

LECTURE 2

THEORIES OF EDUCATIONAL MANAGEMENT

2.1 Lecture overview

Welcome to our 2nd lecture on Theories of Management.

The classical approach to management has two branches which feed on the same underlying principles. These branches include: the Scientific Management theory and the Administrative Management theory. Another theory that is closely related to the two branches is Bureaucracy theory. This theory will be discussed under the management theories.

This lecture will discuss the importance of theories, the principles of Scientific Management theory; and the principles and functions of Administrative theory of management.

2.2 Objectives



By the end of this lecture you should be able to:

- i. Define theory and analyze its importance.
- ii. Define and analyze the principles of scientific management theory
- iii. Define and analyze the functions and principles of administrative theory
- iv. Apply scientific management theory and administrative management theory in education set up.

2.3 Relevance of Theory

a. What is a theory?

- Theory is a statement (generalization) that explains some phenomena in a systematic way.
- It can also be defined as a set of general hypothesis or assumptions which are systematically related.

b. The importance of theories

Theories are relevant in educational management because they:

- Provide a framework for interpreting events – provide mental models to help in understanding the nature and efforts of practice.
- Reduce dependence on personal experience and assumptions coz they describe knowledge and research findings of others
- Explain organizational culture and environmental contexts particularly to novice manager.

c. Importance of history and theories of management:

History and theory of management are important to managers for various reasons:

- They help managers understand the current developments and avoid mistakes of the past.
- They foster an understanding and appreciation of current situations and developments and facilitate the predictions of future conditions.
- They help managers organize information and approach problems systematically.
- Without knowledge of theory, manager would be using guesswork, intuitions and hopes which may not be useful in the present complex and dynamic organization.

The management practice has developed in bits and pieces through the years hence the term evolution. The practice of management can therefore be traced to the beginning of man (pre-scientific era) e.g.

- **Ancient Egypt:** it took many years to construct the pyramids. The largest pyramid took about 20 years to get completed and over 100,000 individuals. This required planning, organizing, controlling and proper leadership.

- **Ancient china:** it required a lot of administrative skills to put up the Great wall of China.
- **Bible:** the biblical Moses used the principle of delegation and hierarchy of command to manage the Israelites during the exodus, (Exodus 18: 1-27)

Although the practice of management may be traced to the earliest recorded history, the systematic study of management is relatively new. As an area of academic study, management is essentially a product of 20th Century. Educational Administration/Management is influenced by several theories. We shall focus on three schools of management or management theories namely:

1. The Scientific Management theory
2. The Administrative theory of management
3. The Bureaucracy theory

2.4 The Scientific Management theory (Taylor: 1856-1912)

Scientific management theory dominated in early 19th century and it focused on management of work and workers. Before 19th century, there was almost no systematic study of management. Although work has been central to man since time immemorial, its organized study did not begin until nineteenth century. The practice was based on experience and common sense (Amanuel, 2009).

The main contributor to Scientific Management movement was Fredrick W. Taylor (1856 – 1912). Taylor was often referred to as the father of scientific management theory because he was the first man to have systematic studied work (Okumbe, 1999).The scientific management theory emphasized on efficiency and job productivity.

While he worked, Taylor noticed the following:

- Lack of clear concept of workers and management responsibilities.
- That no effective work standards – no effective work standards were applied.
- That no incentives were used to improve labor performance.

- Little relations between tasks performed by workers and their ability – workers were placed at tasks for which they had little or no ability.
- Slow pace of workers (Soldering tendency to put in just more than minimal efforts in daily work).
- That management decisions were based on intuition or past experience.

Taylor then tried to change this view by developing one best way of doing work based on scientific principles which he developed in his book “The Principles of Scientific Management” published in 1911. The principles were also formulated in an attempt to increase job productivity.

2.4.1 The Principles of Scientific Management:

Okumbe (1999) identified the following principles of Scientific Management:

- Large daily task:**
The management should give workers a daily work load, clearly defined and specify to the workers the one best way of undertaking that task.
- Standard conditions:**
Workers should be given standardized conditions and appliances to accomplish the task – i.e. work should be completed under standard conditions and workers should be given the tools e.g. machines to enable them accomplish the task with certainty.
- High pay for success:**
High pay should be tied to successful completion of an assigned task.
- Loss in case of failure:**
Failure should be personally costly to the individual worker.
In the above two principles (iii & iv), he emphasized on differential pay-rate systems; if workers exceed their daily targets, they should be handsomely rewarded (high pay for success) and those who performed

below their daily targets should have their wages cut (loss in case of failure).

v. **Expertise in large organizations:**

As organizations become increasingly sophisticated, tasks should be made so difficult as to be accomplished by a first-rate-man. The emphasis is on expertise – jobs should be given to well qualified persons who have the required skills.

According to Amanuel (2009), Daft and Marcic (2006), and Okumbe (1999), Taylor's work can be summarized as follows:

- **Scientific Job Analysis:** through observation, data gathering, and careful measurement, management determines “one best way” of performing each job. Thus all work being done was in accordance with the principles of science that had been developed.
- **Selection of personnel:** Once the job was analyzed, the next step was to scientifically select and then train, teach and develop workers. As organizations become increasingly sophisticated, tasks should be made so difficult as to be accomplished by a first-rate-worker.
- **Functional supervision:** Taylor recognized a division of work between managers and workers. Managers assumed planning, organizing and decision making activities, whereas workers performed the jobs.
- **Maximization of profit:** Taylor's major concern was to increase efficiency in production, and to make possible increased pay for workers through higher productivity. To ensure high productivity, he suggested a “fair day's work” and a “fair day's pay”.

Hence, Taylor regarded his movement as “Scientific” (Amanuel, 2009) because he attempted to apply scientific principles and measurement to the work process.

2.4.2 Criticism/shortcomings

- i. Taylor was criticized for his narrow physiological focus which ignores the importance of physiological factors in making a worker do his job even better.
- ii. His scientific management approach assumed that the key function of management was to have maximum production and profit at minimum cost.
- iii. Taylor and his followers overlooked the social needs of workers and the human desire for job satisfaction.

Merits:

- i. There were considerable improvements in productivity.
- ii. There was high pay for well accomplished tasks.
- iii. Loss in case of failure led to efficiency which leads to productivity.
- iv. Use of Expertise: jobs were given to qualified first-rate-men.

2.4.3 Application of Scientific Management theory in Education

The following are some of the applications of the scientific management theory: Teachers undertake a daily workload, which is clearly defined, for example the lessons plans and schemes of work have clearly stated objectives that teacher's students and education managers strive to achieve with an aim of increasing productivity (Okumbe, 1999).

- The preparation of lesson plans and schemes of work is a clear indication of the scientific management of tasks performed within a given period of time.
- Scientific management advocates for standardized conditions in performing tasks. The definition of rules of behavior and the establishment of discipline among employees are evidenced in teachers' code of regulations, terms of service and school rules which are well stipulated in education

management. Teachers or workers who violate the regulations are interdicted or even dismissed.

- Scientific management advocates for differential pay-rate system i.e. pay related to productivity. In Kenyan education system, teachers are rewarded on performance basis. Those who work hard are motivated through incentives in form of salary and promotion; those who don't perform are either not rewarded or lose their jobs.
- Scientific management advocates for job-expertise and technical knowledge. Teachers are trained in order to equip them with skills required to perform the job effectively and to ensure that teachers employed at various levels (e.g. head teachers, deputy head teachers, departmental heads, education officers etc.) are capable and technically competent to handle the assigned tasks.
- The selection of teachers is also based on qualifications and areas of specialization - for example in high school, teachers undertake two teaching subjects in accordance with their specialization.
- Division of labor is advocated by scientific management. This is evident in the various duties assigned to teachers and education managers in different positions and subjects of specialization respectively. In schools, colleges, universities and other institutions of learning, departments are created to ensure that everybody has a part to play as an input towards the accomplishment of the overall organizational goals.

2.5 The Administrative Management theory (Fayol, 1841-1925)

This theory evolved between 1841-1925. It was propagated by Henry Fayol who published a book entitled "General and Industrial Management" in 1916. In his book he developed the administrative management theory. In this book he came up with management processes and 14 principles of management.

The theory came out of the need to manage complex organizations.

While Taylor looked at the worker Fayol looked at the organization as a whole.

He discovered that in any organization there are technical and managerial activities carried out. He discovered managerial activities increased in importance and technical activities decreased in importance as one moves from the lowest level to the highest level of the organization.

Fayol outlined the managerial processes or administrative processes sometimes referred to as functions of management as follows:

2.5.1 Functions of Management by Fayol; (1841-1925)

1. Planning

Planning involves forecasting; i.e. designing a course of action that will enable an organization to achieve its goals.

For example in school the principle may come up with a duty rooster for teachers for a whole term.

- It is the first step in the management process concerned with the establishment of objectives and goals to be attained in the future, a systematic attempt to decide on a particular course of action for the future.
- It decides in advance, what to do, how to do, when to do it and who is to do it.
- It involves selecting from among alternative future courses of action for action for the organization as a whole and for every department or section within it.

2. Organizing

- i. This is mobilizing the material and human resources of the organization to put the plans into effect. For example, teachers, students, workers, stationery, etc. through organizing, the organization structure fits with the resources, the objectives, and the environment.
- ii. Splitting work into manageable units and allocating work to departments, sections and individuals.

3. Commanding/Directing/Leading/Motivating

- i. This is providing direction to the employee and getting them to do their work; passing onto others – a share of essential elements in the management process.

Things to follow when commanding

- i. Details and responsibility of the scope must be defined
- ii. The means and methods of carrying out the responsibility must also be provided. For example books.
- iii. The extent of authority and power behind that authority must be clearly stated.
- iv. Constant training and advice must be given by experts
- v. Every employee must be at a position to account for his accomplishments in his or her area of work.

4. Controlling

This is defined as judging or assessing the extent to which the organization has achieved its objectives. In order for an administrator to control, the following steps are necessary

- i. Establish the standard of performance which you want to achieve
- ii. Measure the current performance and compare it with the established standard.
- iii. Take measures to correct performance that does not measure to the standards.

5. Coordinating

- This helps to bring about harmony of activities; duplication of efforts and conflicts is avoided.

2.5.2 Importance of planning

- Planning is an indispensable activity in modern organizations

- Without sound and proper planning, the affairs of a business enterprise are most likely to fall.

- Planning therefore enables a business enterprise to achieve the following:

i. Concentrate on objectives

Planning facilitates the achievement of objectives by focusing attention on them:

It enables an organization to:

- a) Obtain the commitment required to reach its objectives
- b) Members of the organization to carry on activities consistently with their objectives and procedures.
- c) Monitor and measure its progress towards the objectives.

ii. Reduction of uncertainty

- Future is always unpredictable and always full of uncertainties – nobody is sure about the future. Planning therefore reduces uncertainty and risks associated with future.

iii. Co-ordination

- All the operations are planned to achieve the organizational objectives
- Once there is plan, then there is harmony of activities in the organization and duplication of efforts and conflict are avoided.

iv. Planning provides performance standards

- Ideal plan clearly specifies the targets to be reached.
- The organization has to work towards a specific performance standard which it has set for itself.

2.5.3 Types of Plans

Plans are not static; they are dynamic in nature. There are several types of plans, but we shall discuss the following:

i. Long term plans

These are the types of plans which take a longer time to accomplish, usually ten years or more. These types of plans are drawn by the top management or an organization. For example in education they may be drawn by the ministry of Education, the Teachers Service Commission etc.

ii. Middle term plans

These are the type of plans which take a shorter period than the long term ones, usually two or five years. These types of plans are drawn by the middle level managers.

iii. Short term plans

These are the type of plans which take a short duration of time to accomplish, usually up to one year. These are mostly drawn by lower level management like the head teachers and the heads of departments.

2.5.4 Principles of Administrative management theory

1. Division of labor

The job is broken down into its components and each component is assigned to an individual. This helps to speed up the entire operation.

2. Authority

In order to enable the manager to get the work done through others, he must be given the rights to give order which others must obey.

3. Discipline

This is undoubtedly essential in running any organization. It refers to the obedience to authority and observing rules and norms of the organization.

4. Unity of command

This principle ensures that each employee should receive instructions about a particular work from one superior only.

5. Unity of direction

It means that there should be complete identification between individual and organizational goals.

6. Subordination of individual interest

For the proper functioning of the organization, the organizational members must submit their individual goals and should be interested in pursuing the organizational objectives.

7. Remuneration

The remuneration paid to the employees must be fair and should be based on general business conditions, cost of living, and individual productivity.

8. Centralization

The management must decide before hand the amount of decision-making authority to be given to the employees.

9. Scalar chain

It means that the hierarchy of authority from the highest person in the organization to the lowest one would be clearly specified for the purpose of communication.

10. Order

The management should obtain orderliness in work through suitable organization of men and materials.

11. Equity

The employees should be given equal and fair treatment without any bias on the part of the management.

12. Stability and tenure of staff

The employees should be given assurance of job security in order to win their loyalty to the organization.

13. Initiative

The employees should be encouraged to take initiative and contribute towards achieving the organization's objectives.

14. Esprit de corps

This refers to the team spirit which is essential for the well-being and survival of any organization.

Activity 2.1



- i. How did Scientific Management theory and Administrative theory of Management evolve?
- ii. Discuss Fredrick Taylor`s FIVE principles of Scientific Management, relating them to education practice.
- iii. Apply Administrative theory of Management in education set-up.
- iv. Discuss the following key components of the administrative process.
 - i) Staffing
 - ii) Organizing
 - iii) Leading
 - iv) Decision making.