

CHAPTER 14

Principles of Educational Management

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Introduction

Educational management is such a broad discipline that has many fundamental concepts that students studying the discipline should understand. Such concepts include: management, educational management, planning, organising, staffing, directing, controlling, coordinating, evaluating, and budgeting as they all apply to the school system. This chapter therefore deals with all aforementioned concepts. Equally, discussions were made on the concepts of power and authority with their distinctive differences.

Unit 1: Management as a Concept

Like other concepts in education, the term management means different things to different people. But generally, the term is from the verb "manage", which means taking care of something, or giving responsibility to someone to be taken care of. It could also mean putting someone in charge of something or somebody. For example, putting a teacher in charge of a class-room in a school. "Manage" may also mean to control through power and authority. For example, taking control of noisy children in the class-room by ordering them to be quiet, or controlling income and expenditure in an enterprise. The term could also mean ability to gain one's purpose or achieving what one has aimed at. For example, one may ask, "how did he manage to pass his examinations". 'Manage' here means achieving a purpose. It also depicts doing something in form of carrying out an activity aimed at achieving certain goals. When such goals are achieved, the person (achiever) is said to be productive. Hence, a manager is said to be good when he is productive by achieving the desired aims and objective of the organisation.

The term Management therefore means the process by which various resources of an organisation are combined and processed in such a way that they help to achieve the aims and objectives of the organisation. Such resources include men, money and materials. It therefore means that management starts from the planning stage right to the stage of accomplishment.

The Concept of Educational Management

From the general concept of "management", one can deduce that educational management is a part of general management concept. The term educational management then, means the process of combining the available resources meant for education in such a way that they could be utilised for the purpose of achieving educational aims and objectives. The various educational resources include human resources like teachers, educationists and educational policy makers, material resources like textbooks, classrooms, school furniture, and money to be expended for the purpose of achieving educational objectives.

Educational Management and Educational Administration

The two terms, "management" and "administration" have often been used interchangeably by many people including heads of organisations. Although, both aim at achieving organizational aims and objectives, but the difference in the two could be seen from the angle of the areas covered or their scope. Management covers a larger area than administration, hence management deals with determining and formulating policies and monitoring such policies. Administration on the other hand deals with the implementation of the policies formulated and designed by management. In other words, when a manager in the Ministry of Education (Policymaker) comes out with an educational policy to be carried out by school heads, it is the duty of the school principal, as an administrator to analyse, interpret and implement such a policy, taking the local situation of the school into consideration.

Management as an Art and a Science

Management is both art and science. Management as an art means a single individual cannot function well in an organization to achieve the organizational aims and objectives, instead, a group of people must be involved. Since the process of management requires such techniques as delegation of authority,, good human relations technique and proper communication system before the organizational aims and objectives could be achieved, then it follows therefore that many people are

involved in the process of management in the organization. In the school system, for instance, the school head should be able to involve his subordinates and even students/pupils in the running of the school, since the head alone cannot be in all places at all times.

As a science on the other hand, management involves promulgation of laws, policies, principles and theories which should be applied in carrying out various activities in the organization. Since one expects changes in form of innovations to occur in every organization, it becomes necessary therefore to have laws and policies to take care of the innovative changes in an organization. This starts from the different policies from ministries of education to the common school rules and regulations that staff and students follow to achieve the desired objectives.

Management as a person and group of persons

Management as a person refers to a head. For example, a school head as a manager. When there is a headmaster, a school principal, a provost, a rector or a vice chancellor, then we have management as a person. That is, a single person the head as the manager. Although, these heads may have their deputies and assistants, but the sole authority and control of the school is in the hands of the head.

Public schools are however, supposed to be under the control of their governing boards/councils. In such a case, the governing board/council takes the control of school management or in a situation whereby the college academic board or the university senate formulates policies to be a guide in managing the school. Then it follows that the management of that school is by a group of individuals, this is where we have management as a group of persons.

Unit 2: History of Management

The beginning of management could be traced to the period of industrialization during the systematic application of knowledge to practical tasks in manufacturing industries and statesmanship in antiquity before middle ages. By 1300B.C, the ancient cities of Egypt and china had got ways of administering their cities devoid of corruption and selfishness on the part of the public officers.

The Roman Empire too was known for its proper and accurate managerial skill. For example, the establishment of Roman Civil Officers and roman magistrate before middle ages depicts the effectiveness and importance of roman early administrative organizations.

Apart from organization in public and ministerial affairs, the Roman Catholic Church was one of the early effective religious groups that presented most early effective and efficient formal organization in the history of western civilization. The Roman Catholic Church presented a highly bureaucratic hierarchy of authority based on area of specialization and proper utilization of needed personnel.

The next group that organized and managed a large set of people in Western Europe was the state army. The early western military was known for its high level of discipline and spirit of togetherness in achieving common goals. Despite the autocratic nature of such military leaders as Napoleon, that still had time to explain to their people reasons why their regulations should be obeyed.

Most of the management principles used by early French army later became important management principles that are now used worldwide. For instance, in 1790, the French army organized themselves using the general "staff principles" which later became one of the most important of the management principles.

Precursors to and Emergence of Scientific Management

The emergence of scientific management was preceded by the activities of some people who contributed in no small measure to the development of management. Such people include James Watt, Jr. and Robert Owen.

James Watt Jr. was the son of Watt, the inventor of steam engine and the founder of an engineering company in Great Britain. Watt Jr. then took over the administration of the company. In managing the affairs of the company, James Watt Jr. developed some management techniques which he applied to the management of the company. For example, he developed the process of product standardization according to the market of demands. He also developed the process of production, cost and profit. On personnel management, James Watt Jr. developed work-study or in-service programme for his workers because he realised the urgent need for his workers to develop themselves professionally. He also took the welfare of his workers in high esteem as he developed Workers hospital benefit for them.

Despite Watt Jr.'s effort concerning personnel management, Robert Owen's achievement on personnel management superseded that of James Watt Jr. as the former was known as the father of personnel management. He managed a group of Textile Mills for over twenty years in Scotland where he improved the condition of service of his workers by providing meals for them while at work. He also built houses, and streets for his workers and developed his community generally.

The credit of the emergence of scientific management could be given to Fredrick W. Taylor who lived between 1856 - 1915. Taylor was a B.Sc. degree holder in Engineering. He joined a steel company in 1878 as a labourer where he had a rudimentary knowledge of administration. Later, he developed himself and became a foreman and later rose to the rank of a chief engineer before he finally left the company. While in the company, especially as a foreman, he changed the management system in his company so that both the workmen and the management became friendly. He believed in harmonious relationship between the workers and the management for maximum productivity. Today, Taylor is being referred to as the father of scientific management.

Unit 3: Elements of Educational Management

Succinctly, 'management' implies a set of activities, which has to do with planning, organising and controlling an enterprise towards goal achievement through effective and efficient use of human and material resources.

Management is the guidance, leadership and control of the efforts of a group of people towards some common objectives. Therefore, management is a social and economic process involving arrangement of co-ordinated events as; planning, organizing, coordinating, controlling and leading in order to utilize available resources to achieve desirable outcome within a very short time.

Some Elements (Concepts) in School Management

As discussed earlier, many authors have discussed extensively on elements of educational management as part of managerial duties of the school manager. To some people, there are about seven functions of an administrator, some others came up with about fifty, one hundred and fifty while some others summaries these as sixteen. But the following are observed as equally discoursed by Luther Gulick. **Planning:** Planning which falls among the line of action of an educational administrator can be said to be the process of preparing a set of decisions for action in the future. Planning is aimed at goal achievement in respect of a particular thing or situation and hence it involves pre-thinking, pre-diction and forecasting the future expectations in administration.

In planning, advance definition and preparation of policies and procedures are involved as many objectives are meant to be achieved. An administrator may plan for a long or short period of time as the need and situation demand

Organising: Organizing is next to planning in this regard. It has to do with the grouping of people and activities into a defined unit and trying to establish a relationship with them. In organising, a formal structure is established and there is a division of labour among the people in order to attain a stated goal in the organization. Here, work is

scheduled among members of the establishment, following the organizational chart. In this sphere, it is required of a manager to; delegate, establish the appropriate procedure for accomplishing the work, provide requirements in term of materials, fund, information and other resources to where and when needed.

Directing: A manager directs to ensure that workers obey and perform their duties appropriately. However, to direct effectively, adequate motivation and effective communication system in the establishment is required. A manager will direct others successfully by setting the pace, i.e leading by good examples.

Co-ordinating: In management, co-ordinating refers to the ability of a manager to device a method of unifying the institution for goal achievement. Co-ordination has to do with the integration of various parts of the work in order to ensure a match between the operating result and the goals to be achieved. Equally, it involves managing the use of personnel and material resources to operate an organization.

A good manager will always ensure that things are done in sequence in the establishment. That is, doing the right thing at the right time, in the right place using the appropriate method of goal attainment. Supervision: A manager needs to guide the operational activities of the workers. Educational supervision is a process, which aims at helping the professional growth and co-operation among the teachers so that they can be self-directive creative and be more productive. As a school manager, legitimate efforts should be made in assisting the classroom teacher to improve m their own in order for them to be self propelling practitioner as well as ensuring a favourable setting for effective teaching and learning.

Controlling: Controlling refers to the ability of a manager to have the subordinates subjected to him in order to achieve the institutional goals and objectives. Controlling is to ensure that results are as planned. Therefore, it involves the setting of standard which provides the basis for comparing the actual output against the intended output in order to make corrective measures.

Staffing (personnel management): This implies the ability of a manager to employ the right people at the right time and have them placed the right job. The need for personnel in any organization is indispensable. Organizational goals can only to be

achieved through people and it is the major duty of the manager to secure, train, maintain, assign and supervise the personnel required in his goal achievement.

Reporting (communication): Communication has to do with passing of meaningful information from the sender (encoder) to the receiver (decoder). The manager must of course, give a clear instruction and information to all the people concerned. Periodically, the manager must report on the performances of the group, individuals, materials, methods and their contributions towards achieving the organization's goals. Many at times, the manager has to praise, transfer, and second employee when necessary.

Motivation: Motivation is the drive, energy or degree of activities an individual displays towards goal achievement. There are many means that can be used by the school manager in motivating personnel in the school system for a higher productivity, and these factors range from payment of good salaries and wages, good incentive system, work ethic and social value. Motivation of the personnel by the school manager will help in achieving quality control in the school, improve level of cooperation among the staff and enable the school personnel in putting in their best in the work they do.

Evaluation: Amongst the major indispensable functions of an educational manager is programme evaluation. In any educational institution, there is need for the school administrator to evaluate the performance of his school as against the goals and objectives of the society in form of an annual report. As school head, one must be prepared to take the pains of assessing the successes and failures in the achievement of the school aims and objectives for necessary improvements.

Unit 4: Power and Authority

Power and authority are two related concepts that people use synonymously despite the slight difference that is inherent in them:

Power

Power, which is an house hold word, can be described as the ability of a person to make others do what one wants them to do even when they are not interested in doing it. Sanction, force, coercion and threat are used in this attainment by the power wielder. Succinctly,

power can therefore be described as the ability of a person to secure conforming behaviour in order to produce an intended result.

The exercises of power transcend the influence of one person over the other. Power is equally being exercised by nations in their international interaction. On this note, power can therefore be perceived as the capacity of a nation to use its tangible and intangible resources in such a way that the behaviours of nations, 'A' will be influenced by nation 'B'.

In any given nation, tangible resources include Military force while the intangible ones include political and economic stability as well as national morale. Power is needed by nations to win war, make peace, ensure justice and progress or prevent others in international relations. Man is not complete without an exercise of power, therefore power is a normal way of life of man in the accomplishment of his selfish end. There are five basic types of power identified by Habu (1987). They are discussed below:

Coercive power

This kind of power has to do with forcing people to obey one's command through the use of negative consequence in case of non-conformity.

Expert power

As it indicates, the followers obey because they feel the leader has a monopoly of knowledge or resources which the former want. For example, Doctors (medical) are not been challenged by the patient because of their professional experience.

Legitimate power

Legitimate power has to do with institutionalised position in which the power wielder is seen by the follower as the one that possesses the authority, to exercise such power as attached legally to the position of the person in question. For example, the power being exercised by the court Judge in a court of law.

Referent power

This deal with the personality of the power wielder. The followers are influenced by the pleasing personality' of the person wielding the power. Simply it implies that the power wielder has inherent qualities to which reference could be made.

Reward power

Here, the power wielder has the ability to give or withhold reward or punishment. The followers believe that the lower resources or benefits that will assist the followers in achieving their desires.

Authority

Authority is generally associated with the moral right of a person to make binding decisions, to make policies, issues command and settle conflicts within a community or nation. It is the acknowledgement or recognition of the right of a person to issue command to others who see it as their duty to give unquestionable obedience. Any person or body of person vested with the power to control and issue command in respect of the constitution of the land is said to possess a constituted authority. Any public officer is vested with this type of authority. Habu (1987) identified the following sources of authority;

Traditional authority

This type of authority is associated with the traditional office and power holder. The authority to rule is being derived through; tradition, norms, heredity, values w& believes. In this category are Royal Families, "Emirs" "Obis". Obas", traditional priests and other traditional chieftain title holder. Other are fathers in the home.

Charismatic authority

The word 'charismatic' is of Latin in origin meaning, "gift of grace". It is a type of authority, which derive, its source from a person's peculiar personality trait or quality, which demands respect and obedience.

It is natural and not transferable. Adolf Hitler of Germany, Obafemi Awolowo, Nnamdi Azikiwe, Sir Ahmadu Bello, Karl Max and Lemi of Russia, Nkruma of Ghana, Indira Ghandi of India, Ayatola Khomeini of Iran were blessed with such traits.

Legal or Bureaucratic Authority

This type of authority is derived from the law or constitution of the state. The authority comes from the political office a leader holds and not the personality of the individual who occupies the office. For example, the President of a nation; Governors. Ministers, a judge of a Court and the like possess this type of authority.

Revision Question

1. Define the term "management" and "educational management"
2. Explain management as an art and science and as a person and group of persons.
3. As a school principal, explain the various managerial roles you will exhibit to attain the school stated aims and objectives
4. In what ways can you explain the differences between power and authority
5. The following personalities control different authorities, mention each category and explain the kind of authority wielded by them

- i. Oba, Emirs, Obi
- ii. Priest of a Shrine
- iii. Governor of a Court
- iv. Hitler of Germany
- v. Ayatola Khomein of Iran
- vi. Indira Ghandi of India

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