of reality. Usually the model amplifies reality or represents it abstractly. Models make it easier to comprehend the complexities of reality.

Models developed in operations research simplify a complex problem by reducing the number of variables to be considered to a manageable number. After the model is created, the variables are quantified. This enables each variable and the relationships among them to be compared and defined objectively. A key characteristic of the management science school is this substitution of models, symbols, and quantification for verbal and descriptive analysis.

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The biggest boost of the application of quantitative techniques to management was the development of the computer. The computer has enabled operations researchers to construct mathematical models of increasingly greater complexity that more closely approximates reality and are, therefore, more accurate.

Figure 4.3: *Operations Research and Models*
Source: *http://www.sentientdecisionscience.com/wp-content/uploads/2010/08/devo-men.jpg*

2. Decision Science Movement

The Decision Science Movement emphasized the use of the quantitative techniques in decision-making. These include application of statistics, information models, and simulation and optimization models. **Herbert Simon**, one of the early pioneers of artificial intelligence and operations research is regarded as the father of Management Science, the field in which the Decision Science theorists operated.

Figure 4.4: *Decision Science Movement*
Source: *http://raconteur.net/public/img/articles/2013/09/March-of-decision-science2-760x428.jpg*

Herbert's work was based partly on the earlier work of **Chester Barnard**. **Simon** was the first to distinguish between programmed and non-programmed decisions. A *programmed decision* is the one that can be arrived at by following a pre-arranged set of instructions or conventions and traditions. For instance, decisions made by the computer

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belong to this category, so too are decisions based on published guidelines, rules and regulations.

A *non-programmed decision* is often complex and unstructured. It is based on judgment, intuition, experience, training, insight, all of which make individuals arrive at different decisions on the same subject, given the same information. In programmed decisions, all individuals make the same decisions, no matter what information one may have. The movement has largely influenced the development of:
- ✓ Management Information Systems (MIS),
- ✓ Decision Support Systems (DSS) and
- ✓ Expert Systems.

The use of quantitative techniques enforces the use of computers and the problems tackled are usually some of the most difficult and complex ones to managers. There are some managers who are yet to embrace the decision science theory despite the increasing use of and accessibility to computers. Such managers hold that human skills are still best for solving problems within the organization.

This movement influenced handling of information in the educational system with the introduction of Management Information Systems (MIS). Most information are recorded and managed electronically.

In-Text Question

……….. is the application of scientific research methods to operational problems of organizations?
a. Operations research
b. Decision Support Systems (DSS)
c. Expert Systems
d. Decision Science

In-Text Answer
a. Operations research

Summary for Study Session 4

In this study session, you have learnt that;
1. Advances in the disciplines of psychology and sociology resulted into concerted efforts at the study of behavior in the workplace making it more of a true science.
2. Behavioural science scholars were concerned with helping employees realize their full potential with the aim of increasing organizational effectiveness.
3. Operations research also helped in the application of scientific research methods to operational problems of organizations. This has greatly influenced handling of information in the educational system. Most of the information are recorded and managed electronically.

Self-Assessment Question (SAQ) for Study Session 4
Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering the following questions. Write your answers in your Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ for Study Session 4.1
What are the significant contributions of behavioural science to educational administration in Nigeria?
SAQ for Study Session 4.2
What is the key characteristic of the management science school?

Notes on SAQs for Study Session 4
SAQ 4.1
Contributions of the behavioural scientists include:
   a. Organizational change, motivation, conflict management and the integration of the goals of individual workers with those of the organization.
   b. They are goal-oriented and efficiency-conscious.
   c. Improved labour productivity by stressing people's needs in organizations, adoption of management training, adoption of management training to enhance labour productivity etc. All these have impact on education industry as well.

SAQ 4.2
The key characteristic of the management science school is this substitution of models, symbols, and quantification for verbal and descriptive analysis.

References
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Study Session 5: Operational Tasks of Educational Administration

Source: http://personalwebandsocialcomputing.pbworks.com/f/task_1.jpg

Introduction
In the previous study session, you learnt about the Behavioural and Management Science eras. The tasks of the educational administration are duties performed by the educational administrators, especially in our educational institutions. These institutions are primary schools, secondary schools and tertiary institutions. However, the magnitude of each of these tasks could vary in line with the educational level.

In this study session, you will learn about the major tasks of educational administration and the qualities that are expected of any educational administrator.

Learning Outcomes for Study Session 5
At the end of this session, you should be able to:
5.1 Highlight the Operational Tasks of Education Administration
5.2 Enumerates the Qualities of a Good Educational Administrator

5.1   Operational Tasks of Education Administration
The major task of educational administration is the implementation of educational plans. Even though, educational administrators may be involved, one way or another in educational planning, policy making and programme designing, their major role is to implement educational plans and programmes effectively and efficiently. **Nystrand** in Atanda and **Lameed** (2006) and **Nwankwo** (1982) enumerated these tasks as follows:
1. School Community Relations: The school as an organization cannot be isolated from its environment and this is the reason why the school administrators have to develop and administer a culture for the participation of parents and the community in school affairs.

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Time must always be created to receive and interact with parents who visit the school or who are invited to the school. Such parents' complaints should be taken in good faith and necessary adjustment should be made in school operation.

2. Curriculum and Instruction: This is the core area of the school system that is the essence of teaching-learning process. It is, therefore, crucial that the school administrators should pay adequate attention not only to the planning of the curriculum, but also to the effectiveness of the delivery of instruction and execution of the instructional programmes.

School Administrators have to create conducive working environment for teaching and learning. This, they can achieve through dynamic leadership, provision of material and instructional resources, provision of co-curricular activities for the students, motivation of staff, innovative instructional methodology and good human relations.

3. Staff-Personnel: This implies the provision of personnel needed in carrying out programmes of instruction and services to students/ pupils (that is, teaching and non-teaching staff). The school administrator should provide appropriate stimulation and encouragement to staff members so as to retain them on the job and at the same time get them perform their task to the maximum benefits of the organization.

It is important for the school administrator to provide orientation exercise for newly employed staff. And, at the same time, do a proper placement of these staff so as to provide a source of satisfaction for them and thereby retain them on the job.

4. Student/Pupil-Personnel: This involves the services rendered to students that compliment regular classroom instruction such as taking pupils inventory, organizing the pupils, provision of social workers and guidance counsellors to help the students in both their academic and social lives. There should be accurate data on pupils' enrolment, so that the well-being of the pupils would be taken care of.

Also, counselling services should be provided as they help in minimizing problems of discipline in schools. The school administrator, apart from the provision of the welfare services, should also encourage co-curricular activities such as, recreational activities and participation of students in different clubs like the Boys Scout, the Girls Guide, and the Red Cross and so on.

5. Physical Facilities: They consist of the school buildings, school grounds and equipment that are provided in the school which aid the stimulation of teaching-learning process. It is usually assumed that effective learning can occur regardless of the type of school facilities provided, but this is far from the truth. Poorly -ventilated classrooms cannot support optimum learning whereas a pleasant school layout procedures a measure of psychological effects on the learners.

The administrator must ensure that the buildings are kept safe for the students' use and that they are under good sanitary conditions. Worn-out equipment should be repaired or replaced, while leaking roofs and chairs should be repaired. The whole school should be made attractive so as to boost the morale of the teachers and students.

6. Finance and Business Management: These involve making appropriate and adequate budget for the school. Securing adequate revenue from government or through other sources, managing expenditure, and directing non-teaching personnel are some of the

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activities here. The school administrator should prepare the budget, secure revenue for the school and also use the fund at his disposal judiciously. He must also provide a proper accounting system for money collected in the school.

7. General Duties: The school head is expected to summon staff meetings in order to provide a forum for direct communication with both teaching and non-teaching staff. This is important so that the teaching learning goals could be achieved. The school principal has the responsibility for projecting the image of the school and through functions like assemblies, sport events, literary and cultural displays, excursions and participation in quizzes and other educational competitions.

In-Text Question
The major task of an educational administrator is………..
   a. Implementation of educational plans
   b. Making appropriate and adequate budget for the school
   c. To develop and administer a culture for the participation of parents and the community in school affairs
   d. All of the above

In-Text Answer
   a. All of the above

5.2 Qualities of a Good Educational Administrator
An Educational Administrator is a professional who skillfully implements educational plans, policies and programmes for the achievement of educational objectives. Educational administrators could be found in Ministries of Education (i.e. Federal and State), Educational Parastatals, Educational Agencies, International Organizations like UNESCO, Schools, Colleges, Polytechnics and Universities.
For these educational administrators, especially those in educational institutions to be successful, they are expected to possess the qualities enumerated in the next sub-section.

Qualities of a Good Educational Administrator
The administrative success of educational administrators depends to a greater extent on possession of some personality traits or qualities. Thus, not all managers are successful. Some of these traits or qualities include:
*1. Knowledge***:** A good educational administrator is expected to possess a reasonable degree of knowledge. This will help him to differentiate between facts, inferences and hypothesis as well as speculations, and process this information into useful data for decision making purpose.
It is important to have knowledge of educational policies, reforms, techniques among others. Knowledge is said to be power. If any educational administrator is lacking this, he might be a failure.
*2. Emotional Stability***:** This denotes good adjustment to life; i.e. calm, cool, and calculated reaction to undesirable situations and obstacles, and normal acceptance of

success as well as failure. A good educational administrator must be able to look and assess a problem with detachment and objectivity. This will guide him against wrong decisions.

3. *Communication Skill*: A good educational administrator is a good communicator. Communication is referred to as the life-wire in any organization and the absence or minimal knowledge of communication skills will lead to lapses and result into a weak administration and displacement of educational objectives. Every medium of communication has to be utilized effectively by the educational administrator.

4. *Ability to Articulate Vision*: Vision steers actions in appropriate direction. A good educational administrator must be able to articulate vision and also involve people willingly in the operations. An administrator is a leader and a leader who is not visionary will fail in achieving group goals.

5. *Decisiveness*: This relates to the skills needed to recognize and define the problem and if possible, to anticipate problems before they get out of hand. A good educational administrator should be able to make decisions, even when only partial data is available, so that his decision may be based on analytical and institutional judgment.

6. *Role Model*: The educational administrator is a leader. The simple description of a leader is '*he who knows the way, shows the way and leads the way.*' This implies that subordinates look unto educational administrators as leaders. They see them as model, thus, the extent by which they could show the way as well as lead the way will determine the respect they are accorded.

7. *Good Motivator*: A good educational administrator should be able to effectively motivate subordinates towards the achievement of educational objectives. His/her understanding of subordinates' needs goes a long way in relating with them accordingly. If the administrator fails to reward and appreciate his followers adequately, they might be dissatisfied and demoralized which in turns affects productivity.

8. *Ability to Handle Conflict*: This skill is very important for educational administrators to be successful. In order to handle conflict effectively, the administrator must be confident, self-assertive, fair and dominant. He should be highly tolerant of stress, as conflict generally leads to stress and tension.

A good educational administrator should get all the facts on the matter that caused conflict, get both sides in case two people or factions are involved and ensure the people with grievance air it completely. The final decision must be seen as fair and impartial.

9. *Sensitivity*: A good educational administrator must be sensitive to the feelings of others while at the same time being considerate. Insensitivity on the part of administrator could lead to unexpected risk. Sensitivity to subordinates' feeling and situations in workplace could avert a lot of danger which may lead to failure.

10. *Confidence*: Self-confidence is another quality of a good educational administrator. As a leader, the administrator should believe in himself. He has to live to his worth at all time. He should not betray confidence reposed in him.

11. *Humility*: A good educational administrator must be humble in every situation. He must realize that administration is getting things done with the assistance of subordinates.

His humility among the staff will give him opportunity to benefit from subordinates' expertise and wealth of experience.

This is because humility brings closeness between subordinates and leader; therefore, the barrier of gap is eliminated. Thus, pride and arrogance create a vacuum between administrator and his staff.

12. Openness to Suggestions: The Educational administrator must be open to suggestions. This calls for good human relations and ability to relate freely with staff. This will avail him of opportunity to have subordinates' inputs in the decision making.

13. Tolerance: Ability to tolerate and accommodate differences in subordinates is another quality of a good administrator. Subordinates are bound to be different in their manner of approach, feelings, reaction and attitude to work among others. A good educational administrator must understudy subordinates. This gives him opportunity to understand them. Having understood them, he will not expect them to behave in the same way.

14. Patience: This is one of leadership qualities of a good educational administrator. It is the ability to endure trouble, suffering and inconvenience without complaints. The achievement of the desired objective is the driving force. Initial failure will not be a discouragement in pressing further until the target is reached.

In-Text Question
An Educational Administrator is a professional who skillfully implements educational plans, policies and programmes for the achievement of educational objectives. True/False

In-Text Answer
True

Summary for Study Session 5
In this study session, you have learnt that;
1. The task areas of educational administrators, especially in educational institution are; school community relations, curriculum and instruction, staff-personnel, student/pupil-personnel, physical facilities, finance and business management and general duties.
2. Effective discharge of these tasks facilitates achievement of educational objectives.
3. The position of the educational administrator in accomplishing educational objectives cannot be over-emphasized.
4. The qualities of a good educational administrator which would facilitate effective achievement of educational objectives are as follows: knowledge, emotional stability, communication skill, ability to articulate vision, role model, ability to handle conflict, humility, openness to suggestions and patience.

Self-Assessment Question (SAQ) for Study Session 5
Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering the following questions. Write your answers in your Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ for Study Session 5.1
Mention the task areas of educational administrator in your schools.
SAQ for Study Session 5.2
Explain some of the qualities of a good educational administrator at any level of educational system.

Notes on SAQs for Study Session 5
SAQ 5.1
Though, educational administrators may be involved, one way or another in educational planning, policy making and programme designing, their major role is to implement educational plans and programmes effectively and efficiently. These tasks are as follows:
1. School Community Relations
2. Curriculum and Instruction
3. Staff-Personnel
4. Student/Pupil-Personnel
5. Physical Facilities
6. Finance and Business Management
7. General Duties
SAQ 5.2
The administrative success of educational administrators depends to a greater extent on possession of some personality traits or qualities. Some of these traits or qualities include:
1. Knowledge: A good educational administrator is expected to possess a reasonable degree of knowledge. This will help him to differentiate between facts, inferences and hypothesis as well as speculations, and process this information into useful data for decision making purpose.
2. Emotional Stability: A good educational administrator must be able to look and assess a problem with detachment and objectivity. This will guide him against wrong decisions.
3. Communication Skill: A good educational administrator is a good communicator. Every medium of communication has to be utilized effectively by the educational administrator.
4. Ability to Articulate Vision: A good educational administrator must be able to articulate vision and also involve people willingly in the operations. An administrator is a leader and a leader who is not visionary will fail in achieving group goals.

5. Decisiveness: A good educational administrator should be able to make decisions, even when only partial data is available, so that his decision may be based on analytical and institutional judgment.

6. Role Model: The educational administrator is a leader. This implies that subordinates look unto educational administrators as leaders. They see them as model.

7. Good Motivator: A good educational administrator should be able to effectively motivate subordinates towards the achievement of educational objectives.

8. Ability to Handle Conflict: In order to handle conflict effectively, the administrator must be confident, self-assertive, fair and dominant. He should be highly tolerant of stress, as conflict generally leads to stress and tension.

9. Sensitivity: A good educational administrator must be sensitive to the feelings of others while at the same time being considerate.

10. Confidence: As a leader, the administrator should believe in himself. He has to live to his worth at all time. He should not betray confidence reposed in him.

11. Humility: A good educational administrator must be humble in every situation. He must realize that administration is getting things done with the assistance of subordinates.

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Study Session 6: Principles of Educational Administration I

Expected duration: 1 week or 2 contact hour

Source: http://images.flatworldknowledge.com/carpenter/carpenter-fig11_003.jpg

Introduction

In the previous study session, you learnt about the major tasks of educational administration and the qualities that are expected of any educational administrator. This session is built on the last session, i.e. qualities of educational administration. It was stressed that not all educational administrators are successful. Those who are successful possess certain qualities.

Apart from possession of certain qualities, successful educational administrators are guided by some principles of administration. In this study session, you will learn about the principles of educational administration.

Learning Outcomes for Study Session 6

At the end of this session, you should be able to:

1.1 Explain what principles of educational administration are.

1.2 Highlight major principles of administration.

1.3 Apply principles of administration appropriately.

6.1 Definition of Principles of Administration

In a simple term, administrative principles are those general guides to possible action, conduct and/or practice in a specific situation. These principles are prerequisites for top-level executive, departmental heads and educational leaders who aim to excel in the performance of their functions. It should be pointed out that the success of an administrator rests on his ability to identify and use appropriate principles in specific situations.

Generally, there are five major principles of administration:
   a. Fundamental Principles
   b. Humanitarian Principles
   c. Prudential Principles
   d. Principle of Changes
   e. Bureaucratic Principles

The discussion in this session will however be limited to only three of the principles. These are fundamental principle, humanitarian principle and prudential principle.

A. The Fundamental Principle

The fundamental principle is also referred to as the universal principle of administration. The principle was formulated by **Henri Fayol** (1841-1925). There are three sub-principles under fundamental principles. These are discussed as follows:

1. Responsibility: This principle emphasizes that each person in his assigned task and capacity must act reasonably at all times and at all levels of the organization. Each person has to recognize his area of influence and act within it dutifully and seriously. This will guarantee commitment to the goals and objectives of the organization as both superordinates and subordinates will perform their duties as expected.

Further, the principle will ensure accountability as it helps to identify who is responsible for what? Why? How? When? Where? And to Whom? In the school system, the different key players are saddled with one responsibility or the other. The school head teacher/principal oversees general administration as the accounting officer. The assistant head or vice principal deputizes for the head teacher/principal.

Subject or class teachers also have their assigned responsibilities while other administrative staff like secretary, guidance counsellor ,cleaner, bursar, librarian, security and other has their schedules. They are all expected to function as expected because if any of them fails to act reasonably, this may affect the entire system.

For instance, if a gateman fails to report as and when due to open entrance gate, the entire system is destabilized.

2. Delegation of Authority: This principle recognizes that a single person cannot perform all the functions necessary to fulfill the goals of an organization. Thus, it

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proposed that departmental or sectional functions are entrusted to a person or group of persons on the basis of geographical location, expertise, position or role.

Delegation of authority ensures ease of administration and encourages the use of expertise as well as participation and support or collaboration among the members. It also ensures that administration goes on without difficulty. The school head (head teacher or principal) as the chief executive or accounting office could assign any of the staff who has expertise in accounting to prepare the salary voucher for the school.

However, this has to be under the supervision of the school head who has delegated such authority. In order to ensure effective delegation of authority in education, these fundamental questions have to be properly addressed by the educational administrator:

   i.   What should be delegated?
   ii.   Why should the specified duties be delegated?
   iii. To whom should duties be delegated?
   iv.   What are the limits of delegation?
   v.   What are the means of evaluating the performance of delegated authority?

3. Communication: Communication is the process of creating, transmitting and interpreting ideas, facts, opinions and feelings. It is a process that is essentially a sharing one- a mutual interchange between two or more persons.

Every staff needs information regarding the goals and objectives of the organization, its structure as well as its roles so that he can function effectively in organization. Easy and quick information is essential to every organization. Therefore, administrators must ensure effective communication to facilitate goal achievement.

Communication could take different form in educational setting, especially schools. For instance, vertical line communication provides upwards and downwards means of transmitting information in the school. The downward communication is when the school management communicates policies, plans, information and instructions to teaching and non-teaching staff as well as students. On the other hand, downward communication takes place when subordinates respond in terms of suggestions, complaints, and comments and so on to the management decisions, policies, directives, and regulations among others.

B. The Humanitarian Principle
This principle is one of the tenets of Human Relations Movement. It focuses on how educational administrators should interact with their subordinates or co-workers, particularly when they should make decision for him/her or for themselves. This principle is also known as behavioural principle. It has the following as sub-principles:

1. Justice: This principle is primarily concerned with the protection of individual workers from abuse and any arbitrariness in the application of group norms in the organization. It is rigid to established rules and regulations without victimization

or repressiveness. Though, justice emphasizes equity, fair and due process in the application of group norms.

However, rigid application of rules and regulations may violate moral justice. Thus, a good administrator must use his discretion to grant concessions occasionally by tempering justice with mercy, but this must not be allowed to become the rule.

2. Democracy: This principle implores educational administrators that all those who will be affected by a decision must take part in one way or another, in making such decision. The ideas and suggestions of all workers at every level of the organization must be recognized.

In school system, educational administrator must involve their assistants, heads of units, teachers, non-academic staff, parents as well as students in making and implementing decisions that will affect them. This calls for openness in administration and participatory style of leadership.

If the consent of people that will be affected by decision is not sought in the process of arriving at such decision, the educational administrator will not enjoy their support.

3. Human Relations: The human relations principle connotes the manner in which the administrator relates with his subordinates. The principle enjoins the educational administrators to identify and accommodate individual differences among the people under him. They must know how to interact positively and productively with their staff, students, parents and the whole community as a whole.

This will facilitate maximum support from them. This principle expects the educational administrator to exhibit such qualities as respect, courtesy, kindness, consideration, confidence, trust, open-mindedness. It admonishes educational administrators to be friend to all but not a special friend of any

C. The Prudential Principle

In a simple term, prudence is the ability to use sense and carefulness-the combination of maturity with wisdom, especially by trying to avoid taking unnecessary risks. Prudential principles focus on the need for educational administrators to be highly judicious in their utilization of the scarce resources available to education for the achievement of educational objectives.

Therefore, educational administrators are expected to instill the spirit of anticipating, determination, arrangement, judicious use and control of the human and material resources in their functions or activities. The prudential principles are:

1. Sound Economy: This principle enjoins the educational administrators to make careful use of, and avoid wastage of limited resources (human, materials, money,

time, school plant and so on) available to educational institutions. Effective planning and optimal utilization of resources are watch words.

However, educational administrators are cautioned in the application of sound economy. It should not be at the expense of administrative effectiveness as well as goal achievement.

*2. Responsibility and Authority***:** This principle advocates that every member of the organization must be given appropriate authority in the performance of functions or duties given to them. The individual staff must know to whom and for what he/she is responsible in the organization.

For instance, in the school system, there should be clear delineation of duties and limits of authority for every staff to avoid overlapping and duplication of efforts, which could lead to goal displacement and confusion. In addition, when responsibility and authority are entrusted, there must be proper control measures to prevent abuse in the use of such responsibility and authority.

3. Loyalty: This principle demands that every member of the organization must be faithful in performing his duties and relating to other members so that the goals and objectives of the organization can easily be achieved.

Members must accord loyalty to the organization, its tasks, goals and to those in authority. Educational administrators must learn how to channel individual or group loyalty without abusing or exploiting such loyalty.

5. *Employment of Staff***:** This principle advocates that educational administrator ensures that the right man is in the right job. Meaning that, the employment process should be based on merit. The advertisement must state clearly the kind of job available, the qualifications and qualities expected of applicants. There should be objectivity and transparency in selection process.

Transparency in the conditions for the appointment is very important. On the appointment, proper orientation is required while placement must be done with care to avoid misfits

D. The Principle of Change

Change is inevitable; it is applicable to every organism, society and entire world. Educational institutions like all other organizations are expected to understand the fundamental need for change that could exist within the organizations and outside them.

All educational administrators are expected to recognize when and where change is necessary, and react to such changes by adjusting their administration according to the process of change. The sub-principles here are flexibility, adaptability and stability.

*a. Flexibility***:** This principle recognizes that organizations should be dynamic in their decision making, policy formulation, administrative structure procedures so as to be easily amenable to change and innovation as situation demands.

There is need for flexibility in educational institutions to accommodate changes and innovations required for education to respond effectively to the needs and aspirations of the society from time to time.

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***b. Adaptability*:** Adaptability holds that in order for organizations or institutions to be relevant and successful in a new and different situation, such organization must possess the ability to adapt to meet newly identified needs and the old ones.

The educational institution being operated by administrator should not be too closed that it will be impossible to adapt to any change which might be to advantage of the organization.

Therefore, educational administrators should be able to react appropriately to change in the objectives, structure and functions of the organization as situation dictate. The ability to adapt to changes makes organizations to be relevant.

***c. Stability*:** This principle connotes the condition of being steady or unchanging. Even though the principle of stability is not against the principles of flexibility and adaptability, it emphasizes the need to conserve or hold steady the good in the past despite the change in the environment.

Educational administrators should preserve those policies, programmes and practices that have proved very useful over time and can still meet the current situation in education.

E. The Bureaucratic Principles

The bureaucratic principles were developed by a renowned classical theorist, Max Weber (1864 to 1922). He conceived a bureaucracy as a form of organization that stresses order, system rationality, uniformity and consistency that can maximize efficiency in administration.

Bureaucracy is defined as pyramidal, hierarchical or organizational structure in which all powers for making decisions flows from super-ordinates to subordinates. The key elements of bureaucratic principles are:

a) ***Stipulated Rules*:** Emphasis is placed on formally established system of rules and regulations which govern official decisions and actions. Rules and regulations constitute standards against which performance is measured. The existence of rules and regulations in an organization guarantees uniformity and continuity of operations.

In educational settings like schools, there are rules and regulations that guide the conduct of teaching staff, non-teaching staff and students. Teachers have their professional ethics, rules on the time to report and close at school and so on.

Likewise, students have rules on uniform, punctuality, health habits and so on. Thus, educational administrators should take note that it is not sufficient to make rules, their ability to ensure compliance by staff and students matters a lot.

b) ***Division of Labour*:** This principle emphasizes the fact that tasks of organization are too complex. It means that these tasks have to be shared out to workers based on their skills, competence, specialization and qualifications.

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The works of organization have to be divided into components and allocated to workers in such a way that each worker is responsible for a limited set of activities.

For instance, in school system tasks are divided into different units. The staffs are assigned with these tasks based on their specialization. This is why we have teachers handling different subjects based on their qualifications.

c) *Hierarchy of Authority*: This describes the seniority concept through which authority flows from the super-ordinates to subordinates. An arrangement in such a way that each lower officer is under the control and supervision of a higher one. In other words, each higher officer is responsible to supervise and control a number or group of junior officers.

For example in primary school, authority flows from head teacher to the assistant head teacher, senior teachers/head of unit, teachers and students. Likewise in secondary schools, the Vice Principals are under the control and supervision of the principal while the Heads of Department are under the control and supervision of the Vice Principals.

Further, the teaching staffs are also directly under the control and supervision of Heads of Department. If there is going to be any official complaint from the junior officers, such complaint must follow the hierarchy to the top, protocol must be observed.

d) *Employment and Promotion Based on Technical Knowledge*: This element of bureaucracy stresses that only persons who have demonstrated adequate technical training are qualified positions in an organization.

In essence, in educational institutions, the employment and promotion of staff must be based on technical knowledge or competence of the staff, that is, on merit, ability and experience rather than favoritism, tribalism, religion affiliation and so on. Also, workers must be protected from arbitrary dismissal or denial of promotion on purely personal ground to enhance their loyalty to the organization.

e) *Impersonal Orientation*: This principle reiterates that the working atmosphere of a bureaucracy is formal and, should not be impersonal. Therefore, educational administrators should not be impersonal in official matters and must not personalize the means of production and administration.

They should remember that rules of the office in a bureaucracy are expected to be rational and technical. There should be no hatred or passion, no affection.

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Educational Administrators are expected to reflect his personal interest or protect the interest of members of staff in their dealings with official issues.

f) ***Documentation and Written Documents***: This principle stresses the need to record all events and activities in organization. Administrative acts, decisions, rules and regulations are expected to be documented. Educational administrators must ensure adequate record keeping. Rules and regulations that are recorded must be shared with staff for their compliance.

The importance of documentation cannot be over-emphasized in school administration. It makes for possible continuity in the administration of school and facilitates administrative decisions as well as other changes.

The bureaucratic principle aims at efficiency in organizations. However, educational administrators should appreciate its limitations in the educational setting. It should be noted that, rigid application of this principle could lead to inefficiency, lack of initiatives and low productivity.

Summary for Study Session 6
In this study session, you have learnt that;
1. The principle of educational administration is a general guide to possible action, conduct and/ or practice in a specific situation.
2. These principles are fundamental, humanitarian, prudential, change and bureaucratic.
3. The fundamental principles-includes responsibility, delegation of authority and communication; humanitarian principles-justice, democracy and human relations and; the prudential principles-sound economy, responsibility and authority, loyalty, employment of staff.
4. Change in every organization, is necessary and unpreventable. Therefore, the principle of change which is also known as the tempo principle of administration admonishes every administrator to recognize when and where change is necessary and reacts accordingly.
5. The key elements of principle of change are flexibility, adaptability and stability.
6. Bureaucratic principle aims at maximizing efficiency in administration though these key elements-stipulated rules, division of labour, hierarchy of authority, employment and promotion based on technical knowledge, impersonal orientation and documentation and written documents.

Self-Assessment Question (SAQ) for Study Session 6
Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering the following questions. Write your answers in your Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

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SAQ for Study Session 6.1
1. What are principles of educational administration?
2. Mention the five major administrative principles.
3. List the three sub-principles under fundamental principles.
4. Mention elements of principle of change.
5. What is your understanding of bureaucracy?
6. State the key elements of bureaucratic principle.

Notes on SAQs for Study Session 6
SAQ 6.1
1. Principles of administration are those general guides to possible action, conduct and/or practice in a specific situation.
2. The five major principles of administration are:
   a. Fundamental Principles
   b. Humanitarian Principles
   c. Prudential Principles
   d. Principle of Changes
   e. Bureaucratic Principles

3. There are three sub-principles under fundamental principles are:
   a. Responsibility
   b. Delegation of Authority
   c. Communication
4. The elements of principle of change are:
   a. Flexibility
   b. Adaptability
   c. Stability
5. Bureaucracy is defined as a pyramidal, hierarchical or organizational structure in which all powers for making decisions flows from super-ordinates to subordinates.
6. The key elements of bureaucratic principles are:
   a. Stipulated Rules
   b. Division of Labour
   c. Hierarchy of Authority
   d. Employment and Promotion Based on Technical Knowledge
   e. Impersonal Orientation
   f. Documentation and Written Documents

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Study Session 7: Miscellaneous Principles of Administration

Expected duration: 1 week or 2 contact hour

Introduction
In the previous study session, you learnt about the principles of educational administration. Apart from these five principles, there are a number of principles of administration that are useful to educational administrator in the discharge of their duties. This session will take you through other principles of administration. These are Henri Fayol's Fourteen Principles of Administration and the Peter Principle.
In this study session, you will learn about the fourteen principles of **Henri Fayol, Peter's** Principle of administration and the usefulness of principles of administration.

Learning Outcomes for Study Session 7
At the end of this session, you should be able to:
7.1 Explain the fourteen principles of **Henri Fayol**
7.2 Discuss the usefulness of principles of educational administration

7.1   Henri Fayol Fourteen Principles of Management
Henri Fayol is acknowledged as the 'father' of the Administrative Management school of thought. He was the first of the administrative theorists in France who launched their view concerning the principles of organization and the functions of an administrator. He therefore organized knowledge of management around managerial functions.

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Figure 7.1: Henri Fayol's Administrative Management
Source: http://www.turkmarin.net/pics/adam_management_principles_2.jpg

He was the first to break down the functions of management as – planning, organizing, commanding, coordinating and controlling. He also proposed fourteen principle also known as *classical principles of management*. They are as follows:

a. Division of Labour: This means workers are given different elements of work to do, based on their specialization. Thus, specialization leads to better efficiency and maximum output. This is applicable in the school setting, where teachers are saddled with responsibilities based on their areas of specialization. When this is done accordingly, it will facilitate efficiency and effectiveness.

In fact, any error committed could be traced easily to a particular worker who handled the aspect of task. The division of labour is facilitated by the employment of right caliber of workers needed to execute the task. For example, in a secondary school if required teachers are not employed, it would be difficult to apply division of labour effectively because there will be some subjects lacking teachers to handle them.

b. Authority and Responsibility: Authority is the right to command to get the work done, while responsibility is the accountability of authority so that the official authority is not misused.

c. Discipline: **Henri Fayol** referred to discipline as 'outward mark of respect' observed in accordance with the employment agreements and organizational rules. These rules and agreements should be clearly defined and understood. In addition, these rules and regulation should be enforced fairly and judiciously.

Educational administrators must ensure obedience to established and legitimate authorities from the staff. Some of the means of achieving discipline as enumerated by Atanda and Lameed (2006) include; good school management, imbibing of team spirit in school work, judicious use of reward and punishment among others

d. Unity of Command: This principle submitted that each member in the organization must receive instructions about assigned tasks from only one person. Fayol was of the

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opinion that when an employee reports to more than one superior, conflicts in instructions and confusion of authority would result.

This could affect achievement of group goals. For example, in a secondary school, a science teacher is expected to receive instruction from the Head, Department of Science not from Head of Arts Department thereby causing confusion.

e. Unity of Direction: This principle states that 'there should be one head and one plan' for a group of activities having the same objective. In a secondary school for example, subject teachers should be grouped into departments where they belong i.e. Science, Arts, Commercial and Social Science. Each of these departments is expected to have one plan. A department should not have two heads or two departments sharing one head.

In-Text Question

………… is acknowledged as the 'father' of the Administrative Management?
   a. Chris Argyris
   b. RensisLikert
   c. Fredrick Herzberg
   d. Henri Fayol

In-Text Answer
   d. Henri Fayol

f. Subordination of Individual Interest to Organizational Interest: Recall that this was discussed under bureaucratic principle. While the individual interests should be integrated with the organizational interests as much as possible, the interests of the organization must take priority over the interest of an individual or a particular group, whenever there is a conflict between the two.

Assuming a primary school is planning to have inter-house sports on a particular day and one of the staff is planning to have a birthday ceremony on that day as well. The head teacher should not be personal in shifting inter house sports because of the birthday party of a staff. If this happens, it will be a precedent in future decision.

g. Remuneration: This principle advocates that all workers should be fairly rewarded based on agreement. Payment has to be commensurate with work done. Employees should not be underpaid. If this happens, they get demoralized which in turns affects their productivity.

h. Centralization: **Henri Fayol** intimated that while some authority should be given to the subordinates to make decisions, all major policy decisions should be made at the top management levels.

i. The Scalar Chain: This principle postulates that communication should follow the formal channel in the hierarchy. The line of authority should run in order of rank from the top management to the lowest level in the organization.

j. Order: This implies 'a place for everything and everything in its place'. This order requires precise knowledge of human requirements and the resources of the concern and

a constant balance between their requirement and their resources. Thus, the workers and the materials should be in the right place at the right time, for maximum efficiency.

In-Text Question
The fourteen principles of management are also known as *classical principles of management*. True/False

In-Text Answer
True

k. Equity: This explains that educational administrators should be both fair and friendly to the subordinates. Friendliness coupled with justice results into equity.
l. Stability of Staff: **Fayol** cautioned that a high employee turnover rate is not good for the efficient functioning of organization. Educational administrators are implored to minimize employee turnover. Tenure and long term commitment should be encouraged. This will lead to a sense of belonging to the organization giving rise to dedication and better output. When a school experiences a high turnover rate of teachers, the students' academic work is distorted. This might affect the success rate to such students in the long run.
m. Initiatives: This principle enjoins educational administrators to encourage their subordinates to initiate new ideas and carry out their plans, even when some mistakes result. They develop sense of belonging through this thereby willing to do more. Educational administrators should avoid maintaining the status quo. Their readiness in accommodating subordinates' ideas goes a long way in effective achievement of educational goals.
n. Esprit de Corps: This deals with promotion of team spirit in organization. Educational administrators should work as a team with their subordinates because there is strength in unity. Fayol therefore, suggested the use of verbal communication instead of formal written communication whenever necessary.

In-Text Question
In a school setting where teachers are saddled with responsibilities base on their areas of specialization is called……….
   a. Efficiency and effectiveness
   b. Division of labour
   c. Planning
   d. Coordinating and controlling

In-Text Answer
   b. Division of labour

7.1.1 Peter's Principle of Administration

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This principle was formulated by **Lawrence Peter** and **Raymond Hull** in 1969. The principle states that every employee in an organization tends to rise to his level of incompetence. They argued further, that authorities promote employees who have appropriate skills and ability to perform optimally in one job to a higher position on the assumption that such employees will automatically perform in such higher positions, but unfortunately this is not so.

When such employees get to that higher level, they are unable to perform creditably and this is why the principle says that an employee tends to rise to his level of incompetence.

In-Text Question

Peter's Principle of Administration states that…….
    a. Every employee in an organization tends to rise to his level of incompetence
    b. Every employee in an organization tends to rise to his level of competence
    c. Every employee in an organization tends to fall due to his level of incompetence
    d. None of the above

In-Text Answer
    a. Every employee in an organization tends to rise to his level of incompetence

7.2   Usefulness of the Principles of Educational Administration

In our previous discussion on whether administration is an art or science, we concluded that administration is not yet a true science, but it has similar features with science, based on application of some set of principles. Also, administration could take the status of both 'science' and 'art'.

This implies that despite the possession of innate abilities, a good administrator still requires training to be successful. Therefore, a good knowledge of principles of administration helps the educational administrator in his or her daily activities.

Figure 7.2: Training for some Educational Administrations
Source:http://img.scoop.it/zG77rET_dGIjTFoyvFJqDDl72eJkfbmt4t8yenImKBVvK0kT mF0xjctABnaLJIm9

The principles are useful in:

a. Giving insight into the administrative methods: Principles of administration provide educational administrators or educational leaders' greater insight into the methods used for getting things done through the efforts of others. Administration is process of accomplishing set objectives with the cooperation of others and some of these principles emphasize how administrators could relate with subordinates.

For example, through humanitarian principles, educational administrators are able to apply human relations and democracy principles to enlist the support of their followers. This stresses that administrators who went through professional training are expected to be better than those who did not have any training in administration.

b. Aiding in effective performance of the administrative functions: Through principles of administration, the educational administrators are effectively guided to perform their administrative functions. These include planning, organizing, influencing, controlling and decision-making. This is so because knowledge of these principles (i.e. fundamental, prudential, change, bureaucratic and humanitarian principles) is required in the performance of these functions.

When an educational administrator is making effort to plan for the school system,there is need to take certain decisions which have to be communicated to the subordinates and other stakeholders. The principles of administration involved, that are of help to educational administrators are, fundamental principle (communication), humanitarian principle (democracy) and bureaucratic principle (impersonality in official matter).

You can reflect on the administrative functions performed by the educational administrators vis-à-vis the principles of administration and see usefulness of these principles in the discharge of the administrative functions.

c. Providing guidelines to apply in day-to-day administrative chores: As discussed earlier, principles of administration are not rules that administrators are expected to adopt dogmatically in their administrative chores. However, these principles serve as guidelines which educational leaders might apply in their day-to-day administrative chores.

d. Assisting educational administrators to avoid the rule of thumb: In the absence of these principles of administration, educational administrators are tempted to resolve to the use of rule of thumb, which has no substance from administrative theory and practice. Trial and error would have been the order of the day in school administration. With these principles, administration is almost reduced to science, because administrators could easily preempt outcome of an action or apply relevant principles instead of guess work.

e. Helping the development of subordinate personnel and development management generally: The application of principles of administration encourages the development of subordinates in the educational system. The fundamental principles, under delegation of authority admonish administrators to entrust subordinates with some authority to be able to act on their behalf. This aims at developing them for leadership position.

In addition, application of democratic principle is another important opportunity for subordinates to grow in the system. In summary, entire administration is enhanced through the application of administrative principles. In fact, continuity in school

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administration is allowed through bureaucratic principle of documentation and delegation of authority.

In-Text Question
Administration is not a true science, but it has similar features with science. True/False

In-Text Answer
True

Summary for Study Session 7
In this study session, you have learnt that;
1. **Henri Fayol** is also known as 'father of administrative management'.
2. These principles are; division of labour, authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interest to organizational interest, remuneration, centralization, the scalar chain, order, equity, stability of staff, initiatives and esprit de corps.
3. In every organization, an employee tends to rise to his level of incompetence and will be unable to perform creditably.
4. A good knowledge of principles of administration helps the educational administrator in his or her daily activities.
5. The principles are useful in giving insight into the administrative methods, aiding in effective performance of administrative functions, providing guidelines to apply in day-to-day administrative chores, assisting educational administrators to avoid the rule of thumb and helping the development of subordinate personnel.
6. Educational administrators are cautioned not to allow these principles to become rules. For instance, excessive application of bureaucratic principle could result into red tapism.

Self-Assessment Question (SAQ) for Study Session 7
Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering the following questions. Write your answers in your Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ for Study Session 7.1
1. What are the fourteen principles of Fayol?
2. What are the contributions of Peter's principle to organizational efficiency and effectiveness?

SAQ for Study Session 7.2
Mention the usefulness of administrative principles in school administration?

Notes on SAQs for Study Session 7
SAQ 7.1
a. Henri Fayol's proposed 14 principles of management are summarized as follows;
1. Division of labour
2. Clear delineation of authority and responsibility
3. Discipline must be maintained
4. There must be unity of command
5. There must also be unity of direction
6. Individual/personal interest must be subjugated to overall interest
7. Respectable remuneration must be guaranteed to workers
8. There must be a delicate balance between centralization and decentralization of authority and power.
9. Order must be maintained to avoid chaos and disaster
10. There must be a scalar chain of authority and communication ranging from the highest to the lowest position.
11. Security of jobs must be ensured
12. The use of initiative by staff should be encouraged
13. There should be equity (fairness and justice) in dealing with staff
14. There must exist what he called '*espirit de corps'* i.e. concentrated effort, total belonging and unity of purpose and direction.

b. The contributions of Peter's principle to organizational efficiency and effectiveness are:
1. The principle states that every employee in an organization tends to rise to his level of incompetence.
2. The authorities promote employees who have appropriate skills and ability to perform optimally in one job to a higher position on the assumption that such employees will automatically perform in such higher positions, but unfortunately this is not so.

SAQ 7.2
The usefulness of administrative principles in school administration is as follows:
a. Giving insight into the administrative methods
b. Aiding in effective performance of the administrative functions
c. Providing guidelines to apply in day-to-day administrative chores
d. Assisting educational administrators to avoid the rule of thumb
e. Helping the development of subordinate personnel and development management generally

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Study Session 8: Motivation

Expected duration: 1 week or 2 contact hour

Introduction
In the previous study session, you learnt about the fourteen principles of **Henri Fayol, Peter's** Principle of administration and the usefulness of principles of administration. However, educational administrators have to take caution in applying these principles in the discharge of their administrative duties.

Administration is a process of getting things done through people. This shows that human resource is very important in the achievement of educational objectives. In this study session, you will learn about motivation, types of motivation and employees' wants in an organization.

Learning Outcomes for Study Session 8
At the end of this session, you should be able to:
8.1 Define motivation
8.2 Mention and explain types of motivation
8.3 Enumerate employees' wants in organization

8.1 Concept of Motivation

In the school system, the school administrator is expected to enlist the support of subordinates, that is, teaching and non-teaching staff. This should not be through force. He/she needs to understand his followers to be able to relate accordingly. The strategy through which the administrator elicits the support of subordinates to act willingly toward goal achievement is motivation.

Motivation is derived from the word *motive.* **Peretomode** (1991) defined motivation as *"a proponent state that energizes and guides behavior".* It is rarely measured directly but is inferred from changes in behavior or even in attitudes.

In his conception of motivation, **Blunt** (1983), says motivation *"consists of a driving force (motive) or state of need deficiency which persuades and pushes a person to behave in a particular manner, or to develop a capacity for a certain type of behavior".* People differ in their willingness to work hard and sustain action till the end. Thus, administrators motivate or influence people to make them willing to work.

Figure 8.1: *Motivation (The driving force)*
Source:*http://www.richgrof.com/wp-content/uploads/2014/09/Employee-Motivation1.jpg?7b4755*

Motivation is not a ***behavior***, rather, it is a ***complex internal state*** that we cannot observe directly but which affects behavior. It is concerned with all the inner striving conditions often described as drives, desires and wishes which make the individual.

Motivation is ***rooted in human needs***. The individual responds to needs by doing something about the needs. Therefore, motivation of people depends on the strength of their motives, needs, drives or impulses.

An individual has many competing needs or motives at a particular time. Only high-strength needs or motives can lead to activities. The process of motivation starts with a perceived need which creates tension in the individual, such individual will move in a certain direction in order to achieve the desired objective which reduces the tension.

In-Text Question
Motivation of people depends on the strength of their …………
   a. Motives

b. Needs
c. Drives or impulses
d. All of the above

In-Text Answer
d. All of the above

8.2 Types of Motivation
There are different types of motivation; **Chandan** (2006) explained four types as follows:
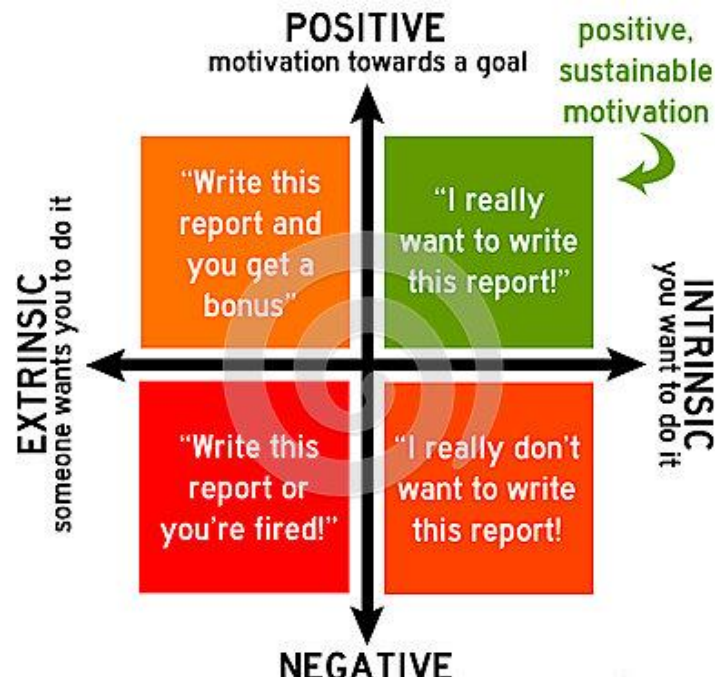
Figure 8.2: The Four different types of Motivation
Source: http://thumbs.dreamstime.com/x/positive-motivation-having-intrinsic-sustainable-45995360.jpg

*1. Positive Motivation***:** This type of motivation involves proper recognition of efforts and appreciation of contribution made by individual towards the organizational goals achievement. This motivation improves the standards of performance, leads to good team spirit and pride, a sense of cooperation and a feeling of belonging and happiness.

*2. Negative or Fear Motivation***:** This motivation is based upon force and fear and threats. That behavioural changes, at times are due to fear of punishment or unfavorable consequences. A student could be motivated with fear of failing the examination. His preparation for such examination is intensified because of fear. In other words, an employee's behavior could be modified based on his fear of being demoted or fired by the management.

Though the fear of punishment or sanction might contribute to positive behavior among subordinates or employees, it is not recommended or considered as a viable alternative in

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this century. It has been argued that punishment creates a hostile state of mind affecting negatively the sense of loyalty and cooperation, which in turns results into low productivity.

3. Extrinsic Motivation: This type of motivation is induced by external forces or factors. These incentives and rewards have been a subject of debate, whether they really motivate the employees or simply move them to work and perform. The extrinsic motivation include higher pay, fringe benefit, like retirement plans, profit sharing schemes, health and medical insurance, and so on

4. Intrinsic Motivation: It is concerned with the state of self-actualization, in which the satisfaction of accomplishing something worthwhile motivates the employee further. These are primarily non-financial rewards. This type of motivation can survive the test of time. Some of the intrinsic motivations are praise, recognition, responsibility, esteem, power, status, participation among others.

In-Text Question
Which of the following is not a type of motivation ……..?
   a. Positive Motivation
   b. Fear Motivation
   c. Extinct Motivation
   d. Intrinsic Motivation
In-Text Answer
   c. Extinct Motivation

8.3 Human Needs/Wants and Motivation
From the discussion on motivation so far, you can see that human needs or wants at times might be factors to reckon with in motivating people meaning that, if these wants or needs are met by the administrators or managers, there is tendency for the subordinates to exert their energy on work assigned willingly and enthusiastically.

Therefore, **Fillipo** (1980) enumerated some of the motivation that employees' wants to include:

1. Pay/Salary : This helps in satisfying physiological, security, and egoistic needs. Pay is required to cater for some of the needs by employees. The design of a monetary compensation system is exceedingly complex since it serves to satisfy multiple needs and cannot alone motivate the whole person. Educational administrators should bear this in mind that any form of pay to their subordinates is not sufficient in guaranteeing their willingness to work.

2. Security of Job: This want is high on the list or priorities for many employees. This is as given priority by Abraham Maslow in his hierarchy of needs. The Educational administrator must understand this fact, that if the job security of the employee is threatened, his commitment is weakened thereby leading to low productivity. In fact, the employee who is an asset to the system could be lost to other organization.

3. Congenial Associates: This want emanates from the social need of acceptance. Educational administrators can aid the process by carefully planned and executed

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programmes, provision of means to socialize through rest periods and recreational programmes, and promoting the formation of work teams through proper work-station layouts and human-related work procedures.

4. *Credit for work done*: This want is from egoistic classification of needs and can be supplied by the administrator or manager through verbal praise of excellent work, monetary rewards for suggestions, and public recognition through awards, releases in employee bulletins or magazines or notice boards.

5. *A well Designed or meaningful job*: This want is rooted from both the need for recognition and the drive toward self-actualization and achievement. This is a very difficult want to supply, particularly in large organizations having minute division of work. This is made available to employees through job enrichment with the possibility of integrating the need of employees for significant work and the need of the organization for productive, coordinated activity.

6. *Opportunity to advance*: Most employees like to know if there is an opportunity to advance in the job offered to them. This feeling is influenced by a cultural tradition of freedom and opportunity.

7. *Comfortable, safe and attractive working condition*: The want for good working conditions also rests upon multiple needs. Safe working conditions stemmed from security need. The specific attributes such as desks and rugs, laptop, mobile phone, official cars, constitute symbols of status denoting a hierarchy of importance.

8. *Competent and fair leadership*: Good leadership helps to assure that the organization and its jobs will continue to exist. In actual fact, ego demands that one respects persons from whom orders and directions are to be received. It is very frustrating to be subjected personally to a command from an individual who is deemed unworthy and incompetent.

9. *Reasonable orders and direction*: Order is referred to here as the official communication of organization requirements. In general, it should be related to the requirements of the situation, capable of being executed, complete but not unnecessarily detailed, clear and concise, and given in a manner that stimulates acceptance. Unreasonable orders incapable of accomplishment serve only to increase insecurity and frustration.

Unreasonable orders that work contrary to the best interests of the organization may lead to a form of malicious obedience; the employees take delight in following them to the letter in hopes of harming the superior who merits little respect.

10. *A socially relevant organization*: This want stems from human needs of self-esteem, and levies a highly challenging responsibility upon the organization's management.

In-Text Question
If the wants or needs of human are met by the administrators or managers, there is tendency for the subordinates to exert their energy on work assigned willingly and enthusiastically. True/False

In-Text Answer
True

Summary for Study Session 8
In this study session, you have learnt that;
1. Motivation consists of a driving force or state of need deficiency which persuades and pushes a person to behave in a particular manner, or develop a capacity for a certain behavior.
2. There are different types of motivation, these are positive motivation, negative or fear motivation, extrinsic and intrinsic motivation.
3. The employees' needs are; pay, security of job, congenial associates, credit for work done, a well-designed or meaningful job, opportunity to advance, comfortable, safe and attractive working conditions, competent and fair leadership, reasonable orders and direction and a socially relevant organization.

Self-Assessment Question (SAQ) for Study Session 8
Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering the following questions. Write your answers in your Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ for Study Session 8.1
What do you understanding by the term motivation?
SAQ for Study Session 8.2
List and explain the four types of motivation
SAQ for Study Session 8.3
What are the employees' wants you know according to Fillipo?

Notes on SAQs for Study Session 8
SAQ 8.1
The process of motivation starts with a perceived need which creates tension in the individual, such individual will move in a certain direction in order to achieve the desired objective which reduces the tension. Motivation is derived from the word *motive*. It is not a *behavior*, rather, it is a *complex internal state* that we cannot observe directly but which affects behavior.
Motivation is *rooted in human needs*. The individual responds to needs by doing something about the needs. Motivation of people depends on the strength of their motives, needs, drives or impulses. Therefore, motivation is "*a proponent state that energizes and guides behavior*". It is rarely measured directly but is inferred from changes in behavior or even in attitudes.

SAQ 8.2
1. Positive Motivation: This type of motivation involves proper recognition of efforts and appreciation of contribution made by individual towards the organizational goals

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achievement. This motivation improves the standards of performance, leads to good team spirit and pride, a sense of cooperation and a feeling of belonging and happiness.

2. Negative or Fear Motivation: This motivation is based upon force and fear and threats. That behavioural changes, at times are due to fear of punishment or unfavorable consequences. Though the fear of punishment or sanction might contribute to positive behavior among subordinates or employees, it is not recommended or considered as a viable alternative in this century.

3. Extrinsic Motivation: This type of motivation is induced by external forces or factors. These incentives and rewards have been a subject of debate, whether they really motivate the employees or simply move them to work and perform. The extrinsic motivation include higher pay, fringe benefit, like retirement plans, profit sharing schemes, health and medical insurance, and so on

4. Intrinsic Motivation: It is concerned with the state of self-actualization, in which the satisfaction of accomplishing something worthwhile motivates the employee further. These are primarily non-financial rewards. This type of motivation can survive the test of time.

SAQ 8.3
Fillipo enumerated some of the motivation that employees' wants to include:
1. Pay/Salary
2. Security of Job
3. Congenial Associates
4. Credit for work done
5. A well Designed or meaningful job
6. Opportunity to advance
7. Comfortable, safe and attractive working condition
8. Competent and fair leadership
9. Reasonable orders and direction
10. A socially relevant organization

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Study Session 9: Motivation Theories

Expected duration: 1 week or 2 contact hour

Introduction

In the previous study session, you learnt about motivation, types of motivation and employees' wants in an organization. This session is the continuation of the previous one. Prominent scholars have made considerable efforts to identify specific variables which would be direct source of motivation towards goal achievement.

Some scholars with notable contributions are; **Maslow's** Model of Hierarchical Needs, **Hertzberg's** Two-Factor Theory, **Victor Vroom's** Expectancy Theory, **McGregor's** Theory X and Y, **Ouchi's** Theory Z and so on.

In this study session, you will learn about some of the theories of motivation and their relevance in educational administration.

Learning Outcomes for Study Session 9

At the end of this session, you should be able to:

9.1 Explain Abraham Maslow's Hierarchy of Needs

9.2 Identify Fredrick Herzberg Two-Factor Theory of Motivation

9.3 Explain Douglas McGregor Theories X and Y

9.4 Explain Ouchi's Theory Z

9.1 Abraham Maslow's Hierarchy of Needs

Abraham Maslow is noted for the theory of hierarchy of man's basic needs. In 1954, he constructed a theory based on what he called interpretation of man's basic needs. He classified our needs into five distinct hierarchical categories ranging from the lowest to the highest thus:

a. Physiological Needs: These are the needs arising out of physiological or biological tension and they are there to sustain life itself. These include needs for water, food, shelter, clothing, sex and rest or avoidance of any kind of pain. In ideal working environment, an applicant seeking job opportunity into any educational institution is interested in the salary and working condition before any other things.

In most cases, newly employed education officers or teachers are easily motivated with conditions attached to salary and conditions of service. These are basic needs in the life of individual employee. Therefore, every employer of labour in educational sector must take cognizance of these needs. The extent to which these are catered for will determine staff disposition at workplace.

b. Safety Needs: Once the physiological needs are catered for, the safety or security needs become predominant. This is a need for self-preservation, as against physiological

needs which are for survival. These are reflected in the need for freedom from threat, embarrassment, dismissal, protection against danger and accidents and the security of the surroundings.

Thus, in educational organization, individuals or employees (teachers, education officers and so on) view these needs in terms of safe working conditions, salary increase, confirmation of appointment, job security and entitlement to pension and gratuity.

*c. Social Needs***:** These needs come up after the needs of the body and security are satisfied. These are needs for love, friendship and social interaction. In organizations like school setting, the employees want to have a sense of belonging. The educational administrators are expected to provide this opportunity. This need is met through encouragement of clubs and societies such as cooperative society etc.

Healthy management-staff relationship also provides opportunity for teachers in schools to have sense of belonging. The use of democratic leadership style in resolving some issues is also a good means.

*d. Ego, Status and Esteem Needs***:** This need for esteem is to gain recognition from others which would induce a feeling of self-worth and self-confidence in the individual. It is an urge for achievement, prestige, status and power. It includes a desire for self-respect and respect from others. In the school system an individual at this stage is motivated when he/she is called by title such as 'HOD' (Head of Department), VP (Vice Principal), Principal, Coordinator among others.

*e. Self- Actualization Needs***:** This is the topmost need in Maslow's hierarchy of needs. It is also known as fulfillment need. It is the need to fulfill oneself by maximizing the use of abilities, skills and potentials. It is the highest level of the need hierarchy.

People with dominant self-actualization needs could be characterized as individuals who seek work assignments that challenge their skills, capability, intelligence and potentials, permit them to develop and to use creative or innovative approaches, and provide for general advancement and growth. The heads of departments in educational ministries and school schools should be able to recognize staff in this category.

The most central point of Maslow's theory is that people tend to satisfy their needs systematically, starting with the basic physiological needs and then moving up the hierarchy. Until a particular group of needs is satisfied, they will dominate a person's behavior. Thus, a hungry person is not going to be motivated by consideration of safety or affection (i.e. 'Man lives by bread alone when there is no bread'), until after his hunger has been satisfied.

Maslow later modified this argument by stating that there was an exemption to the rule in respect of self-actualization needs. Therefore, satisfaction of a need gives rise to further needs for realizing one's potential. The educational administrator should understand these needs for effective accomplishment of educational goals

In-Text Question

Maslow classified human needs into how many distinct hierarchical categories?
   a. Three
   b. Five

c. Four
d. Two

9.2 Fredrick Herzberg Two-Factor Theory of Motivation

Herzberg's concentrated on satisfaction at work. In 1959, **Herzberg** propounded the Two Factor Theory, known also as the hygiene theory. The theory is the result of an investigation into the causes of job satisfaction and dissatisfaction of engineers and accountants. The central theme of this theory is that, those factors, which relate to one's job satisfaction, are, in qualitative terms, different from those, which are associated with job dissatisfaction.

Herzberg concluded that certain factors tend to lead to job satisfaction, while others lead frequently to dissatisfaction. **Herzberg** called those factors that can give rise to satisfaction motivators, which include the work itself, responsibility and advancement. These factors are discussed as follows:

1. *Hygiene Factor*: According to Herzberg, hygiene factors do not motivate people. These factors only prevent dissatisfaction and maintain status quo. However, the absence of these factors leads to job dissatisfaction. Therefore, the elimination of dissatisfaction does not mean satisfaction and these factors simply maintain a 'zero level of motivation'. The hygiene factors are extrinsic in nature and environment-oriented and relate to job context rather than job content.

   Examples of Hygiene factors in education include; wages/salary, educational policies/administration rules, interpersonal relations with peers, working conditions and job security, supervisor's technical competence.

2. *Motivational Factor*: These factors are related to the nature of work itself (job content), and are intrinsic to the job itself. These factors have a positive influence on morale, satisfaction, efficiency, and higher productivity.

   Examples of motivators include; the job itself, recognition, achievement, responsibility, growth and advancement. Therefore, educational administrators must learn how to give meaningful job to their subordinates, accord them due recognition for job done, facilitate their growth on the job among others.

In-Text Question
Those factors that can give rise to satisfaction includes ……….
   a. Work itself
   b. Responsibility
   c. Advancement
   d. All of the above

In-Text Answer
   d. All of the above

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9.2.1 Relationship between Maslow's Theory of Needs theory and Hertzberg Two Factors Theory

The Herzberg's two-factor theory is linked with **Maslow's** hierarchy of needs. Maslow succeeded in identifying needs and **Herzberg** provided the directions and incentives that tend to satisfy these needs. Furthermore, the Hygiene factors in **Herzberg's** theory satisfy the first three levels of **Maslow's** model. This is illustrated in the figure below:

                                                     Self-Actualization
                                           Esteem
                                  Social
                         Safety
                Physiological
_____ _____
Hygiene Factors   Motivational Factors

9.3 Douglas McGregor Theories X and Y

Douglas, McGregor, an American social psychologist proposed his famous X-Y theory in his book "The Human Side of Enterprise". McGregor maintained that there are two fundamental approaches to managing people. Many managers tend towards theory X, and generally get poor results. Enlightened managers use theory Y, which produces better performance and results. It allows people to grow and develop. These theories are discussed one after the other as follows:

Theory X (Authoritarian Management Style)
The theory has the following assumptions about man that:
1. The average person dislikes work and will avoid it;
2. The average person prefers to be directed, tries to avoid responsibility, and wants security above and
3. Most people must be forced with the threat of punishment to work towards organizational objectives.

Theory X managers display the following characteristics:
They are result – and deadline-driven to the exclusion of everything else. They are intolerant and therefore, they frequently issue deadline and ultimatums. They are distant, detached, aloof, arrogant and elitist. They shout and issue instructions directions, edicts, and threats to make people follow instructions. They make so much demand on people, do not participate, do not team-build, and are unconcerned about staff welfare or morale, among others.

Theory Y (Participative Management Style)
The assumptions of theory Y (Participative Management Style) are as follows:

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1. Effort in work is as natural as work and play.
2. People will apply self-control and self-direction in the pursuit of organizational objectives, without external control or the threat punishment.
3. Commitment to objectives is a function of rewards associated with their achievement.
4. People usually accept and often seek responsibility.
5. The capacity to use a high degree of imagination, ingenuity and creativity in solving organizational problems is widely, not narrowly, distributed in the population.
6. In industry, the intellectual potential of the average person in only partly utilized.

Educational administrator who subscribes to theory Y usually believes that people will work naturally, exercise -direction, self-discipline and self-control in certain circumstances, and have potentials for further development, as long as they are rewarded in one way or the other. Theory Y emphasizes the need for job enrichment and job satisfaction.

On the other hand, the educational administrator who operates under the assumptions of theory Y will provide leadership and motivate staff. Such administrator usually runs open administration which makes the school environment conducive for staff to do their jobs. Teachers and non-teaching staff are involved in decision making and there are opportunities for innovations, self-direction, self-discipline and self-control for the staff.

The educational administrator can successfully use theories X and Y by adhering to the suggested administrative policies by **Waston** (1966):

Theory X

S/N	Assumption about People (Workers)	S/N	Administrative Policies
1.	Naturally lazy, avoid work	1.	Drive "motivate" and coerce
2.	Dependent	2.	Direct them
3.	Have fixed or set ways of doing things	3.	Encourage routine procedures in work
4.	Generally irresponsible	4.	Check up, control
5.	Resistant or hostile to authority and leadership	5.	Be prepared to fight back, be on guard
6.	Unimaginable	6.	Prescribe
7.	Short sighted	7.	Plan for them

Theory Y

S/N	Assumption about People (Workers)	S/N	Administrative Policies
1.	Naturally active and enterprising	1.	Provide leadership and motivation
2.	Independent	2.	Use self-direction
3.	Grows on the work	3.	Expose them to change and innovation
4.	Like to take up responsibilities	4.	Trust them
5.	Identify with you, have loyalty	5.	Give them cooperation and support
6.	Creative	6.	Encourage creativity, excellence
7.	Capable of broad vision and long view	7.	Plan and decide with them

In-Text Question
Enlightened managers use theory Y, which allows people to grow and develop.
True/False

In-Text Answer
True

9.4 William Ouchi Theory Z
Theory Z was a response to the criticism of theory X and Y. The theory was propounded by Professor **Ouchi** of Graduate School of Management, University of California, Los Angeles. Theory Z is more of a management approach than a philosophical theory. Its emphasis is based on concern for people and encouragement of participatory decision making.
He based his theory on the premise that employees are the most crucial factor to increase performance/productivity in organizations. He therefore offered different strategies of managing people so that they can work cohesively and increase productivity. He also examined the causes which made Japan's national productivity rate to be increasing while that of the United States was stagnant.
The secret of the success for Japan, **Ouchi** inferred, was the Japanese managers' concern for well-being and development of employees. Therefore, in theory Z, he tried to integrate business practices in Japan and the United States. He identified seven

dimensions in which Japanese companies different from that of the United States companies viz:

    a. Length of employment
    b. Decision making style
    c. Mechanisms of control
    d. Location of responsibility
    e. Rate of evaluation and promotion
    f. Specialization/Career orientation
    g. Degree of concern for staff

He concluded that the Japanese were better across these seven dimensions. He therefore, stressed that attainment of Type Z organization involved development of employees' skills, creating new structures, offering innovative incentives and advocating a new philosophy of management. The approach demands going through the gamut from A to Z as follows:

1. Understanding the type of organization which the employee works for and the role expected of the employees.
2. Espousing the philosophy of the organization
3. Defining the desired management philosophy and involving the organization's members.

    a. Establishing the philosophy through the creation of new structures and providing innovative incentives.
    b. Stabilizing employment in the organization
    c. Wide career path development for staff.
    d. Involving the workers' Union.
    e. Developing interpersonal skills among staff.
    f. Testing yourself and the organization as a system.
    g. Working out a system for slow evaluation and promotion.
    h. Preparing for implementation at the preliminary phase.
    i. Seeking areas of involving workers in participation of organization's operations.
    j. Encouraging the formation of holistic relations.

The educational administrators are expected to study and apply the alternative to either theory X or Y provided by **Ouchi** for effective achievement of educational goals. However, the theory has been criticized for creating the impression of a world of concord happiness, a world harboring people who are so satisfied and ever ready to cooperate at work. The critics argued that the success depends to a large extent on the socio-psychological milieu of the organizations.

In-Text Question
……….. are the most crucial factor to increase performance/productivity in organizations.

    a. Employees

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b. Employers
c. Union workers
d. Entrepreneurs

In-Text Answer
a. Employees

Summary for Study Session 9
In this study session, you have learnt that:
1. Maslow classified human needs into five distinct hierarchical categories ranging from the lowest to the highest. The needs are- psychological needs, safety needs social needs, ego, status and esteem needs and self-actualization.
2. Herzberg concentrated on the causes of job satisfaction and dissatisfaction. He came up with hygiene and motivational factors. The hygiene factors do not motivate people but only prevent dissatisfaction. Their absence could lead to job dissatisfaction.
3. The motivational factors do motivate people and have positive influence on morale, satisfaction, efficiency and higher productivity.
4. McGregor's theory X-Y maintained two fundamental approaches to managing people. He emphasized that theory Y approach produces better performance and result. It allows people to grow; it is more of participatory style of management while theory X approach is authoritarian.
5. It does not encourage team-building and has little or no concern for staff welfare. Theory Z on the other hand, emphasized concern for people and encouragement of participatory decision making. While theory Z emphasized alternative to theories X and Y.

Self-Assessment Question (SAQ) for Study Session 9
Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering the following questions. Write your answers in your Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ for Study Session 9.1
What are the classifications of human needs by Abraham Maslow? Explain
SAQ for Study Session 9.2
Is there any relationship between Abraham Maslow and Herzberg motivation theories?
SAQ for Study Session 9.3
To what extent does theory X differ from theory Y?
SAQ for Study Session 9.4
Discuss William **Ouchi** theory Z and its relevance to education

Notes on SAQs for Study Session 9
SAQ 9.1
a. Physiological Needs: These are the needs arising out of physiological or biological tension and they are there to sustain life itself. These include needs for water, food, shelter, clothing, sex and rest or avoidance of any kind of pain. In ideal working environment, an applicant seeking job opportunity into any educational institution is interested in the salary and working condition before any other things.
b. Safety Needs: Once the physiological needs are catered for, the safety or security needs become predominant. This is a need for self-preservation, as against physiological needs which are for survival. These are reflected in the need for freedom from threat, embarrassment, dismissal, protection against danger and accidents and the security of the surroundings.
c. Social Needs: These needs come up after the needs of the body and security are satisfied. These are needs for love, friendship and social interaction. In organizations like school setting, the employees want to have a sense of belonging. The educational administrators are expected to provide this opportunity.
d. Ego, Status and Esteem Needs: This need for esteem is to gain recognition from others which would induce a feeling of self-worth and self-confidence in the individual. It is an urge for achievement, prestige, status and power. It includes a desire for self-respect and respect from others.
e. Self- Actualization Needs: This is the topmost need in Maslow's hierarchy of needs. It is also known as fulfillment need. It is the need to fulfill oneself by maximizing the use of abilities, skills and potentials. It is the highest level of the need hierarchy.

SAQ 9.2
The **Herzberg's** two-factor theory is linked with **Maslow's** hierarchy of needs. Maslow succeeded in identifying needs and **Herzberg** provided the directions and incentives that tend to satisfy these needs. Furthermore, the Hygiene factors in **Herzberg's** theory satisfy the first three levels of **Maslow's** model.

SAQ 9.3
Theory X is different from Theory Yby the following characteristics:
    a. They are result and deadline driven to the exclusion of everything else.
    b. They are intolerant and therefore, they frequently issue deadline and ultimatums.
    c. They are distant, detached, aloof, arrogant and elitist.
    d. They shout and issue instructions directions, edicts, and threats to make people follow instructions.
    e. They make so much demand on people, do not participate, do not team-build, and are unconcerned about staff welfare or morale, among others.

SAQ 9.4
Theory Z was a response to the criticism of theory X and Y. The theory was propounded by Professor **Ouchi**. Theory Z is more of a management approach than a philosophical theory. Its emphasis is based on concern for people and encouragement of participatory

decision making. He based his theory on the premise that employees are the most crucial factor to increase performance/productivity in organizations.

He therefore offered different strategies of managing people so that they can work cohesively and increase productivity. Therefore, in theory Z, he tried to integrate business practices in Japan and the United States. He identified seven dimensions in which Japanese companies different from that of the United States companies viz:

    a. Length of employment
    b. Decision making style
    c. Mechanisms of control
    d. Location of responsibility
    e. Rate of evaluation and promotion
    f. Specialization/Career orientation
    g. Degree of concern for staff

Therefore, educational administrators are expected to study and apply the alternative to either theory X or Y provided by **Ouchi** for effective achievement of educational goals.

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Study Session 10: Contingency Theories and Educational Administration

Expected duration: 1 week or 2 contact hour

Introduction

In the previous study session, you learnt about some of the theories of motivation and their relevance in educational administration.

In this study session, you will learn about theories relating to leadership effectiveness or organizational effectiveness. The Meaning of Contingency Theory, The leadership styles proposed by Hershey and Blanchard's situational Leadership and models of Argyris on Organizational Effectiveness would be discussed.

Learning Outcomes for Study Session 10

At the end of this session, you should be able to:

10.1 Explain Contingency Theory

10.2 Discuss Fiedler's Contingency Theory

10.3 Explain four leadership styles proposed by Hershey and Blanchard's situational Leadership

10.4 Discuss the models of Argyris on Organizational Effectiveness

10.1 Meaning of Contingency Theory

Contingency approaches to leadership in organization emphasizes that there is no best way to lead all situations. That effective leadership styles vary with situations, depending on several factors such as:

- ✓ The personality predisposition of the leaders.
- ✓ The characteristics of the followers.
- ✓ The nature of the task done and situational factors.

The contingency theory prescribes which leadership behaviour will yield the best result in a specific situation. The theory draws the attention of the leaders to the fact that they have to find out the leadership style or behaviour that relates to the highest level of productivity taking into consideration variety of factors discussed above.

There are some theories that explain contingency theory of leadership such as:

1. Tannenbaum and Schimdt's Leadership Pattern

Robert Tannenbaum and **William Schmidt** (1958) developed a framework to discuss effective leadership pattern. They suggested that the use of authority by the manager (boss-centered leadership) or the area of freedom given to the subordinates (subordinates-centred leadership) is a function of the following:

a. Forces in the manager (comprising of value system, confidence in subordinates, predispositions and feelings of security or insecurity)

b. Forces in subordinate (comprising their needs for dependence or independence, readiness to assume responsibility, tolerance for ambiguity, abilities, knowledge, experience and disposition to participate in decision making).

c. Forces in situation (comprising type of organization, group effectiveness, time pressures and the nature of the problem itself).

The relevance of this leadership pattern to education implies that a good educational administrator would have value system that caters for the organizational goals, the manager himself and the subordinate. The trust and belief in the subordinates is also very important. If manager does not have confidence in subordinates, this will have his disposition towards him and therefore causes distrust and atmosphere of insecurity for the subordinates.

In addition, consideration for the forces of subordinates is very important. Educational administrator must understand the nature of his subordinates. Relaxed and conducive environment must be created to encourage subordinates' readiness to work, concerted effort have to be made to improve their ability and also an encouragement to participate in decision-making. Exposure to different experiences is also necessary.

Finally, understanding of the forces in environment or situation is very important to educational administrator. Team-building is very important because it will facilitate group effectiveness, time management is very necessary to avoid unnecessary pressure on the subordinates and avoidance of giving difficult task to subordinate.

In-Text Question
The contingency theory draws the attention of the leaders to the fact that they have to find out the leadership style or behaviour that relates to the highest level of productivity. True/False

In-Text Answer
True

10.2 Fiedler's Contingency Theory

Fred Fiedler (1967) a model to predict work group effectiveness by taking into consideration the 'fit' or match among:

1. The leader's style: The leader's style could be either task oriented or relationship oriented. When it is task oriented, it means leader gives more emphasis to the task to be accomplished by the subordinates. In this case, educational administrator is concerned with the achievement of educational goals with little or no attention to the subordinates' needs.

2. Leaders-member relations: In this case, leaders give priority to the needs of the subordinates which could be at the expense of the organizational goals. Meaning that educational administrators attend to staff needs (welfare) to the detriment of educational goals.

3. Task-structure: This relates to the extent to which procedures and guidelines are available to perform the tasks. This could either be low or high. Therefore, if the task-structure is low it might be difficult for the subordinate to meet up with organizational demands. In addition, if it is high it might facilitate quick accomplishment of task assigned to subordinates.

4. The power of the leader's position: This concerns with the of leader's authority in his or her official position to dispense rewards and punishments, which could either strong or weak .Fiedler therefore, explained that combinations of leader-members relation, task-structure and power of leader's position are deemed to be situations where the leader finds himself or herself to be either in a high or low degree of control.

That in either of these situations, the most effective leader would exercise task oriented leadership. This implies that achievement of organizational goals has to be accorded priority.

In-Text Question
Which of the leadership styles give priority to the needs of the subordinates which could be at the expense of the organizational goals?
  a. The power of the leader's position
  b. Leaders-member relations
  c. The leader's style
  d. Task-structure
In-Text Answer
  b. Leaders-member relations

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10.3 Hershey and Blanchard's Situational Leadership

The situational contingency considered in this model is the "readiness" of the followers in terms of their ability and willingness to fulfill the tasks assigned to them. The leader would exercise the leadership styles of delegating, participating, selling or telling depending on their readiness.

1. *Telling*: That where ability and willingness of followers are low, it is best to "tell" them what they should do.
2. *Selling*: If the readiness of followers is low to moderate, "selling" is a good strategy. In this situation, the leader offers both task direction and support to those who are willing but lack the ability to do the task.
3. *Participating*: In this case, if the people have the ability but are unwilling, a participative mode leading them would be effective. This has the tendency of increasing their motivation and tasks would get done by virtue of their being an integral part of the decision making process on various aspects of the job.
4. *Delegating*: This mode of leading is appropriate when followers are ready to do the job (both willing and able). This is viewed as the best option.

In-Text Question
A situational leader would exercise the leadership style of delegating, participating, selling or telling depending on their readiness. True/False
In-Text Answer
True

10.4 Chris Argyris Pattern A& B

Chris Argyris was an American business theorist, Professor Emeritus at Harvard Business School. His early research explored the impact of formal organizational structures, control systems and management on individuals and how they responded and adapted to them. This research resulted in the books *Personality and Organization* (1957) and *Integrating the Individual and the Organization* (1964).

In this session, attention will be given to his works on adult personality, action science which focuses on two models and implications of these works in educational administration.

Adult Personality

Argyris believed that managers who treat people positively and as responsible adults will achieve productivity. Mature workers want additional responsibilities, variety of tasks, and the ability to participate in decisions. He also came to the conclusion that problems with employees are the result of mature personalities managed using outdated practices.

This implies that educational administrators or managers have to treat subordinates positively as responsible adults. This will facilitate their productivity. If they are treated as mature people they will be ready to request for additional tasks. Whereas, if they are treated otherwise, they become reserved and demoralized. This will eventually result into low productivity in the school system.

Action science

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Argyris' collaborative work with **Robert W. Putnam and Diana McLain Smith** (11985) advocates an approach to research that focuses on generating knowledge that is useful in solving practical problems.

Argyris' concept of Action Science began with the study of how human beings design their actions in difficult situations. Human actions are designed to achieve intended consequences and governed by a set of environment variables. How those governing variables are treated in designing actions are the key differences between single loop learning and double loop learning.

When actions are designed to achieve the intended consequences and to suppress conflict about the governing variables, a single loop learning cycle usually ensues. On the other hand, when actions are taken, not only to achieve the intended consequences, but also to openly inquire about conflict and to possibly transform the governing variables, both single loop and double loop learning cycles usually ensue.

(Argyris applies single loop and double loop learning concepts not only to personal behaviors but also to organizational behaviors in his models.)

Model 1: Theory-In-Use (a single loop learning cycle)

Governing Variables	Action Strategies	Consequences for the Behavioral World	Consequences for Learning	Effectiveness
Define goals and try to achieve them	Design and manage the environment unilaterally (be persuasive, appeal to larger goals)	Actor seen as defensive, inconsistent, incongruent, competitive, controlling, fearful of being vulnerable, manipulative, withholding of feelings, overly concerned about self and others or under concerned about others	Self-sealing	Decreased effectiveness
Maximize winning and minimize losing	Own and control the task (claim ownership of the task, be guardian of definition and execution of task)	Defensive interpersonal and group relationship (dependence upon actor, little additively, little helping of others)	Single-loop learning	
Minimize generating or expressing negative feelings	Unilaterally protect yourself (speak with inferred categories accompanied by little or no directly observable behavior, be blind to impact on others and to the incongruity between rhetoric and behavior, reduce incongruity by defensive actions such as blaming, stereotyping, suppressing feelings, intellectualizing)	Defensive norms (mistrust, lack of risk taking, emphasis on diplomacy, power-centered competition, and rivalry)	Little testing of theories publicly, much testing of theories privately	
Be rational	Unilaterally protect others from being hurt (withhold information, create rules to censor information and behavior, hold private meetings)	Little freedom of choice, internal commitment, or risk taking		

In-Text Question

Mature workers want additional responsibilities, variety of tasks, and the ability to participate in decisions. True/False

In-Text Answer
True

Model 2: Theory-In-Use (double loop learning cycle)

Governing Variables	Action Strategies	Consequences for the Behavioral World	Consequences for Learning	Consequences for Quality of Life	Effectiveness
Valid information	Design situations or environments where participants can be origins and can experience high personal causation (psychological success, confirmation, essentiality)	Actor experienced as minimally defensive (facilitator, collaborator, choice creator)	Disconfirmable processes	Quality of life will be more positive than negative (high authenticity and high freedom of choice)	
Free and informed choice	Tasks are controlled jointly	Minimally defensive interpersonal relations and group dynamics	Double-loop learning	effectiveness of problem solving and decision making will be great, especially for difficult problems	Increase long-run effectiveness
Internal commitment to the choice and constant monitoring of its implementation	Protection of self is a joint enterprise and oriented toward growth (speak in directly observable categories, seek to reduce blindness about own inconsistency and incongruity)	Learning-oriented norms (trust, individuality, open confrontation on difficult issues)	Public testing of theories		
	Bilateral protection of others				

Implications of Argyris Models on Educational Administration
The two models provided by **Argyris** have a lot of implications on educational administration. If educational administrators only focus on achievement of organizational goals or educational objectives without paying necessary attention to deal with challenges, conflicts and barriers but to suppress them, it will result into decreased ineffectiveness.

The reason for this is simple, in the sense that problems and challenges not catered for, and conflicts not resolved will become hindrances to the goal achievement. On the other hand, the double loop learning model if applied, though might seem to delay initially but in the long run increase effectiveness. The reason being that obstacles, barriers and conflicts that could frustrate the goal achievement have been taken care of in the design.

In-Text Question
When actions are taken, not only to achieve the intended consequences, but also to openly inquire about conflict and to possibly transform the governing variables ……..
  a. Both single loop and double loop learning cycles usually ensue
  b. A single loop learning cycles usually ensue
  c. A double loop learning cycles usually ensue
  d. All of the above
In-Text Answer
  a. Both single loop and double loop learning cycles usually ensue

Summary for Study Session 10
In this study session, you have learnt that;
  1. Contingency approaches to leadership in organization emphasizes that there is no best way to lead all situations. That effective leadership styles vary with situations, depending on several factors such as:
      i.   the personality predisposition of the leaders,
      ii.   the characteristics of the followers,
      iii. the nature of the task done and situational factors
  2. **Tannenbaum and Schimdt's Leadership Pattern:** Suggested that the use of authority by the manager (boss-centred leadership) or the area of freedom given to the subordinates (subordinates-centred leadership) is a function of the following: forces in the manager, forces in subordinate, Forces in situation.
  3. **Fiedler's Contingency Theory** model predicts work group effectiveness by taking into consideration the 'fit' or match among: the leader's style, Leaders-member relation, Task-structure and, the power of the leader's position.
  4. **Hershey and Blanchard's Situational Leadership:** Explained that the leader would exercise the leadership styles of delegating, participating, selling or telling depending on their readiness.

Self-Assessment Question (SAQ) for Study Session 10

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering the following questions. Write your answers in your Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ for Study Session 10.1
Explain Contingency Theory
SAQ for Study Session 10.2
List the four determinants of effective leadership
SAQ for Study Session 10.3
Explain four leadership styles proposed by **Hershey** and **Blanchard's** situational Leadership
SAQ for Study Session 10.4
Discuss the two models implications of **Argyris** on educational administrator in an organization.

Notes on SAQs for Study Session 10
SAQ 10.1
The contingency approaches to leadership in an organization emphasizes that there is no best way to lead all situations. That effective leadership styles vary with situations, depending on several factors such as: the personality predisposition of the leaders, the characteristics of the followers, and the nature of the task done and situational factors.
The contingency theory prescribes which leadership behaviour will yield the best result in a specific situation. The theory draws the attention of the leaders to the fact that they have to find out the leadership style or behaviour that relates to the highest level of productivity taking into consideration variety of factors.
SAQ 10.2
The four determinants of effective leadership are:
1. The leader's style
2. Leaders-member relations
3. Task-structure
4. The power of the leader's position

SAQ 10.3
   a. *Telling*: That where ability and willingness of followers are low, it is best to "tell" them what they should do.
   b. *Selling*: If the readiness of followers is low to moderate, "selling" is a good strategy. In this situation, the leader offers both task direction and support to those who are willing but lack the ability to do the task.

c. *Participating*: In this case, if the people have the ability but are unwilling, a participative mode leading them would be effective. This has the tendency of increasing their motivation and tasks would get done by virtue of their being an integral part of the decision making process on various aspects of the job.

d. *Delegating*: This mode of leading is appropriate when followers are ready to do the job (both willing and able). This is viewed as the best option.

SAQ 10.4

a. A single loop learning cycle
b. A double loop learning cycle

The two models provided by **Argyris** have a lot of implications on educational administration. If educational administrators only focus on achievement of organizational goals or educational objectives without paying necessary attention to deal with challenges, conflicts and barriers but to suppress them, it will result into decreased ineffectiveness.

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Study Session 11 Record Management in School Administration

Expected duration: 1 week or 2 contact hour
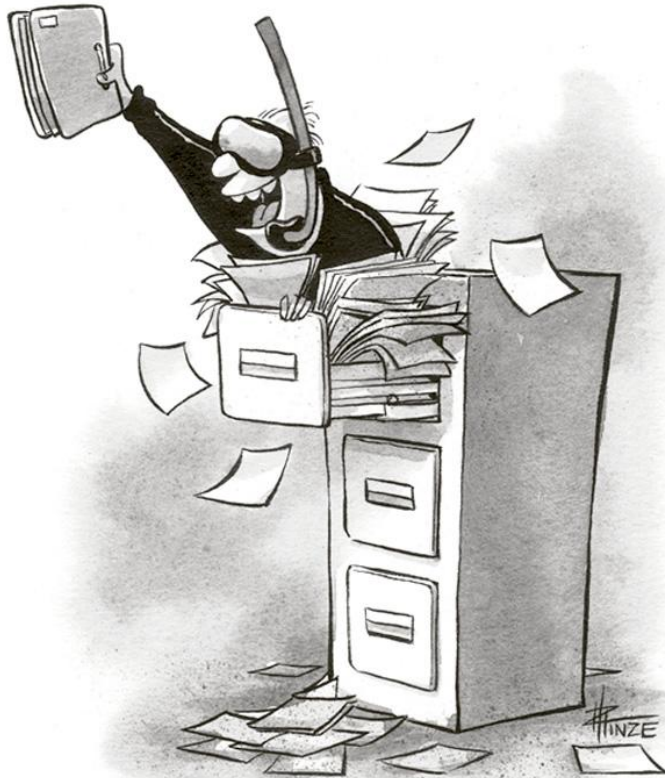
Introduction

In the previous study session, you learnt about the theories relating to leadership effectiveness or organizational effectiveness. The educational administrators, especially, in educational institutions generate information which they use for the daily running of the schools, as well as for projecting and planning purposes. For the information to be used effectively, it must be accurate and reliable. This calls for efficient information management and the role of records.

In this study session, you will learn about record management, types and usefulness of records in educational administration, especially schools.

Learning Outcomes for Study Session 11

At the end of this session, you should be able to:

11.1 Define record and record management.

11.2 Mention the types of record kept in schools

11.1 Definition of a Record

A record is defined as a documented proof of a transaction. It is also referred to as information created, received, and maintained as evidence and information by an organization or person, in pursuance of legal obligations or in the transaction of business. Schools have the task of teaching and providing a learning environment. In so doing, teachers and other members of staff are employed, materials are acquired, pupils are admitted, tested, examined and so forth. Any written or recorded item that shows the existence of a particular pupil, how many pupils are there in the school, if a pupil has been transferred, how many desks have been acquired, etc. is a record.

In short, records contain information important to the daily running of schools. Records are an important means of accountability because they provide proof.The role of school administrators in keeping, generating and keeping information cannot be over-emphasized.

Record Management

Record Management is the planning, controlling, directing, organizing, training, promoting, and other managerial activities involving the life cycle of information, including creation, maintenance (use, storage, retrieval), and disposal, regardless of media. Records management involves the storage, retrieval and use of information.

More precisely, Record Management is the application of systematic controls and cost reduction principles to the creation, use, maintenance and disposition of recorded information. Use of these controls and principles is aimed at the production of an efficient and economical records system through an ongoing effort to limit the creation and maintenance of records to only those records that are essential and that continue to be deemed essential over the passage of time.

Poor records management results in difficulties in administering, planning and monitoring an education system. In fact, poor records management and the lack of staff development along the entire information cycle are responsible for problems with management and policy implementation in schools and ministries of education. A Records Manager is someone who is responsible for records management in an organization.

In-Text Question

……… is referred to as information created, received, and maintained as evidence and information by an organization or person, in pursuance of legal obligations or in the transaction of business.

    a. A record
    b. A document
    c. A file
    d. Data

In-Text Answer

    a. A record

11.1.1 The Ten Categories of Information in School Records

This section highlights the most common groups and categories of information that occur in record keeping and describes their characteristics and functions.

1. Action information: This requires the recipient to respond or take action. Examples are: instructions, requests, and applications. In a school, it includes application letters or transfer requests. Action information may result in the acquisition of materials or the introduction of disciplinary measures.

2. Non-action information: This does not necessarily require an action or a response to follow it. For example, the notification of an action already taken, like the appointment of a new minister of education.

3. Recurring information: This is based on activities or events that recur at intervals. For example, pupil attendance, assessment results, accounting, inventories, evaluations, etc. This includes information about tasks which were done or need to be done at given times of the year, term or session.

Annual reports from the school or school authority carry recurring information, although the details may differ each year. On-going activities can also generate information, like annual sports competitions, etc. and, just as with recurring information, the results may differ.

4. Non-recurring information: This relates to matters which may not recur on a regular basis during the life of the organization. For example, capital projects, like the construction of a building. These take place when the necessary resources are available and can take time to complete.

5. Internal information: This is generated by the organization during its operations and is destined for internal use. When a school holds meetings or has certain internal activities, the information resulting from these may be for internal use only. For example, letters from the principal or administrator to all members of staff and letters from members of staff to the school head.

6. External information: This comes from other institutions such as the Ministry of Education headquarters or different schools. This also includes information which may be sent to or consumed by external organizations.

7. Historical information: This relates to past activities and events, for example, reports on past events and activities. Usually, this is non-action information about matters or activities undertaken by the organization or school. Action information becomes historical information after a time.

8. Future information: This concerns events to come or actions to be taken. Some action information may not require immediate action, but can cover future activities. These activities may not have to be done by the person receiving the information (in which case it is non-action information), but depends upon events or actions to be done at some future date. For example, the Minister will visit a school or there will be a major meeting of ministers on a certain issue.

9. Documentary information: This is that which is entered onto permanent records. It is noted on paper or tape or any other storage device, like computer disks.

10. **Non-documentary information is oral:** As shown in (7), categories of information are not necessarily mutually exclusive. Historical information, for example, can also be non-action information. Then again, certain information can combine into more than one category, such as external and action information.

In-Text Question
Annual reports from the school or school authority carry recurring information. True/False

In-Text Answer
True

11.1.2 The Scope of Records Management Activities
Records management principles and automated records management systems aid in the capture, classification, and ongoing management of records throughout their lifecycle. Such a system may be paper based (such as index cards as used in a library), or may be a computer system, such as an electronic records management application.
Records management involves the following activities and practices:
- Creation and distribution
- Use
- Retention
- Storage
- Retrieval
- Protection
- Preservation
- Final disposal

Each of these has a direct influence on the availability of information.

11.2.3 Physical Requirements in Record Management
Supporting materials such as record-keeping books, equipment such as filing cabinets and logistical support for records management are necessary to facilitate better classification and storage of information.
Below are listed where such physical provisions are required.
1. Record Centre: This is where the active as well as the semi-active records (those that are not used daily but have information which may be referred to occasionally) are stored. These could be in a centralized or decentralized place, depending on who the users are.
In a decentralized system, some records may be in the office of the school head, others in the staff room or elsewhere. It is recommended that a decentralized system be established based on the users of the records.
2. Registries: A registry is a specially designated place for keeping written records. Although it is rare to find this at school level, it may exist at ministry headquarters,

depending on the availability of space. The registry is used to store active records. Registries exist in addition to records centres.

3. Archival Centre: This is the storage place for inactive or dormant records with an historical value.

4. Indexes and 'finding' guides: These should list all the records, including the active, semi-active and archival ones.

5. Personnel: Keeping records is, in itself, not a difficult task but retrieving and using them is a more complex procedure. There must be personnel to manage the record centres. Such staff would need at the minimum, basic training in records management. They would have to be able to undertake tasks ranging from creating records to ensuring easy access to them.

Ideally, records management personnel should be able to undertake all tasks and duties involved in records management. The importance of personnel cannot be overemphasized, given the different stageand importance of records management.

In-Text Question

………… are necessary to facilitate better classification and storage of information.
   a. Supporting materials (such as record-keeping books)
   b. Equipment (such as filing cabinets)
   c. Logistical support for records management
   d. All of the above

In-Text Answer
   a. All of the above

11.2 Types of School Records

In the school system, there are numerous records which are kept by administrators, principals and teachers for the smooth administration of the school. For the purpose of convenience and in the school context, they could be divided into three main groups. These are:
   ✓ Administrative Record
   ✓ Academic Record
   ✓ Financial Record

Further, these three categories of records could be classified into two namely; *Statutory and Non-Statutory records.*
   a. **Statutory records:** These are records that are required by law to be kept in school.
   b. **Non-Statutory records:** These are records that are useful in school administration but are not required by law.

1. Administrative Records

These are the most important and largest written information in file, about the school and the people in the school Administrative records deal with human and non-human aspects

of the school. One of the essential skills of a school head is the ability to store facts about people working in the school, principles guiding their work and the work done.

2. Academic Records
Academic records provide both the previous and current information about pupils' performances. The image of a school is either positively or negatively projected by the academic record of the school. Therefore, one can always tell from the academic records of a school whether the head teachers and teachers are actually performing their - instructional duties and if the pupils are serious.

3. Financial Records
These records provide essential information dealing with collection and spending of school funds. Proper financial records help to guide against financial mismanagement and serve as a basic tool for financial planning and budgeting in the school system.

11.2.1 Level of Records
The administrative, academic and financial records are kept at two levels namely: ***School and class levels***
A. Records at School Level
These records include:-
a. Admission Register: Vital information about each pupil is written in the admission register. This vital information include name, sex, date of birth, of each pupil, name of his parents, his permanent address, date of admission, completion of study, withdrawal, expulsion, and suspension from school. These vital information form permanent record of the pupilin the school.
b. The Education Law: The Education Law is always obtained from the Ministry of Education and kept in the Head Teacher's office. Information concerning education policies, guiding principles, rules and regulations for the smooth running of the school are found in the Education Law.
c. Teacher's Manual: Teacher's Manual provides information about the privileges, rights and obligations of teachers. The book makes it possible for teachers to be familiar with teachers' certification, responsibilities, condition of service, job benefits and basic principles guiding them and their duties,
d. General Time Table: The general time table provides the period and time allocated for each subject and activity in the school. A typical general time table provides details of activities such as the time for opening and closing each day, the time of morning assembly and registration, periods for morning and afternoon sessions, time for indoor and outdoor activities as well as short and long breaks.
Subjects and activities are usually arranged to suit learners' and teachers' physical and mental conditions. For example subjects and activities which require a lot of physical exertion are always arranged for the morning. Also two subjects which require double periods and a lot of concentration arc not arranged to follow one another on the general time table.

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e. School Account Book: Effective financial management of a school depends mostly on a clean and correct school account book where all items of income and expenditure are recorded. The school Bursar and other accounting officers are held responsible for proper handling of school account. However, the Head Teacher must be kept abreast of every segment of financial undertakings of the school as recorded in the school account book.

f. The Syllabus: The syllabus provides general contents of all subjects offered in the school. The content of each subject is graded according to various factors, such as age, ability and level of mental and physical developments of pupils. A copy of the syllabus is always kept in the Head-Teacher's office to aid teachers prepare their scheme of work, unit plans and lesson notes.

g. Log Book: This is a book where permanent and important events which occur in the school are recorded. Such events may be either of joy or sorrow. For example, the opening of a new laboratory, winning a trophy, promoting of a teacher, transfer of a staff, death of a pupil or staff and dismissal of a pupil.

h. Punishment Book: This is a book to record corporal punishment given to pupils on serious offences such as stealing. Typical entries in a punishment book show date of punishment, name, sex, age, and class of pupil punished, nature of pupil's offence, type of punishment given the name and signature of person who gives the punishment.

Finally the time the punishment is given to the offender must be indicated. By regulation, the Head Teacher is in the best position to give and record corporal punishment; however such duty may be delegated to other senior teachers in the school.

i. Visitors Book: A record of important visitors to the school is kept in the visitors' book. Generally, every important visitor writes his name, address and purpose of his visit. At the end of the visit, he makes remarks about the school and signs off. Sometimes the visitors' book serves as a suggestion box where visitors' remarks may activate school authority to improve on or to make a change in the administration of the school.

j. Inventory Book: All school equipment are recorded in the inventory book. Also, used, damaged, missing and needed equipment are recorded. This record enables the principal to .know how many equipment are kept in stock, locate missing ones and place order for needed equipment.

k. Transfer Certificate: Transfer certificate enables pupils to transfer from one school to another. Through this process continuous and adequate information about pupils academic progress can be ensured.

l. Time Book: Time book is a record of time members of the staff arrive for duty and leave daily. At school level it is a control device to check late coming of staff. At an advanced stage, where salary is based on number of hours a staff put at work, time book is used to calculate accurate hours and money each staff gets at the end of the week and month.

m. Duty Roster: In addition to instructional duties, teachers are assigned duties weekly. Duty roster explains the duty/duties to be performed by every teacher.

n. National Policy on Education: Each school must have a copy of the National policy on Education.

o. Inspection Report File: This is a record containing the reports of visits to the school by inspectors as it helps during follow-up inspections.

B. Records at the Class Level

Records at the class level are usually kept by the class teacher. These records include:

a. Attendance Register: This is a book which is designed to keep record of pupil's attendance to classes-daily, weekly, termly and yearly. It is marked twice daily, at the beginning of the morning and afternoon sessions. It has columns for cumulative daily, weekly, termly and yearly attendance for individual and total pupils in the class.

Accurate pupil's population of a school can be calculated from accurate and clean marking of attendance registers in the school.

b. Class Time Table: Class Time Table is copied from the general time table either by. the class teacher or class captain. Class time table has all the qualities of general time table, but it is designed for a specific class.

c. Lesson Note: A teacher without a lesson note is like a hunter facing a lion without a gun. His hunting objective cannot be achieved. A lesson note discusses the work to be completed during a given period of time, and measurable objectives to be accomplished. Every teacher is expected to prepare his lesson note and bring it to the class.

d. Mark Book: Evaluation of pupil's performance is determined mainly by periodical examinations, therefore marks book is an important book to record raw scores of pupils. These are later transferred to report sheets, and progress chart of pupils.

e. Class Diary: Class diary is a record book structured to compare the instructional work load of a class teacher per week or term with the actual job done. If the class diary is honestly recorded, a teacher will be in good position to appraise himself if he works hard, and to work harder if he lags behind. It is therefore important for the head teacher to cross check class diaries every week to ensure efficiency among his teachers.

f. Class Inventory Book: At the class level, each teacher keeps records of all school materials put in his care. The book always indicates name, number, type, and date of supply of materials. Also, the numbers of the equipment used, lost, damaged and needed are indicated.

The class inventory book serves as a tool for proper management of the class, and makes it possible for a class teacher to give accurate account of material supplied to his class and to request for needed materials. Also it is easy for the head teacher to recover from a teacher all teaching materials and other documents handed over to him at the end of a session or when the teacher is on a transfer. Any lost material can easily be detected by the head-teacher

In-Text Question

What are the two levels at which administrative, academic and financial records are kept.
   a. School and Office levels
   b. School and Class levels
   c. Organization and Class levels
   d. Class levels and Administrative levels

In-Text Answer
   b. School and Class levels

11.2.2 Importance of Record Keeping in the Schools

There are many reasons for keeping and managing good records in schools:

1. Access: Good record-keeping makes it easy to locate, retrieve and produce records; poor record-keeping leads to frustration and despair.

2. Decision-making: Complete, accurate, authentic and reliable records support the administration of policy and consistent decision-making, planning, evaluation and reporting. With poor records, the original context in which policies, decisions and practices were undertaken is forgotten and the evidence that could be used to review and evaluate them disappears.

This contributes to a "re-inventing the wheel" syndrome. Poor record-keeping increases the danger that current decisions may be based on out-of-date, inaccurate, and unreliable information.

3. Continuity: Good records minimize loss of knowledge and ensure business continuity despite staff turnover. Former staff takes their memories with them, and without records new staff is unable to fully understand past practices. Memories, moreover, are notoriously unreliable with the passage of time and you need good records to recall your actions and to make good decisions.

4. Efficiency: Good record-keeping increases administrative efficiency and promotes economical operations. Poor record-keeping leads to the unnecessary retention of records long after their value has expired -- making useful records difficult to find and taking up valuable office space. Staff time and resources are misspent in labor-intensive searches for records which for all the staff knows, may or may not exist, may or may not even have been created.

5. Accountability: Records are evidence of actions and decisions and provide the means by which to hold people accountable.

6. Protection against Liability: Well-managed records enable the school to defend its legal rights and minimize or eliminate legal liability. They ensure the school has the evidence it needs to defend itself in the event of disputes and to accurately reconstruct past events.

7. History: School records tell the history of the school

In-Text Question
Which of the following is not correct for keeping and managing good records in schools?
   a. Access
   b. Decision-making
   c. Continuity
   d. Inefficiency

In-Text Answer
   d. Inefficiency

Summary for Study Session 11

In this study session, you have learnt that:

1. School records is the creation, storage, retrieval, retention and disposition of all the information relating to what goes on in a school, the personnel in the school, the school equipment and other information for the achievement of the school growth.
2. Categories of information constitute record, record management, the scope of record management which includes creation and distribution, use, retention, storage, retrieval, protection, preservation and final disposal were learnt as well.
3. There are academic records, administrative records and financial records. These records are further divided into statutory records and non-statutory records. Statutory records are expected to be kept by law while non-statutory records are not mandatory but necessary for effective administration.
4. Some of the records are kept at school level by the school administrator while teachers keep those records at class level. The usefulness of records in school administration are access, decision-making, continuity, efficiency, history, accountability, protection against liability.

Self-Assessment Question (SAQ) for Study Session 11

Now that you have completed this study session, you can assess how well you have achieved its Learning Outcomes by answering the following questions. Write your answers in your Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ for Study Session 11.1
1. Define records?
2. What is records management?
3. List the types of information kept in school records

SAQ for Study Session 11.2
1. What are the types of records kept in the schools?
2. Highlight any five importance of keeping records.

Notes on SAQs for Study Session 11
SAQ 11.1

1. A record is defined as a documented proof of a transaction. It is also referred to as information created, received, and maintained as evidence and information by an organization or person, in pursuance of legal obligations or in the transaction of business.
2. Record Management is the application of systematic controls and cost reduction principles to the creation, use, maintenance and disposition of recorded information.
3. The types of information kept in school records are:

a. Action information and Non-action information
b. Recurring information and Non-recurring information
c. Internal information and External information
d. Historical information
e. Future information
f. Documentary information and Non-documentary information

SAQ 11.2

1. The types of records kept in schools are:
   a. Administrative Record
   b. Academic Record
   c. Financial Record
2. Five importance of keeping records are:
   a. Access
   b. Decision-making
   c. Continuity
   d. Efficiency
   e. Accountability

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