Educational
Management

Prepared by Gerald Ngugi **KIMANI**

African Virtual university
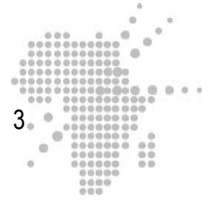**Université Virtuelle Africaine**
Universidade Virtual Africana

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I. Educational Management

by Gerald N. Kimani

II. Prerequisite Courses or Knowledge

You should have doe the foundation courses in education at undergraduate level. These courses include philosophy of education, general and developmental psychology, methods of teaching, history of education and curriculum development. This implies that you should have a basic understanding of education and teaching profession.

III. Time

To cover this module, it will require around 120 hours distributed as follows:

Unit 1	Organizational and Administrative Structure	20 hours
Unit 2	Historical development of Management	30 hours
Unit 3	Theories of Educational Management	20 hours
Unit 4	Functions of Management and Educational Policies and their implications to educational Management	50 hours

IV. Material

The following are important materials that will be necessary to learn this module:

Simulated reactions on CD/Video/DVD

Recommended textbooks including web-based materials

V. Module Rationale

The school principals have an important responsibility of creating a conducive environment of learning in their schools. Without the necessary knowledge and skills management of their schools becomes a very challenging task. Adequate preparation for appointment to the position of school principal is essential to be an effective educational administrator. This module provides the necessary knowledge and skills required by school principals to perform their duties effectively.

VI. Content

6.1   Overview

This module deals with educational management. It discusses the organizational and administrative structure. Theories of educational administration are then presented followed by functions of management. The last part of the module deals with educational policies and their implication to educational management. The specific unit of each module deals with the following aspects:

Unit I   Discusses organizational and administrative structure

Unit II   Outlines Historical Development of Management

Unit III   Deals with the theories of educational management

Unit IV   Presents the functions of Management and discusses the educational

policies and their implication to educational management

6.2   Outline

Unit	Topic	No. of Hours
Unit I	Organizational and Administrative structure	20 hours
	• Definition of organization	
	• Types of organization	
	• Definition of management and administration	
	• Differences between educational management and educational administration.	
Unit II	Historical Development of Management	30 hours
	• Classical management movement	
	• Human relations movement	
	• Behavioural Science Movement	
Unit III	Theories of Educational Management	40 hours
	• Needs – hierarchy theory	
	- Two factor theory	
	- ERG Theory	
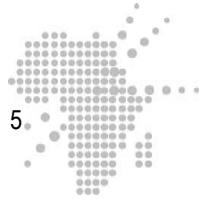
Process theories

- Expectancy theory
- Equity theory
- Goal setting theory

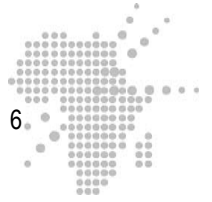Unit IV   Functions of educational Management   30 hours

- Planning
- Organising
- Directing
- Coordinating (Controlling)

Educational Policies and their implication to educational Management

6.3   Graphic organizer

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│ Organization and Administrative structure│
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│              UNIT II                     │
│ Historical development of Management     │
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│              UNIT III                    │
│ Theories of Educational Management       │
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│              UNIT IV                     │
│ Functions of Educational Management      │
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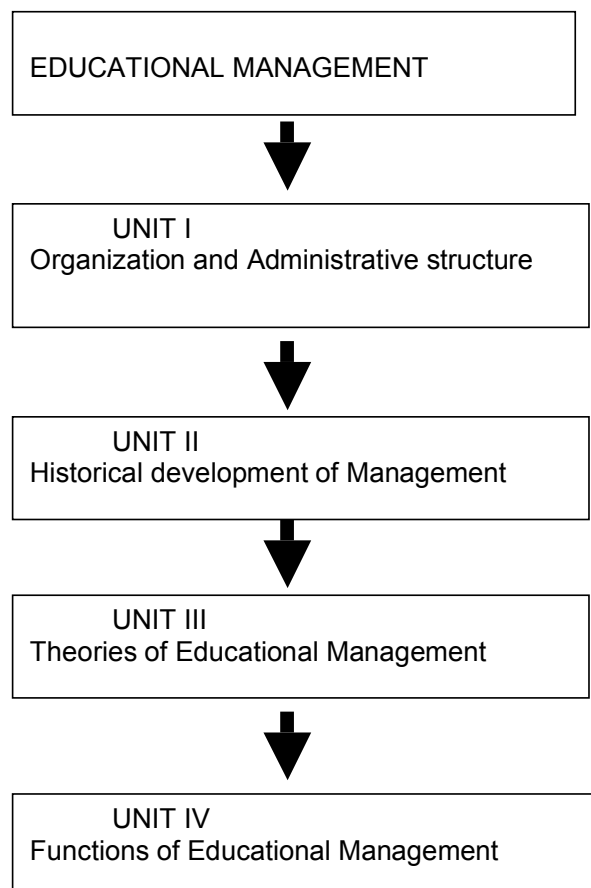
VII. General Objective(s)

The general objectives of this module are to:

- Explain the different forms of organizations
- Discuss the contribution of management theory to understanding of educational management practice
- Outline the functions of educational management
- Explain the relationship between educational policies and educational management
- Enable student teachers to use the knowledge and skills acquired to appropriately manage school programmes.

VIII. Specific Learning Objectives (Instructional Objectives)

| Unit	Learning objective(s)
1. Organizational and Administrative Structure	At the end of this unit you should be able to: (a) define the term organizations (b) list the different types of organizations (c) Identify characteristics of organizations (d) Distinguish the terms management and administration (e) Identify factors that determine the practice of educational organizations
2. Historical Development of Management	At the end of this unit you should be able to: (a) explain the principles of classical management movement (b) relate the contribution of human relations movement to organizational management (c) differentiate between human relations movement to behavioural science movement
3. Theories of Educational Management	At the end of this unit you should be able to: (i) Identify the two categories of theories of motivation (ii) Describe the theories in each category of theories of motivation (iii Explain the contribution of each theory to education management

4.	Functions of Management;	At the end of this unit, you should be able to:
		- List the major managerial functions
	Educational Policies and their Implications to educational Management	- Explain the steps followed in carrying out each managerial function
		- Apply the principles underlying each managerial function to an educational setting
		- Identify educational policies at national and international levels
		- relate educational policies to practice of educational management
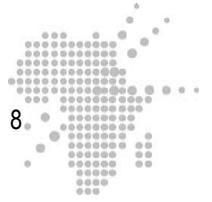
IX. Teaching and Learning Activities

Pre-assessment

Title of Pre-assessment: These pre-assessment questions are designed to test what you already know about the content covered in this module.

Rationale: After answering these questions correctly or otherwise, we shall be able to assess your grasp of the content matter covered in this module. This will enable us understand what you need to know from this module.

Questions

1. Who is not a classical theorist among the following:

    a) Taylor
    b) Fayol
    c) Max Weber
    d) Abraham Maslow

2. How many streams of thought make up the classical view of an organization?

    (a) One
    (b) Two
    (c) three
    (d) five

3. Soldiering as identified by Taylor is

    (a) tendency to work overtime
    (b) tendency to put in just more than the minimal effort into daily work
    (c) tendency to put in below the minimum effort into daily work.
    (d) tendency to not put any effort into daily work

4. Which of the following is not associated with Abraham Maslow

    a) Physiological needs
    b) Safety needs
    c) Self actualisation
    d) Political needs

5   Among the following management theorists who is associated with time-motion study?

 a Taylor

 b) Mc Gregors

 c) Mc Clelland

 d) Herzberg

6. Among the following management theorists, who was in human relations movement?

 (a) Aderfer

 (b) Vroom

 (c) Robbins

 (d) Mary Foller

7 Herzberg is normally associated with:

 a) Scientific management

 b) Bureaucracy

 c) Hierarchy of the needs

 d) Motivation – hygiene Theory

8. Max Weber is usually associated with the following aspect of management?

 a) Budgetting

 b) Bureaucracy

 c) Unity of command

 d) Division of labour

9. Which of the following is an assumption of Marc Gregor's theory?

 a) Work is as natural as play, if the conditions are favourable

 b) The capacity for creativity in solving organizational problems is widely distributed in the population.

 c) Work is inherently distasteful to most people.

 d) People can be self directed and creative at work if properly motivated

10. Who is associated with the three needs theory?

 (a) Abraham Maslow

 (b) McClelland

 (c) Warren

 (d) Chester Bernard

11. Which of the following is a category of motivation theories?

   a) Content theories.
   b) Job satisfaction theories.
   c) Bureaucracy.
   d) Administrative theory.

12. Which of the following is not one of the three streams of thought that make up a classical view of organization?

   a) Bureaucracy
   b) Administrative theory
   c) Scientific management
   d) Hierarchy of needs

13. The following are considered as behavioural theorist except

   a) Chester A. Barnard
   b) Herbert A. Simon
   c) Fayol
   d) Chris Argyris

14. The number of principles of management identified by Fayol are

   a) Eleven
   b) Twelve
   c) Fourteen
   d) Fifteen

15. The number of management functions is

   (a) two
   (b) Three
   (c) five
   (d) eight

16. Which of the following is not considered a characteristic of planning functions?

   (a) planning is anticipatory
   (b) planning is goal oriented
   (c) planning is future oriented
   (d) planning is past oriented

17. According to UNESCO, one of the policies is for governments to ensure universal primary education for all is achieved by the year

    a) 2015
    b) 2008
    c) 2000
    d) 2030

18. In which country was the UNESCO conference on Education for All held?

    a) Uganda
    b) Thailand
    c) United States of America
    d) Senegal

19. In which city was the follow-up Forum on Education for All held?

    a) Nairobi
    b) Dakar
    c) Cape Town
    d) Cairo

20. In which year was the follow-up Forum on Education For All held?

    (a) 1990
    (b) 1995
    (c) 2000
    (d) 2005

Answer Key

1. D
2. C
3. B
4. D
5. A
6   D
7. D
8. B
9. A
10 B
11. A
12. D
13. C
14. C
15. C
16. D
17. A
18. B
19. B
20. C

Pedagogical Comment For Learners

This assessment test is expected to give your some indication of the content that you are expected to cover in this module. It is expected that you should score a mark of 50% or more. Should your performance be below this mark, you will need to do a lot of preliminary reading to familiarize yourself with the content of this module, it is recommended that you do preliminary reading around the subject before and after the pre-testing.

X. Learning Activities

Learning activity # 1

Title of Learning Activity

Organizational and Administrative Structure

Summary of the learning activity

Unit I: Organizational and Administrative Structure

At the end of this module you should be able to:

a) Define the concepts of organization, management and administration
b) List the different types of organizations
c) Identify characteristics of organizations
d) Identify factors that determine the practice of educational institutions as organizations
e) Distinguish the terms Educational management and Educational administration

Summary

This unit deals with basic concepts of organizations and management. It provides definition of organization management and administration. The unit further outlines the different types of organizations and characteristics of organizations. The last part of the unit distinguishes the differences between educational management and educational administration.

List of REQUIRED readings

(i)   http://en.wikipedia.Org/wiki/organization
(ii) http://en.wikipedia.org/wiki/management

List of relevant MULTIMEDIA resources

List of Relevant useful links

(i) http://en.wikipedia.org/wiki/organizational-structure
(ii) http://www.analytictech.com/mbozi/orgtheory.htm
(iii) http://epress.anu.edu.au/info-systems/mobile-devices/chlls02.html

Detailed description of the activity

Organizational and Administrative Structure

The term organization has been used since time immemorial. It is as old as the existence of human beings. Different writers however hold different views of organizations. According to Allen (1959), an organization is a mechanism or structure that enables living things to work effectively together. Hicks and Gullet (1981) define organization as a structured process in which individuals interact for specific objectives. Denyer (in Kumet and Mittal, 2001) consider organization as the arrangement of work, with the division of activities and responsibilities. Despite variations in definitions, a general perception is that organizations are vehicles used to achieve institutional goals. Therefore an organization can be considered as a social system which members use to achieve organizational goals.

Characteristics of organization

Society normally operates through organizations to achieve its goals. Society sets up goals in order to achieve specified tasks. Goals are then translated into objectives which in turn are converted to actions to achieve specific tasks. Organizations have the following characteristics:

a) Organizations consist of a group of individuals.
b) Organizations are dynamic.
c) Organizations have specific activities which are conducted under the direction of a leader.
d) Organizational output are the result of collective effort.

The following are the common features of all organizations. (a) group behaviour, (b) structure, (c) process, (d) relationship, (e) authority and responsibility, (f) performance.

(a) **Group behaviour**. This is the team work within the organization

(b) **Structure**. This refers to formal relationships of an organization that indicates organization charts and position descriptions. Responsibilities and tasks are allocated to positions in a structure

(c) **Process**. It is a method through which organizational activities are broken into small and manageable parts in order to achieve organizational goals.

(d) **Relationships.** These are usually presented through the organizational structure

(e) **Authority and responsibility.** These are vested on the line managers to enable the organization achieve its goals.

(f) **Performance**. It is achieved when there is a coordinated working relationship. within an organization. This leads to achievement of organizational goals.

Types of Organisations

There are two types of organizations. These are formal and informal organizations.

Formal organizations

Formal organizations are characterised by planned structure and represents the patterns of relationship that exist among the components of an organization. Formal organizations have the following specific characteristics:

(a) **Clearly defined structure of activities**. These have formal relationships with charts and position descriptions. The charts tie positions together through a network of authority and accountability relationship.

(b) **Permanence.** Formal organizations are relatively permanent. Most formal organizations are created to take a long time. However those that do not change to conditions in their environment may not last long.

(c) **Elaboration.** Most formal organizations tend to be elaborate and complex. Some organizations may become more complex through increased specialisation.

Informal Organizations

Informal organizations consist of the unofficial and unauthorised relationships that occur between individuals or groups within the formal organization. Sometimes informal organizations occur within the formal organization. Informal organizations occur in order to:

i) Satisfy a social need.

ii) Create a sense of belonging.

iii) Perpetuate cultural values of a group.

iv) Communicate and pass information.

Characteristics of informal organizations

i) Standards of behaviour

Informal organizations generally develop its own laws, taboos and beliefs about what is right and wrong behaviour or conduct.

ii) Pressures to conform

Informal groups tend to exert pressures upon which its members conforms to.

iii) Informal leadership

Leaders in informal organizations emerge from groups through persuasion and influence.

Influence of informal organizations in management of formal organizations

The presence of informal organizations helps the management of formal organizations. Informal groups form a channel through which certain information can be passed to workers. This additional means of communication can sometimes be very effective. It may also provide a means of social satisfaction. It is not possible for organizations to provide all means of satisfaction. Informal groups can serve as additional source of satisfaction for formal group members.

Educational Organizations

Educational organizations refer to a group of individuals located in a specific place or institution whose purpose is to impart knowledge, skills and attitudes to students or pupils in order to achieve pre-determined educational objectives on goals. Such organizations include schools, colleges, training institutes and centres as well as universities.

Definition of management

The term 'management' has been defined by different writers in different ways. According to Henri Fayol, "to manage is to forecast and plan, to coordinate and control". Van Fleet and Peterson define management "as a set of activities directed at the efficient and effective utilisation of resources in pursuit of one

or more goals". Keitner stated that "Management is a problem solving process of effectively achieving organizational goals and objectives through efficient use of scarce resources in a changing environment. Brech defined management as a social process which constitutes planning, controlling, coordinating and motivating. Perhaps a comprehensive definition of organization is the one adopted by Okumbe (1999) who states that management is the process of designing, developing, and effecting organizational objectives and resources so as to achieve predetermined organizational goals.

Definition of Administration

Many writers have used the term administration to mean management. According to Remasay (1999:20), administration is a generalised type of human behaviour found in an organization. Administration is a process through which decisions are reached. Administration is the process of directing and controlling life in any social organization such as schools or in an industry.

Difference between administration and management

The difference between administration and management is rather very thin. However while management is the process of working with and through groups or individuals to accomplish organizational goals, administration is concerned with directing and controlling life in a social system. The second difference is that administration deals with establishing a policy that guides decision-making laws and regulations. Management deals with implementation of laws and regulations.

Educational administration and educational management

From the above definition, it is quite clear that educational administration and educational management are applied fields of study. Educational management is an applied field of management. One can therefore deduce that educational management refers to the application of theory and practice of management to the field of education or educational institutions. The same concept applies to education administration. According to Okumbe (1999), educational administration is a process of acquiring and allocating resources for the achievement of predetermined educational goals.

Formative evaluation

1. What are the major characteristics of organizations? (50 – 100 words).
2. Explain the different forms of organizations (50 – 75 words).
3. List three reasons why informal organizations exist.
4. Distinguish the terms administration and management. (100 – 150 words)

Learning activity

1. In a school setting who do you consider as part of management among the following groups (tick as appropriate)

   (i) Parents
   (ii) School committee
   (iii) Headteacher
   (iv) Teachers
   (v) Non-teaching staff

2. In a school setting who do you consider as an administrator among the following groups or individuals (tick as appropriate)

   (i) Parents
   (ii) School committee
   (iii) Headteacher
   (iv) Teachers
   (v) Non-teaching staff

3. Name three areas in which a headteacher would give attention in the performance of his duties.

4. Explain two main differences between educational management and educational administration.

Learning Activity # 2

Title of learning Activity

Historical Development of Management.

At the end of this unit you should be able to:

a) Explain the principles of classical management movement.
b) Relate the contribution of human relations movement to organizational management.
c) Explain the behavioural science movement approaches to management.
d) Relate the various approaches to management to education

List of relevant readings

http://www.nwlink.com/~donclark/history-management/management.html

(i) A Timeline of Management

List of relevant MULTIMEDIA resources

List of useful links

(i) http://en.wikipedia.org/wiki/scientific-management
(ii) http://en.wikipedia.org/wiki/Henri-Fayol

Summary

In the first unit, you were introduced to the definitions of various words and concepts used in management and organization. You also learned the differences between management and administration. In this unit, we shall discuss the historical development of management. We shall deal with the classical movement, human relations movement and behavioural science movement. The key personalities behind each movement are discussed and their contribution to management thought explained.

Detailed description of activity

Bureaucracy

Max Weber was a German historian and sociologist (1864 – 1920) who played a major role in the development of a system of organization called bureaucracy. He is referred to as the father of bureaucracy. Bureaucracy emerged from problems associated with big business enterprises and increasing complexity of government operations. According to Weber, bureaucracy is an approach to management by office or position rather than a person. Weber designed patterns of relationships to guide complex organizational activities in a systematic manner to fulfill the needs of clients. He proposed that the system of administration should be through departments. Weber further proposed that an organization should be developed around logical rules, routines, clear division of labour, technical qualifications and clear chain of command. According to Max Weber bureaucracy was the best method of achieving group endeavours.

Characteristics of Bureaucracy

The system of bureaucracy advocated by Weber has various unique features. These are:

a) **Division of Labour**. In a bureacratic system of organization, jobs are broken down into simple, routine and well-defined tasks. Organizational leaders are selected and appointed on the basis of demonstrated competence to perform the tasks. Complicated tasks are split into relatively simple and manageable parts and an individual person assigned to manage such a task. Specialization is emphasized to increase efficiency and achieve organizational goals.

b) **Hierarchical Structure.** Refers to office arrangement in vertical order in which each lower hierarchy is supervised by higher order.   This hierarchy of authority is represented in form of a chart.

c) **Prescribed competence**. It is also referred to as formal selection. All members of the organization are selected on the basis of technical qualifications such as training and level of education.

d) **Formal rules and regulation**. Rules and regulations are used to ensure uniformity and to regulate the actions of workers. Rules in bureaucratic system are used to promote efficiency and ensure continuity of organizational functions. As a result order, rational and equal treatment of all employees is practiced.

e) **Impersonality**. Organizational decisions are made based upon facts rather than personal feelings and emotions. Rules and regulations are applied uniformly to avoid personal bias. Impersonality in dealing with workers ensures objectivity within the organization.

f) **Career orientation**. Employment in bureaucracy favours technical qualification rather than ownership of the organization. Managers are professionals and promotion is based profession, experience or seniority.

Advantages and Disadvantages of Bureaucracy

Advantages

The development of bureaucratic system has contributed a lot in managing huge organizations. Advantages and disadvantages of bureaucratic system in organizational functions include;

1) **Efficiency**. Bureaucracy serves a large number of people in systematic manner. Besides this, individuals who have been involved in bureaucracy are trained and knowledgeable. All tasks that are performed at every echelon are supervise. Therefore bureaucracy is efficient in utilizing resources and effective in task performance.

2) **Predictability**. Bureaucracy operates on the basis of rules and regulations. Decisions are made on the basis of the set policies. Decisions are free from prejudice and arbitrariness. As a result, activities are predictable and can be forecasted in advance.

3) **Impersonality**. Since bureaucracy functions on the basis of rules and policies, it sets clear boundaries for each position to minimize personal bias and duplication of efforts.

Disadvantages

1) **Over conformity**. Bureaucracy encourages conformity and continuity of established rules. It does not encourage the promotion of change. Bureaucracy is too be rigid and overemphasize adherence to rules and regulations.

2) **Bureaucracy does not encourage two way communication**. Orders are from top and sometimes it is difficult for subordinates to communicate to the top management.

3) **Bureaucratic organizations are slow in decision making**. The search for rationality may create communication block which contribute to the delay in decision-making activities.

Application of Bureaucracy in Educational Organizations

The characteristics listed by Weber can be applied to individual schools and educational institutions. Schools are categorized as formal organizations with many similarities and characteristics of bureaucratic organizations. Some of the characteristics of schools found in bureaucratic organizations include hierarchical structure; appointments and promotions; staff specialization; rules and regulations; responsibilities and authorities as well as division of labour.

Henri Fayol (1841-1925) was another major contributor to scientific management thought and a leading French industrialist. In 1916 he published his famous book, ***Administration Industrielle et Generale*** (General and Industrial Management). In the book, Fayol proposed the following 14 principles of management.

1. **Division of work**. A worker is given only a small element of work.
2. **Authority.** This is the right to give orders and power to exert obedience in order to get work done.
3. **Discipline**. Rules and regulations should be enforced fairly and judiciously.
4. **Unity of command**. Each man should receive orders from one superior
5. **Unity of direction**. One head should plan for a group of activities with the same objectives.
6. **Subordination of individuals interests to the organizational interests.** Interest of organization must take priority all the times.
7. **Remuneration of staff.** This should be fair to both employer and the firm.
8. **Centralization**. This should always be there.
9. **Scalar-chain.** A clear chain of authority from top to bottom of an organization
10. **Order.** A place for everything and everything in its place; materials and people should be in the right place.
11. **Equity.** A combination of kindness and justice towards the employee.
12. **Stability of staff.** Employees turnover should be minimum
13. **Initiative. A**ll employees to be allowed to be innovative.
14. **Espirit de corps.** Team spirit should be promoted by management

In addition to the fourteen principles, Fayol recognized five processes which he referred to as "the basic elements of administration". These were planning, organizing, commanding, coordinating and controlling.

Scientific management

Fredrick W. Taylor (1856 – 1915) is considered as the father of scientific management movement. He systematically studied work in industries when industries in Western countries were becoming complex. He was an industrial engineer at the Midvale Steel Company between 1879 – 1889. During his tenure, he interacted with workers and the industry itself and developed the following scientific management ideas usually referred to as principles.

(a) **Time – motion study principle:** This principle stipulated that all work must be measured by accurate and standard observation. He believed that all effort made for productivity should be measured in terms of time and motion. Therefore, standardized time of operation, rules and regulations should be set for workers. He further advocated that environment should be conducive to work in for productivity to increase.

(b) **Piece – rate principle**. In this principle, Taylor proposed that wage should be proportional to output. Therefore the more work a worker performs, the higher should the pay be.

(c) **Division of labour** – **(or separation principle).** This principle advocated that responsibility of management should be separated from that of workers. Therefore management is expected to plan, facilitate and set standards of work. Workers on the other hand should perform the tasks assigned to increase their efficiency.

(d) **Functional foremanship** – This principle is based on specialization. Taylor believed that the source of authority should be based on experts. Specialization requires that supervisors should have the necessary knowledge and skills on the work they supervise.

2. The Human Relations Movement

In the last part of this section we have learned about the scientific movement approach and its principles. We shall now consider another approach called the human relations movement. This movement was initiated by a social psychologist known as Mary Park Follet (1863-1933). She was against the scientific movement approach with its principles on high productivity, efficiency and other physical factors and wages as means of motivating workers. She strived to work hard to bring about a better-ordered society in which people might live a more satisfying life. To do this, she proposed the following four major principles.

1. Employers and employees should solve their differences through conferences and cooperation. This democratic way of solving problems should be done by the two parties:

    (i) involved listening to each other's different views/ situation.

    (ii) accepting each others view points and understanding each other better.

    (iii) integrating their view points and becoming united in the pursuit of the common goal.

2. Coordination must be achieved in the early stages. In order to run any organization well its duties must be coordinated from the very beginning.

3. Coordination is the result of reciprocal understanding of all factors in the situation. This means that both employers and employees should share in the organizational tasks; this will result in better relationship.

4. Coordination is a continuing process. The sharing of ideas and working together between the administrators and workers should continue for the betterment of the administration and the workers.

Elton Mayo (1880) disseminated Follet's principles and became the strongest contributor of the human relations movement. Between 1923 and 1926, he carried out experiments to test the physical conditioning on workers' productivity. Results from his study indicated that the determinant factor which affected job productivity was what went on inside the worker. The study further found out that sociological and physiological factors were the strongest elements influencing worker's productivity. They were based on the following three elements.

1. **Morale**. In every group, there are rules which influence the morale of workers; for example, forbidding all noise.

2. **Job Satisfaction**. Overproduction and underproduction were both discouraged since it led to the danger of dismissal.

3. **Team –Spirit**. This was encouraged. Members of any group (informal group) were not allowed to report their associate (co-workers) to the administration.

The Human relations movement according to Mayo, had the following two major principles:

1. **Satisfaction**. This principle stated that the organization with the most satisfied workers would be the most efficient.

2. **Democracy**. This principle pointed out that democracy must prevail in any organization through:

   i) Employee participation in decision-making.

   ii) Delegation of responsibilities to the workers by the administration

   iii) Open channels of communication between employers and workers as well as among workers.

Application of Human Relations Movement to Educational Management

Through human relations movement:

1. workers were provided with opportunities to enhance their personal growth and development.

2. organizations were concerned with people and their needs. Workers were recognized as social-psychological human beings.

3. The Behavioural Science Movement (1950-1970)

This movement is also referred to as the social science movement. The movement was opposed to the scientific management movement which it criticized as being too harsh in its approach to workers. It also criticized the human relations movement as being too soft on the workers to the detriment of the organizational objectives. The social science movement advocated the view that both approaches should be used appropriately to effect satisfaction for both the organization and the workers.

Chester Bernard (1886 – 1961) initiated the movement in the 1940s. He stressed the need for a systematic conceptual scheme of administrative behaviour within a social science framework. He advocated the recognition of the workers as psy-

chological-social beings. To achieve this, administrators/ managers should be equipped with some knowledge of social sciences disciplines. These disciplines include psychology, sociology, government and economics. A good administrator/ manager has a good insight of the working situation, the job and the worker himself.

Application of behavioural science movement to education management

This movement has two important effects. They are:

1. It advocates administrators emerging from different disciplines and not necessarily from educational institutions;
2. It reveals that to-day, those who train as school administrators are also expected to have some knowledge of social sciences like economics and government.

Formative Evaluation

1. Discuss the contribution of Taylor to the theory of management. To what extent is Taylor's theory applicable to educational organizations? (300 – 350 words).
2. Compare and contrast Taylor's scientific management with Fayol's general management.
3. What are the advantages and the disadvantages of bureaucracy? (250 – 300 words).

Learning activity

1. Distinguish between human relations approach to behavioural science approach. To what extent are these approaches applied in the management of education institutions?
2. Motion- and- time study of a job dehumanizes the workers. Critically discuss this statement. (250 – 300 words)
3. Describe the three streams of thought that make up the classical view of an organization. (250 – 300 words).

Learning activity # 3

Title of learning Activity

Theories of motivation

At the end of this unit you should be able to

    (i) Identify the two categories of theories of motivation.

    (ii) Describe the motivation theories in each category.

    (iii) Explain the contribution of each theory to education management.

List of required readings

    http://en.wikibooks.org/wiki/managing-Groups-andTeams/motivation

    Wikipedia (2007) "http://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs" retrieved November 2007.

    Wikipedia (2007) "http://en.wikipedia.org/wiki/Motivation"

Summary

There are two categories of theories of motivation. These are content theories and process theories. Content theories of motivation include Maslow's Hierarchy of Needs, Herzberg's Two Factor Theory and ERG Theory. Process theories include Vroom's Expectancy model, Equity Theory and Goal setting theory. The section below discusses each of the theories.

List of relevant resources

1. A computer with internet facility to access links and copyright free resources

2. Multimedia resources like CD-Rom, Video.

Key Words

•   Expectancy Theory – This Theory considers an employee's motivation to perform effectively as determined by two variables namely effort reward probability and reward value or valence.

- Hierarchy of Needs – Abraham Maslow proposed that needs are arranged in hierarchy or a ladder of five successive categories. Physiological needs are at the lowest level followed by security, social, esteem and self-fulfilment needs.
- Motivation – This is the process that cause people to act or behave in certain ways.
- Self- actualization – It is the realization and fulfillment of one's own full potential through continual self-development and maintenance of excellence in ones performance.
- Cognitive Theories of Motivation – These are theories based on the fact that individuals mae conscous decisions depending of effort they put in their work.
- Content Theories – These theories consider motivation as functions of people's needs.
- Hygiene Factors – These are job context factors such as work setting and performance.

Detailed Description of the Activity

Maslow's Hierarchy of Needs Theory

This theory was developed by Abraham Maslow. It is based on two assumptions. First that human beings have needs that are different in nature ranging from biological needs at the lower level to psychological needs at upper level. The second assumption is that these needs must be satisfied before higher level needs. Maslow came up with five needs which people considered as most important. These five needs are:

1) **Physiological Needs**: These are basic needs for actual survival. They are expected to sustain life itself and include need for food, water, shelter, air and sex.

2) **Safety (or security) Needs**: After a person's survival needs are fulfilled, the need for self-preservation become motivators of his behaviour. These needs are for safety and/ or security. They also include stability, freedom from anxiety and job security. Life and medical insurance may be other needs that can fall in this category.

3) **Love and social needs.** Once the needs of the body and security are taken care of a sense of belonging and acceptance become prominent

in motivating behaviour. Human being need other people with whom they can interact and relate their problems to. These needs are for love, friendship, affection and social interaction. In a school set up, a school pupil naturally wants to make friends. That is the reason why they join various clubs such as drama and other extra curricular activities.

4) **Esteem Needs**: After the third group of needs is fulfilled self esteem needs set in. These needs are a desire for recognition for work well done. It is an urge for achievement, prestige, status and power. Respect from others is an external recognition while self respect is internal recognition. Both internal and external respect results in self confidence independence, status, reputation and prestige.

5) **Self actualization**. This is final group of needs which is usually at the top of hierarchy. It is the need to develop fully and to realize one's capacities and potentialities to the fullest extent possible. This is activated after all other needs have been fulfilled.

Maslow's theory has been considered important as it has made a management aware of various needs of people. The management of an organization such as a school has the role of ensuring that it creates an environment where employees can achieve these levels of motivation in the work place.

(B)   Herzberg's Two Factor Theory

This is the second theory of content theories of work motivation. It was developed by Fredrick Herzberg. He studied work motivation of people and came up with two categories of factors. These are hygiene factors and motivating factors.

Hygiene Factors

Hygiene factors describe the employee's relationship to the environment in which he performs work. The environment in this case includes policies and administration, supervision, salary, interpersonal relations with the supervisors and working conditions. When these factors fall below what an employee considers acceptable, he/she becomes dissatisfied. Hence these factors are sometimes called dissatisfiers. When hygiene factors are at or above acceptable level, dissatisfaction is removed.

Motivators

These factors are related to the nature of work. They are commonly referred to as intrinsic factors or satisfiers. Motivating factors relate to what an employee does in his place of work. Achievement, recognition for accomplishment, challenging work, increased responsibility, growth and development are some of the motivating factors. According to Herzberg, when these factors fall below acceptable levels, they contribute very little to job dissatisfaction. However he/she will not desire any satisfaction from the job. When these factors are at or above acceptable level, they lead to job satisfaction.

(C)   ERG Theory

The ERG need theory was developed by Clayton Alderfer. It is a refinement of Maslow's needs hierarchy. It has three need levels namely Existence (E), Relattedness (R) and Growth (G).

Existence needs

These needs are satisfied mainly by material incentives. The need for shelter, physical well being and psychological safety as well as sustenance are some of the existence needs.

Relatedness needs

These needs are satisfied by interpersonal relationships and social interaction. It involves open communication and mutual exchange of ideas with members of an organization.

Growth needs

These are the needs to grow and reach the full potential that a person is capable of reaching. Usually these needs are fulfilled by individual involvement in the organizational environment.

The main difference between Maslow's theory and ERG theory is that ERG theory is a flexible hierarchical order theory. On the other hand, Maslow's theory advocates strict hierarchical order. ERG theory advocates that people may be motivated by more than one kind of need while Malsow's theory indicates that a person satisfies lower levels of needs before the next level.

Cognitive or Process Theories of Work motivation

We have discussed the first category of theories referred to as content theories. The content theories deal with "what" motivates people. The second category of theories that we shall discuss are called cognitive or process theories. These theories deal with "how" motivation occurs. Some of the well known process theories are Vroom's Expectancy model, Equity theory and Goal Setting theory. Let us now discuss each one of them.

(A) Vroom's Expectancy Model

This theory is based on the belief that motivation is determined by the kind of reward people expect to receive as a result of their job performance. The main assumption is that a person is rational and will try to maximize his perceived value of such rewards. He will choose an alternative that gives the highest benefit.

There are three important elements in the model:

These are:

    (i) **Expectancy:** This is the extent to which an individual perceives or belief that a particular act will produce a particular outcome. For example if it is a worker in a school, it is the confidence that his efforts will results in better productivity and has ability to perform the task well.

    (ii) Instrumentality. This is the extent to which an individual perceives that effective performance of work will result in getting the desired rewards. It is the outcomes for each level of job performance of the individual. For example, hard work for a school bursar may result in a reward such as salary increase, promotion or both. Instrumentation deals with performance- reward relationship.

    (iii)   **Valence.** Valence is the value a person assigns to his desired reward. It is his perception of the value of the reward rather than the actual value. Thus a person may work hard to get recognition and status rather than a pay rise.

Expectancy Theory

```
┌─────────────────────┐
│ Perception that effort
│ will lead to effective         ┌──────────────┐        ┌──────────┐
│ performance                    │ Individual   │        │ Extrinsic│
│ (Expectancy)                   │ characteristics│       └──────────┘
└─────────────────────┘          └──────────────┘              ▲
                                        │                       │
┌─────────────────────┐                 ▼                       │
│ Perception that effective
│ performance will lead to       Effort ──► Performance ──► Outcome
│ rewards                                      ▲                 │
│ (Instrumentality)                            │                 │
└─────────────────────┘                 ┌──────────┐            ▼
                                        │ Role      │      ┌──────────┐
┌─────────────────────┐                 │ perception│      │ Intrinsic│
│ Perception that                       └──────────┘      └──────────┘
│ attractive rewards are
│ available (Valence)
└─────────────────────┘
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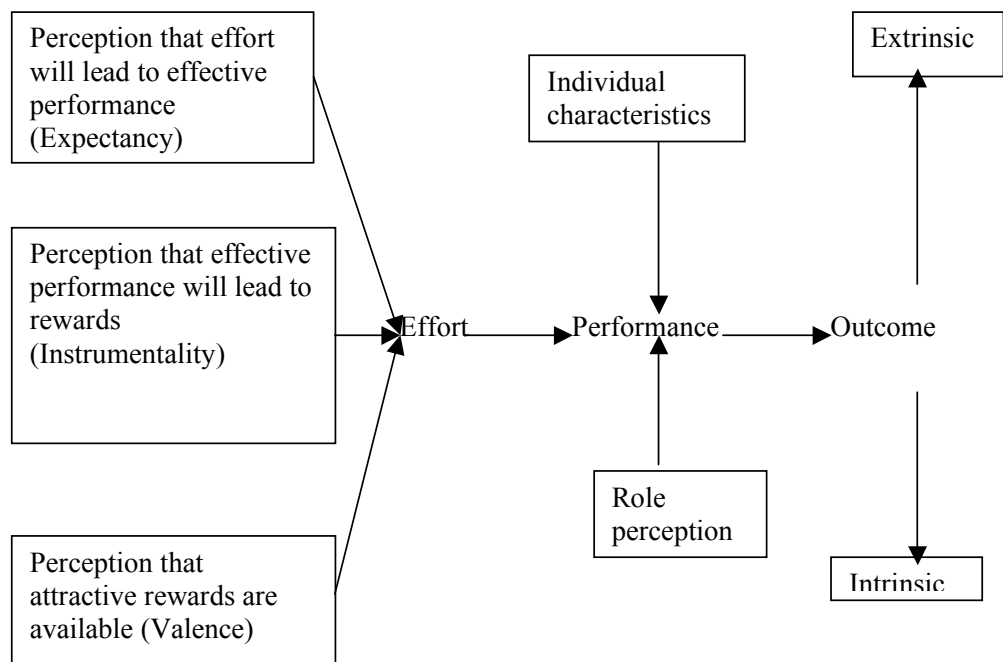
Source: G.A Cole Management Theory and Practice.

According to this theory

Motivation=Expectancy x Instrumentality x Valence

M= (E X I X V)

The implication of this theory to a principal of an institution is that he/she must recognize and determine the situation as it exist and take steps to improve these three factors of expectancy which will lead to high motivation for his workers.

(B) Equity Theory

This theory is based on the assumption that people make comparison between themselves and others in terms of their investment to work (inputs) and outcomes from it. The theory states that when people perceive an unequal situation they experience 'equity tension' which they reduce by adopting appropriate behaviour. The behaviour may act positively to improve their performance or negatively and make workers for example take a 'go slow.'

Equity theory proposes that people are not only interested in rewards but also in the comparative nature of rewards .The major question is how is the attractiveness (valence) of rewards in a work context? Equity theory is based on some assumptions: That

(1) perceived inequity creates a feeling of resentment and tension within individual

(2) the extent of this tension reflects the magnitude and type of inequity.

(3) individuals will be motivated to take steps to reduce this tension.

(4) the greater the extent of perceived inequity, the greater is the strength of such motivation.

The process is diagrammatically indicated

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┌─────────────────────────┐
│  Perceived Inequality   │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│  Creates tension        │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│  Steps taken to reduce  │
│  tension                │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│  Outcome as behaviour   │
└─────────────────────────┘
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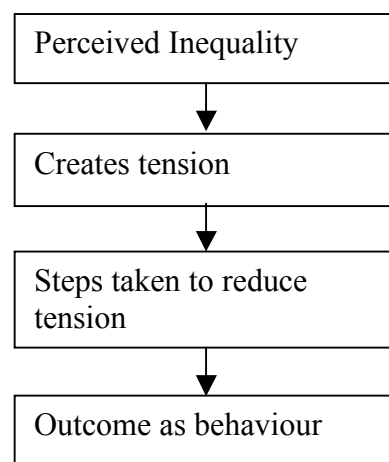
According to Robbins (1933) when people perceive an equitable situation in their work they may

- Change their inputs (not putting too much effort)
- Change their outcomes (increase their pay if paid on piece rate bases by producing higher quantities).
- Distort their perception of self
- Distort the perception of either
- Choose a different reference point or
- Leave the field i.e. resign from their job altogether

Goal Setting Theory

This theory was proposed by Locke (1968). He indicated that working towards goals was in itself a motivation. The theory is based on the premise that motivation is driven mainly by the goals or objectives that individuals set for themselves. Research by Locke indicated that performance improved when individuals set specific goals for themselves. When the goals were demanding, performance was even better.

From this theory quality of performance is generally shaped by how difficulty and how specifically defined the goal is. Difficult goals once accepted lead to higher quality performance. If a school for example sets clear goals on the achievement of teachers, it is possible for teachers to achieve these goals over a given time. They can work towards achieving the goals (for example improving overall grade of pupils mean in examination from grade C to grade B) so long as they are facilitated.

Literature search

Maslow's Hierarchy of Needs
Visit the site below to get a deeper understanding of Maslow's Hierarchy of Needs
Wikipedia 2007 "http://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs"
Read the whole article.

Self Assessment questions

   a. Discuss the four tendencies of self actualizing people. (100-200 words)
   b. Summarise the 14 characteristics/features of self actualizing people. Discuss on pages 7 – 9 (1½ pages double spaces)

Reading Internet: Motivation

In this activity you will use internet resources to study motivation. Visit the links below and of the motivational theories.

Wikipedia (2007) "http://en.wikipedia.org/wiki/Motivation"

Using the above links make notes of not more than 3 pages (double spaced) on the following theories.

    i.   Drive Reduction theories

    ii.   Affective – Arousal theories

    iii. Motivational concept of rewards and reinforcements.

Formative Assessment

This written assignment is based of the introductory materials provided in activity 3 and the reference given below.

    i.   Wikipedia (2007) "http://en.wikipedia.org/wiki/Motivation"

    ii. Wikipedia (2007) "http://en.wikipedia.org/wiki/Equity_theory"

    iii. Wikipedia (2007) "http://en.wikipedia.org/wiki/Victor_Vroom"

    a.   What are the similarities between Maslow's hierarchy of needs and ERG Theory? (use the Table that does not exceed one page single spaced)

    b.   Explain Vroom model of motivation (200 – 300 words)

Formative Evaluation

    1   What are the similarities between Maslow's hierarchy of needs and ERG Theory? Use a table to show this.

    2   What can a school headteacher do to satisfy the various level needs of non-teaching staff workers (200-250 words).

    3.   How can perceived in inequalities be motivators or demotivators of secondary school teachers? Give examples to illustrate your points. (200 – 250 words).

Learning Activity

    1.   Explain Vroom's model as it applies to education (200 words).

    2.   What is Goal setting theory? What are the conditions for its success at secondary school level? (200 – 250 words).

    3.   Should educational managers provide opportunities for self actualization for all workers? Explain your answer (200 – 250 words).

Learning Activity #4

Title of Learning Activity

Functions of Management

Summary of Learning Activity

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

a) Define the major managerial functions
b) Explain the steps followed in carrying out each managerial function
c) Apply the principles underlying each of the managerial functions to an educational setting.

Summary

Managerial functions refer to the most common activities carried out by managers in their organization. The extent to which each of these functions is carried out depends on the organization and its objectives. This unit will discuss the five major managerial functions of planning, organizing, directing, control and staffing. The applications of these functions to educational institutions and setting will also be discussed.

List of required readings

From   (i) Management http://en.wikipedia.org/wiki/management
        (ii) The 4 functions of management www://freeonline.research papers.com

List of relevant resources

4. A computer with internet facility to access links and copyright free resources
5. Multimedia resources like CD-Rom, Video.

List of relevant useful links

http://extension.osu.edu/~mgtexcel/Function.html

Detailed Description of the Activity

Management functions

In the first three units, you learned the basic definitions of basic concepts used in management. In the second and third units you learned about the historical development of management and the management theories. In this unit, we shall learn management functions. The process of management consists of five basic functions, namely planning, organizing, directing and controlling and staffing. A manager uses these functions to achieve organization goals and objectives. These functions are interrelated in the following manner.

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                    ┌──────────┐
                    │ Planning │
                    └──────────┘

                                      ┌────────────┐
                                      │ Organizing │
                                      └────────────┘

  ┌──────────┐
  │ Staffing │
  └──────────┘
                                        ┌───────────┐
                                        │ Directing │
                                        └───────────┘

              ┌─────────────┐
              │ Controlling │
              └─────────────┘
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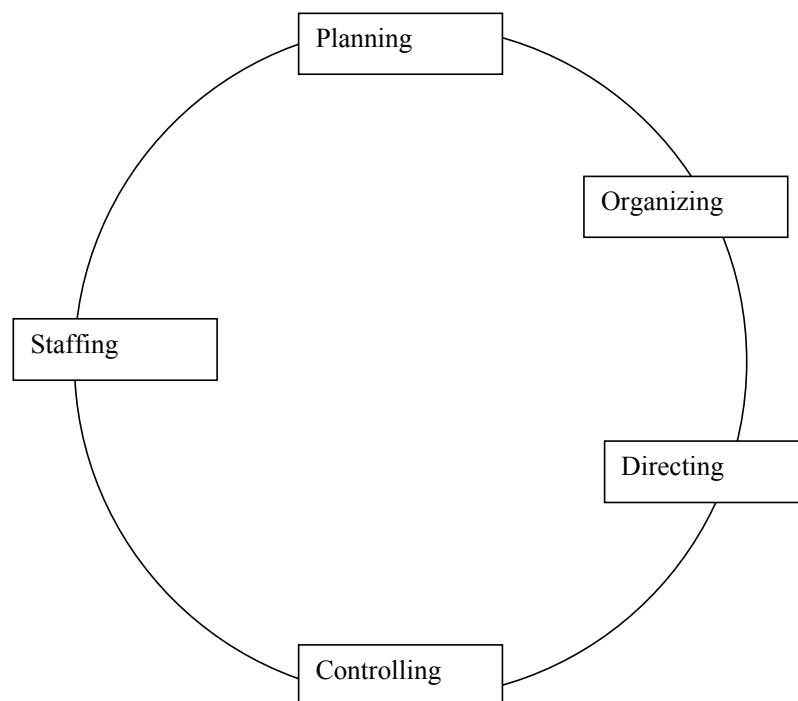
(A) Planning

Planning is a rational and systematic way of forecasting the future of an organization. It is a process of preparing for change by formulating future course of action. According to Warren (1994), planning is a decision-making activity requiring the process of ascertaining objectives and deciding on activities to attain these objectives. Through planning process the manager aims at managing organization efficiently and effectively.

Characteristics of planning functions

1) Planning is anticipatory. Decisions are made on how and what to do before it is done.
2) It is goal directed.
3) Planning focuses on desired future results
4) Planning is future oriented. It involves making decisions that will be achieved in future.

Steps and stages in Planning

In preparing a plan, managers use the following series of steps.

1) **Situational Analysis** – This step involves analysis of past events, current situation and attempts to forecast into future trends.
2) **Identification of Needs** – Needs assessment is a process of delineating "what is" and "what should be". It further involves placing priorities of the two activities.
3) **Derivation of goals and objectives** – One derives goals and objectives from the identified needs.
4) **Delineating of alternatives** – As alternatives are usually many, it is necessary to rank them so that those which need immediate attention can be acted on.
5) **Choice of strategies and tactics**. It is necessary to select the most convincing alternative while considering the other alternatives that may not be a priority.
6) **Implementation** – After approval of the plan, it is split or handled as a whole to determine the activities that should be undertaken
7) **Controlling and evaluation**. Implementation of plans must be continuously monitored. Planners must monitor the actual performance of various work units according to unit goals and plans. This stage helps identify deviation of actual performance from expected performance. Correction action should be taken when there is a discrepancy.

Principles of Planning

In order to be effective and efficient, the following principles should be followed. These principles are based on Gary Desslers work.

1) Keep aims crystallized. The aims and objectives should be attainable, reasonable, solid and clear.

2) Develop accurate forecasts. Accurate data and events are crucial to any planning process. Where possible, quantitative methods should be used apart from intuitional judgement.

3) Involve subordinates in the planning process. This will help in ensuring ownership and acceptance of the plans by implementers.

4) The plan must be a sound one. An effective plan must be based on correct information and proper assumptions.

5) Do not be over-optimistic. It is important to be objective in planning. Being over ambitious will not lead to an effective plan.

6) Criteria for abandoning a project. The criteria for abandoning a project should be established at the beginning.

7) Keep the Plans Flexible. The progress of the plan should be under constant review so that it can be revised if and when the situation requires modification.

8) Review long-range plans on a short-term basis. long-range plans needs to be reviewed regularly. This will ensure that changes that occur over time during implementation are incorporated in the plan.

9) Fits the plan to the environment. Where environment is comparatively stable, a plan can be rigidly adhered to. In case the environment is volatile, the plan must be highly flexible to accommodate necessary changes occasioned by changes in environment.

Importance of the planning

Planning is a very important function of management. It helps in goal setting. The goals define desired outcomes for an organization which can be used as performance criteria. The output of an organization can be well assessed if there is intended output at the beginning. For example if at the beginning of the year it is set that in a school about 40% of students must achieve grade A in examination at the end of the year, this can be assessed to find out if the goals were achieved after results are released. Through plans, managers can learn what the organization intends to achieve. They can make decisions to ensure that internal policies, roles, performance, structure, product and expenditure will be in accordance with desired outcomes.

Organizing

The word organizing is the function of gathering resources, establishing orderly uses for such resources and structuring tasks to fulfill organizational goals. It includes the determination of what tasks are to be done, how tasks are to be grouped, who is responsible to do these tasks and who will make decisions about the tasks (Robbins, 1991:p). Organizing is a process of putting together human material resources in order to achieve organizational goal. In a school situation it may involve putting together teachers, non-teaching staff, buildings, teaching and learning materials to ensure pupils learn effectively. In order to achieve maximum success, activities need to be well organized.

Stages/Steps of Organizing

There are five steps followed in the process of organizing. These are:

1) **Review of plans and objectives**. The first step of management is to review organizational goals and objectives. This will help determine the kind of activities carried to achieve the goals and objectives.

2) **Determination of activities**. This step involves preparation and analysis of activities required to accomplish the objectives. These activities may involve recruitment, training, teaching, and record keeping for a school.

3) **Classification and grouping of activities**. After determining the activities of tasks, they are classified into smaller work units. This will facilitate operations of the organization and supervision.

4) **Assignment of work and resources**. This involves assigning the right personnel for the right kind of job. In a school set up it may involve assigning a teacher of mathematics to teach the subject to a mathematics class and not any other subject.

5) **Evaluation of results**. The feedback on the outcomes help determine how well the organizational strategy was implemented. This feedback can help determine if any changes are necessary.

Departmentation

This refers to horizontal differentiation of an organization. It may involve establishing divisions, branches or focus on individual effort. Departmentalization helps the workers to be effective and encourage specialization in the area a worker is assigned. Departmentalization is important when there is need to restructure the organization, build new organizations, add a new activity to an organization and reduce an activity or activities. For example, a church organization

with many schools, middle level colleges and universities may have a department dealing with schools, another colleges, and a third department of universities.

Span of Control

Span of control refers to the number of subordinates reporting to a manager.

Example:
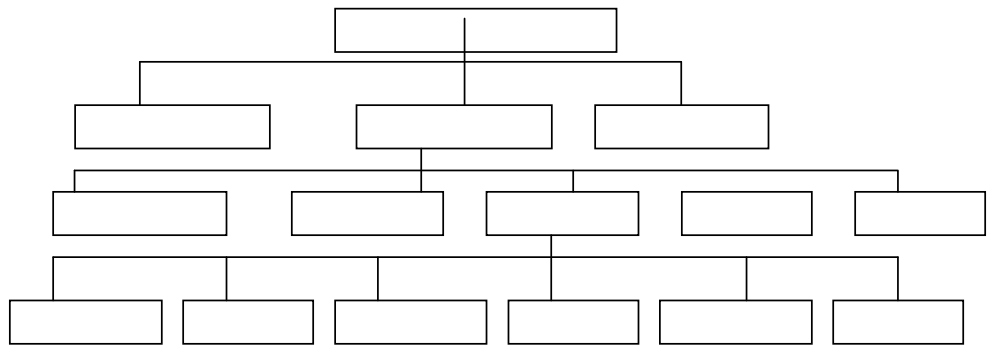
In this example we have four levels of span of control

Span of control is related to levels of hierarchy. A wider span generally results in fewer levels and narrower span into more levels. In choosing the span of control, an organization considers

1) Type of control span
2) Situational factors
3) The shape of an organization

1. Types of Control Span

There are two types of control span executive and operative. Executive includes middle and top management positions. Operative span of control is usually applied at the bottom level.

2. Situational Factors

The major factors to consider in selecting the span of control are time the manager has, manager's ability and competence, complexity of the situation to be supervised, physical dispersion of the activities, capability and experience of subordinates.

3. Shape of organization

Flat structures take operational control of span. Tall structures take executive control.

Principles of organizing

The following are the principles underlying organizational design

i) The principle of objectivity. Every organization geared towards achievement of its goals and objectives

ii) The principles of specialization. In the allocation of work, the specialization of workers should be taken into consideration

iii) The principle of definition. The content, duties authority and responsibility for each position should be clearly defined

iv) The principle of correspondence. Authority and responsibility for each position should correspond.

v) Efficiency. Organizational structure should enable it function efficiently and accomplish Objectives with minimum cost.

vi) Simplicity. Organizational structure should be as simple as possible.

vii) Flexibility. The organization should be adaptable to changing circumstances and permit expansion or replacement

viii)   Balance. There is need to balance the size of different departments and factors such as human, technical, expertise and financial.

ix) Unity of direction: For a group of activities having the same objective, there should be one head and one plan.

x) Personal ability. Selection, placement and training of staff should be given priority to ensure optimum performance from employees.

(C)   Directing

Definitions and Meaning

Directing is the integrating of people with the organization to get their cooperation for the achievement of its goal. Directing is a process through which employees are motivated to make effective and efficient contribution to the realization of organizational goals.

Directing requires integration of organizational goals with those of individual and groups. It exclusively deals with the human element. It is therefore a very delicate and sensitive function that managers must take extreme care.

Importance of Directing

Directing helps to:

- Initiate action by giving directives ad guidance to employees;
- Coordinate employee efforts and leads toward objectives;
- Get maximum out from individuals by providing ways to fulfilling and utilizing the potential and capabilities of employees;
- Facilitate changes by incorporating environmental/ external and internal changes in the organization; and
- Enable subordinates to contribute their best to attain the goals of the organization.

Types of directing

1. Consultative directing. Participative techniques of giving directions.
2. Free-rein directing/laissez faire. The supervisor does not participate actively in giving decisions.
3. Autocratic/dictatorial directing. The executive keeps the entire authority and control with him.

Principles of directing

Directing involves:

1. interaction of individuals and organization goals
2. integrations of groups and organization goals
3. securing cooperation of informal leaders

4. participative decision making
5. delegation of adequate authority
6. effective communication
7. effective control
8. direct contact
9. unity of direction
10. maximum individual contribution
11. participation
12. follow up through feedback

(D) Control

Controlling involves determining what is accomplished evaluating performance and applying corrective measures to enable goals and objectives be implemented according to the initial plans. Therefore, controlling implies comparing performance in relation to pre-set objectives and making the necessary adjustments and corrections.

Importance of control

Control, is practiced in order to update plans, to protect organizations assets from inefficiency and waste and to appraise employee's performance

Steps in the process of control

There are four steps in the process of control. These are

1) Establishing the standards
2) Measuring performance
3) Comparing actual results against standards
4) Taking corrective action where required

1. Establishing Standards

The standards of performance should be clearly stated. It can be in form of number of students who achieve grade A at a national examination or a school budget can also be expressed in quantitative form and is measurable.

2. Measuring Performance

Measuring of performance depends on such factors as adequacy and timeliness of information. The measurement of performance should be in units similar

to get pre-determined criteria set at the beginning. The unit of measurement should be clear and uniform throughout the process of measurement. For example a teacher's performance is measured according to the average grade achieved by pupils he/she has taught.

3.   Comparing Actual results against standards

This involves comparing actual performance to the standards set for such performance. If measurement units for standards set and for performance measured are the same or uniform, the comparison become easier.

4.   Taking corrective action

After the deviations have been identified and presented to the management for consideration a decision on corrective measure is taken.

Characteristics of Effective Controls

According to Goold and Quinn (1990) effective control systems tend to have certain characteristics. These are:

1. Accuracy. Effective controls should generate accurate date and information for effective managerial decisions.
2. Timeliness. Controls should ensure that information reaches a decision maker when a meaningful response can be taken.
3. Flexibility. Controls should be flexible to accommodate changes in the environment. It is important to update control system if an when a need arises.
4. Acceptability. A good control system is one where people affected by it understand and fully accepts it.
5. Integration. Controls that are consistent with organizations values and culture are easier to enforce as they become integrated to organizational environment.
6. Economic feasibility. A control system should be economical and reasonable to operate. Costs of operating such as system should be balanced against its benefits.
7. Strategic placement, controls should be placed at strategic points where time and money costs of failures are greatest.
8. Corrective actions, controls should identify deviations and be programmed to give solutions to such deviations.
9. Emphasis on exception. Good control systems work on exception principle so that only important deviations are brought to the attention of management

(E)   Staffing

Staffing as a management function refers to the process of acquiring the required human resource to achieve organizational objectives. Staffing involves matching jobs and individuals. It consists of functions such as human resource planning, recruitment, selection, training and appraisal in an organization.

Staffing is defined as the process of identifying, assessing, placing, evaluating and developing individuals at work. Staffing therefore involves determination of human resource requirements of an organization and provision of adequate number of competent workers at all levels.

Steps in the staffing process

The staffing process involves the following steps:

Human resource planning: This is the determination of the future requirement of personnel in an organization.

The recruitment and selection: It is the process of selection of best and qualified candidates from among the job applicants to fill vacant positions in an organization.

Induction and orientation: Refers to the process of introducing new employees to their new work environment. It involves introducing the new worker to colleagues, duties to be performed, rules and regulations, and responsibilities.

Training and development: The staff appointed to an organization may require to be trained to acquire necessary specialized skills to perform their jobs effectively.

Compensation/Remuneration: This is concerned with developing a system of remuneration of personnel that is commensurate with their contribution to the objectives of the organization.

Performance appraisal: It is the process of determining the extent to which an employee is performing the work effectively.

Employment decisions: These include transfers promotions, layoffs and dismissal. These decisions have specific applications and must be objectively applied to workers.

Steps of staffing process

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┌──────────────────────────┐        ┌──────────────────────────┐
│ Human Resource Planning  │───────▶│ Recruitment and Selection│
└──────────────────────────┘        └──────────────────────────┘

┌────────────────┐   ┌────────────────┐   ┌────────────────────┐
│ Performance    │◀──│ Training and   │◀──│ Induction and      │
│ Appraisal      │   │ Development    │   │ Orientation        │
└────────────────┘   └────────────────┘   └────────────────────┘
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        ▼
┌────────────────┐
│ Employment     │
│ Decisions      │
└────────────────┘
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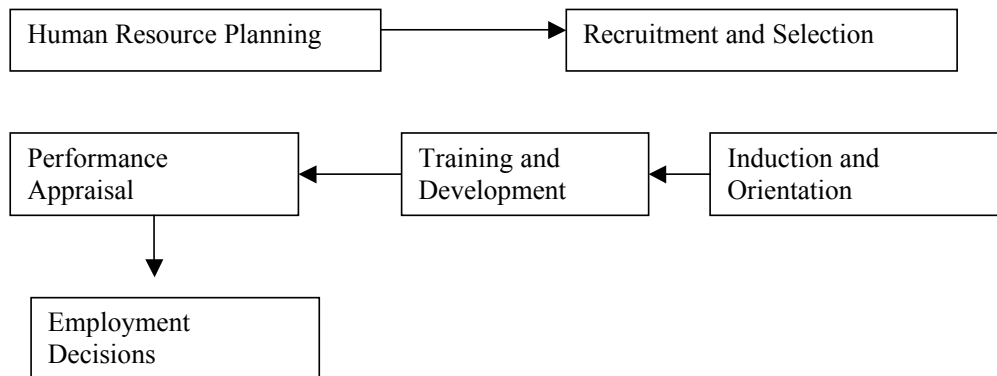
Importance of Staffing

Staffing function of management is very important for the following reasons.

Job performance: Achievement of organizational goals is dependent upon the quality of human resource it has. The staffing function of an organization is very crucial.

Development of manpower: In order to ensure that activities of an organization are efficiently performed, the human resource in an organization should be developed and provided with necessary skills.

Use of technology: Due to technological changes taking place, an organization should get the right people to make use of the technology.

Optimum use of human resource: An organization can achieve its goals through efficient use of staff. An organization should plan to have optimum staff levels.

Recognition of human relations: Human factors are important in an organization. They may determine the success of an organization. Employees should be motivated through various financial and non-financial incentives.

Formative Evaluation

1. Explain the characteristics of effective controls (150 to 200 words)
2. The chairman of a church Educational Committee manages four private schools in:
   i) Four places within one region/province
   ii) Four different regions
   iii) Four different countries

What type of span of control should be used for each? Provide reasons for your answer.

3. Define the term 'departmentation' (in not more than 25 words)

Learning Activities

1. What are the other important roles of planning in a school situation? (200 words only).

2. Give an example for each of the steps of planning (not more than 20 words) that is based in an educational setting.

3 (a) Explain the steps involved in the staffing process.

(b) To what extent are these steps followed in staffing of secondary schools in you own country (200 words or less).

XI. Key Concepts (Glossary)

Glossary

Bureaucracy: A form of organization characterized by division of labour; a clearly defined hierarchy, detailed rules and regulations and impersonal relationships.

Control: The process of monitoring activities to ensure that they are being accomplished as planned and of correcting any significant deviations.

Division of Labour: The breakdown of jobs into narrow and repetitive tasks. This is also known as work specialization.

Equity Theory: The theory that an employee compares his or her job's input – outcomes ratio with that of relevant others and then corrects any inequity.

Expectancy theory: The theory that an individual tends to act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual.

Goal setting theory: The proposition that specific goals increase performance and that difficult goals when accepted, result in higher performance than do easy goals.

Hierarchy of needs theory: Maslow's theory that there is a hierarchy of five human needs: Physiological, safety, social esteem and self actualization.

Hygiene Factors: Factors that eliminate job dissatisfaction but not motivate.

Leading: Management function that involves motivating subordinates influencing individuals and teams as they work, selecting the most effective communication channels or dealing in any way with employee behaviour.

Motivation hygiene theory: The motivation theory that intrinsic factors are related to job satisfaction and motivation, whereas extrinsic factors are associated with job dissatisfaction.

Organization: A deliberate arrangement of people to accomplish some specific purpose.

Planning: Is a management function that involves the process of defining the organization's goals, establishing an overall strategy for achieving those goals and developing a comprehensive set of plans to integrate and coordinate organizational work.

Coordination: A mechanism to bring together the activities of all sub systems so as to achieve the goals of the organization.

Contents theories: These are theories defining motivation as a function of people's needs.

XII. Compulsory Readings

Reading #1

Complete reference: Organization: "http://en.wikipedia.org/wiki/Organization" 7th December 2007 also see the screen capture below: Organization – Wikipedia, the encyclopedia,

Screen capture

Abstract: This article presents a brief discussion of the concept of organization. The article defines the term organization and discusses how organizations are structured. A number of organizational theories are also explained.

Rationale: The article will help you study organizations in greater detail and stimulate further reading on the topic of organizations.

Reading # 2

Complete reference: Management: From, Wikipedia the free encyclopedia
"http://en.wikipedia.org/wiki/Management" 16th November 2007 (see screen
capture below)

Screen capture
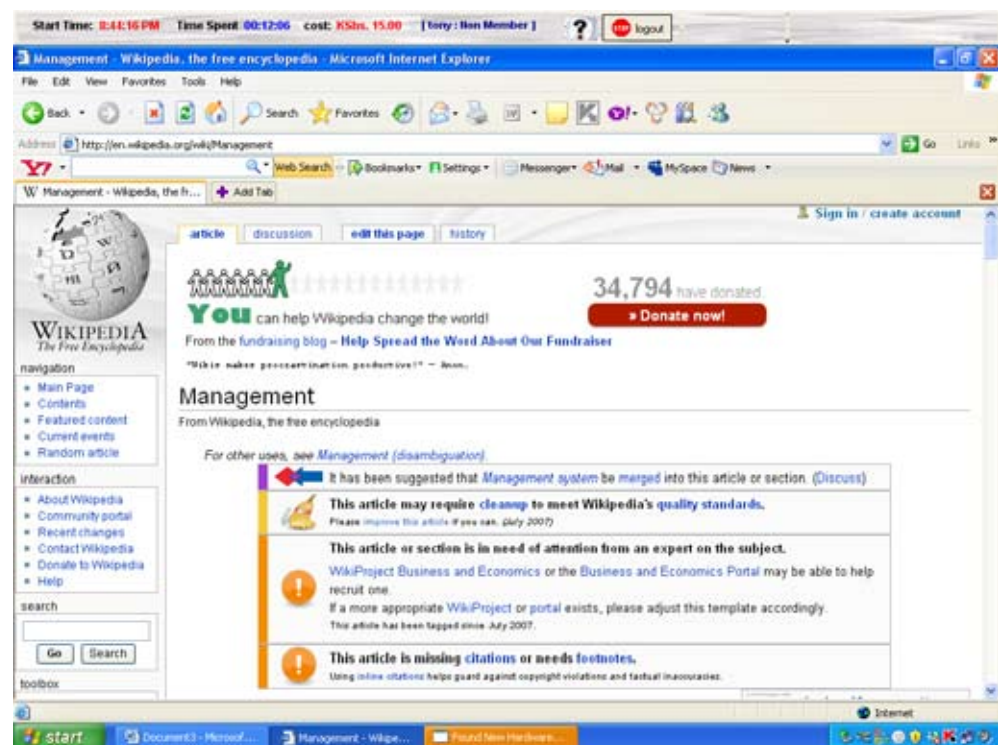
Abstract: This article deals with the general topic of management. In particular
it deals with the levels of management, theoretical scope and historical develo-
pment of management. It traces how management developed from 19th Central,
20th Century and 21st Century. The article has also covered nature of managerial
work, managerial hierarchy and levels.

Rationale: The article provides a good reading for a student who is studying
management for the first time. It provides you with some basic information
necessary to stimulate you read further to area of management.

Reading # 3

Complete reference: A timeline of management: From http://www.nwlink.com/~Donclark/history__management/management.html 5ᵗʰ December 2007 (see screen capture below).

Screen capture

Abstract: A timeline of management is outlined in detail in the article. It traces the development of management ideas and theories from1880 to 2000. Experts of management and theories developed over the years are discusses quite well in the article.

Rationale: This links has an extensive coverage of the development of management. It will help you understand how the discipline of management developed over the years.

Reading # 4

Retrieved from : "http://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs"

Screen capture

Reading # 5

Retrieved from: "http://en.wikipedia.org/wiki/Motivation"

Screen capture

Reading # 6

Complete reference: Managing Groups and Teams/Motivation: From: http://en.wikibooks.org/wiki/Managing_Groups_and_Teams/Motivation

Screen capture
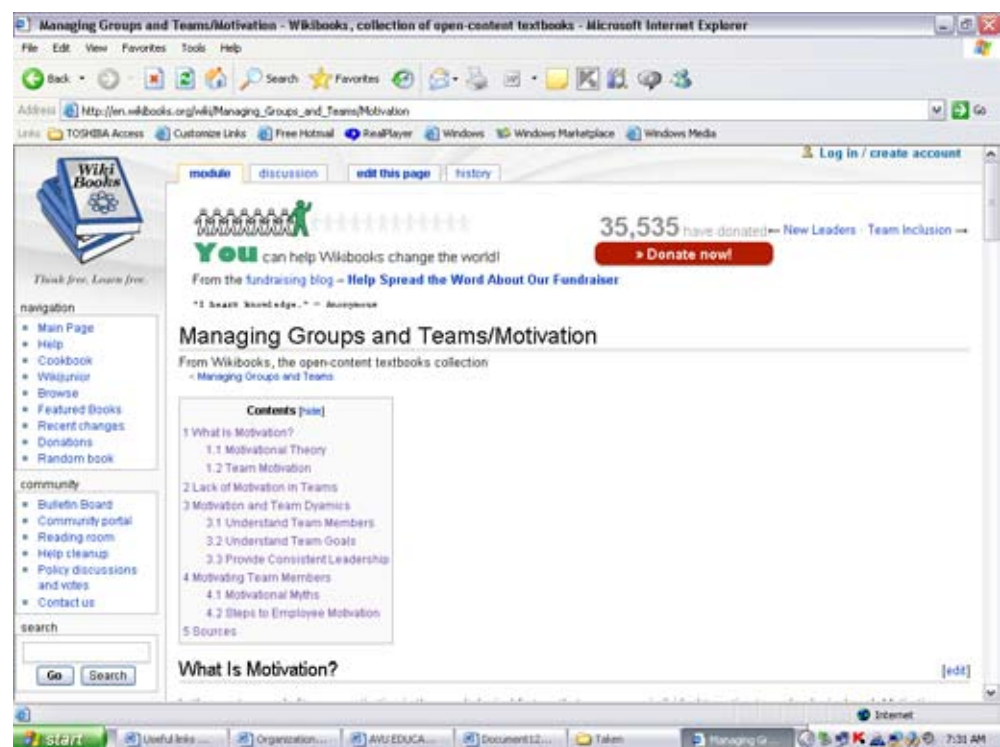
Abstract: This article discusses what is motivation and the motivational theories. It further explains why there is lack of motivation in teams. Motivation and Teams dynamics and methods of motivating team members are also discussed. The article ends with steps that should be taken to motivate employees.

Rationale: The article is very well detailed and explains the theories of motivation quite clearly. Some insights on team dynamics and motivation are clearly articulated. It is a very important article for student.

Reading # 7

Complete reference: The 4 Functions of Management: http://www.freeonline-researchpapers.com/functions-management

Screen capture

Abstract: In this article four functions of management namely planning, organizing, leading and controlling are discussed. Each function is defined and explained in details. Practical examples of the application of each function is explained. The four functions are then related to management planning. The article ends with the importance of the four functions to management planning.

Rationale: This is a simple and well explained article on functions of management. It gives practical examples of the use of the four functions in day to day management of an organization. You will be able to grasp the meaning and application of the four functions of management on reading this article.

XIII.   Compiled list of Useful Links

Useful link # 1

Title: Organizational and Administrative Structure

URL: http://en.wikipedia.org/wiki/Organizational_structure

Screen capture
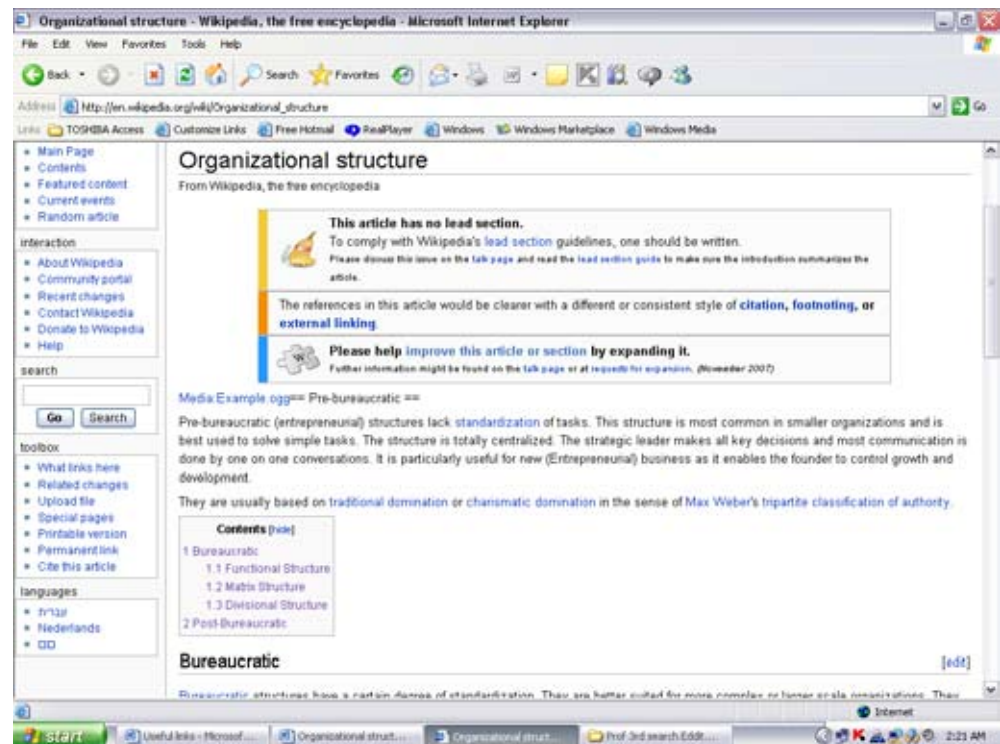
Description: Organizations are structured in several ways. These ways are discussed in the article whose links is given above. In particular the bureaucratic structure and its forms is presented in details. The various forms of bureaucratic structures discussed in the article include functional structure, matrix structure and divisional structure. The article has also discussed the pre-bureaucratic and post-bureaucratic structures.

Rationale: A good presentation of structure of organizations is clearly presented in the article. You will be able to relate how organizations can use the management functions of organization to achieve its goals.

Useful link # 2

Title: Organizational and Administrative Structure

URL: http://www.analytictech.com/mb021/orgtheory.htm

Screen capture
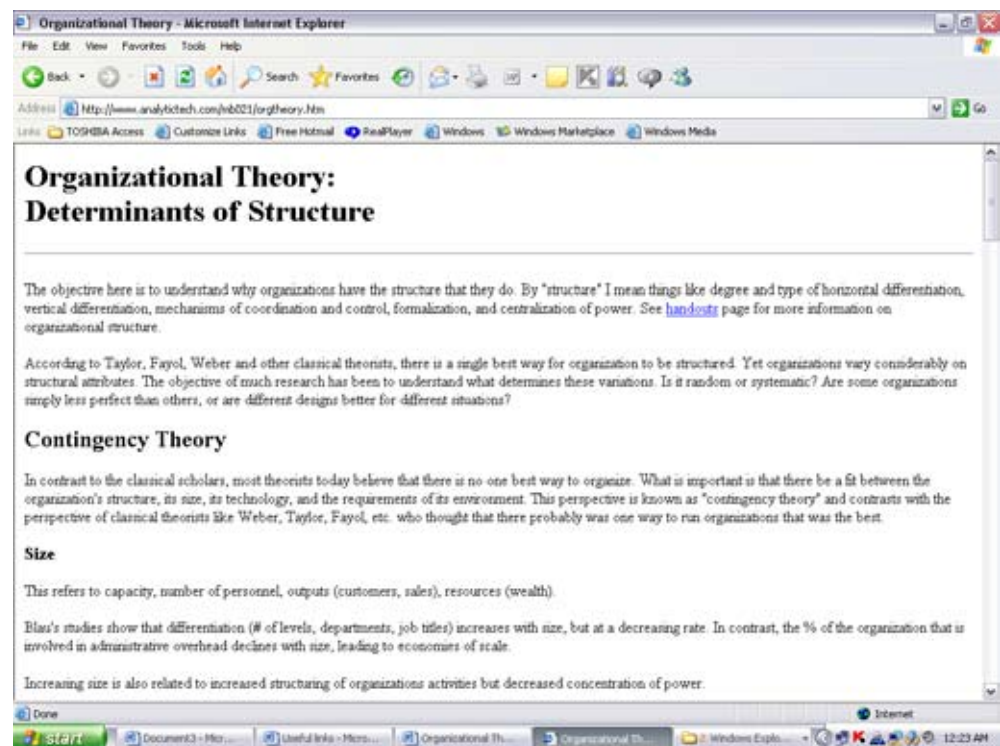
Description: Determination of organization structure is very important in understanding the nature of organizations and organizational theory. This article describes the determinants of organizational structure. In particular it focuses on contingency theory. Among the factors considered are structure, size, technology and the requirements of the environment.

Rationale: This article will help you to understand why organizations have a structure and the usefulness of structure in achieving organizational goals.

Useful link # 3

Title: Organizational and Administrative Structure

URL: http://en.wikipedia.org/wiki/Organizational-studies

Screen capture
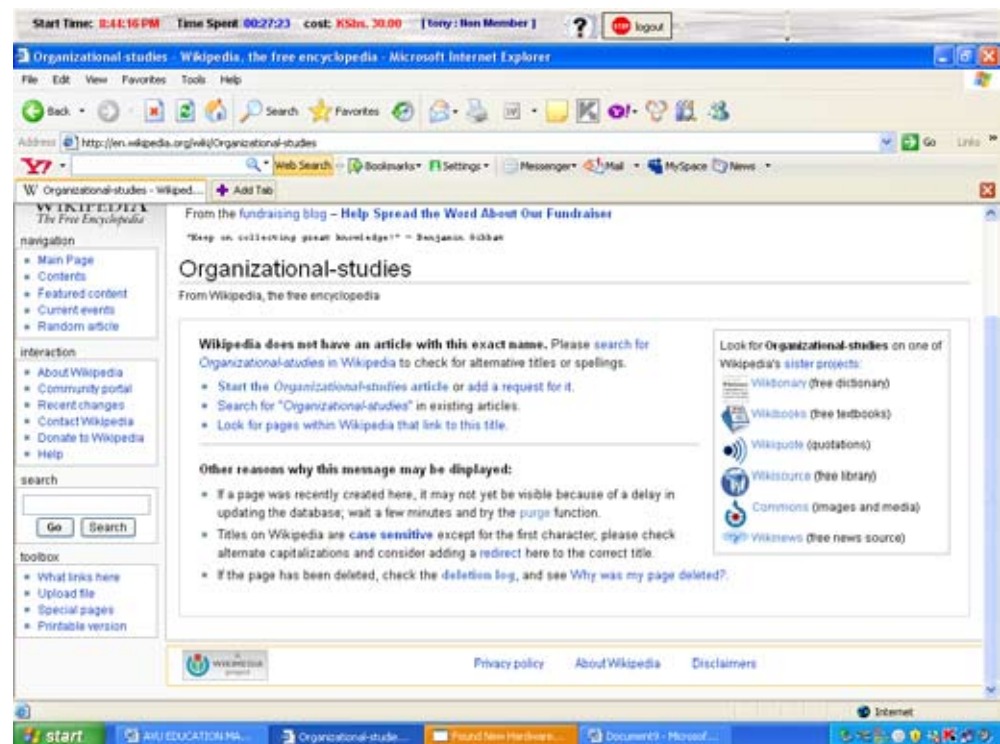
Description: The study of organizations from various viewpoints, methods and levels of analysis is referred to as organizations studies. This article looks at the current state of the field. It traces the history of management from the time of Plato to Herbert Alexander Simon and the contingency Theory of management. Specific contribution of theorists such as Tylor, Mayo, Follet and McGregor are discussed. The article ends with a discussion of methods used in organizational studies.

Rationale: Organizational studies is related to management. Organizations are created to achieve certain goals. This article provides you with an opportunity to study the personalities that have influenced management since days of Plato.

Useful link # 4

Title: Historical Development of Management

URL: http://en.wikipedia.org/wiki/Scientific_management

Screen capture
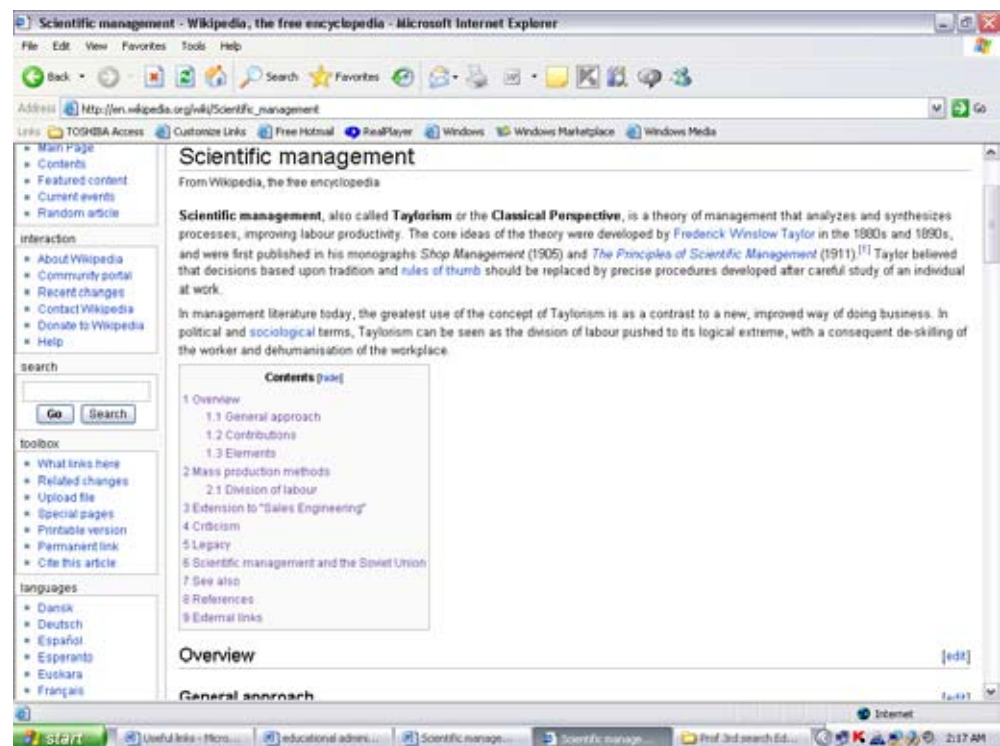
Description: Scientific management core ideas were developed by Taylor. This article traces the development of scientific management on the basis of the two monograph published by Tylor in 1905 and 1911. It deals with the general approach of scientific management, its contribution to the filed of management in the modern times and how it has been applied to industry. The article concludes with a discussion of criticisms and legacy of scientific management.

Rationale: Scientific movement has influenced modern management practices significantly. It is important for you to study it thoroughly and in detail to understand the basis and principles of organizations such as schools.

Useful link # 5

Title: Historical Development of Management

URL: "http://en.wikipedia.org/wiki/Henri_Fayol"

Screen capture
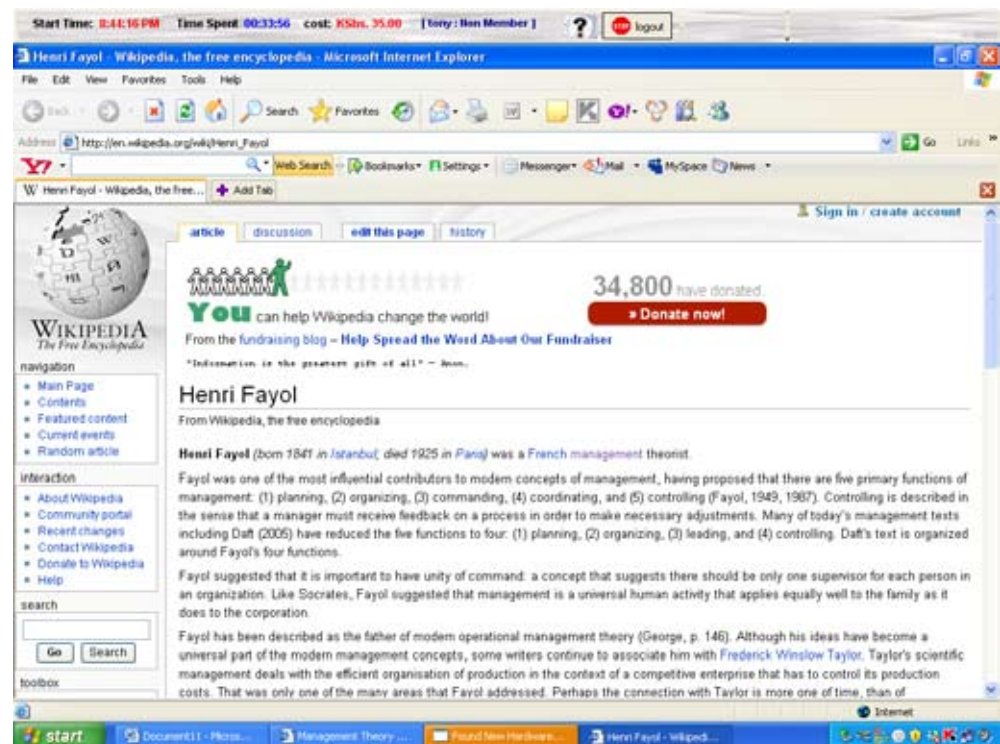
Description: This article presents Fayol's ideas of management. Like Socrates, the article notes that Fayol viewed management as a universal human activity that applies to families as well as corporation. Knowledge of Fayol's ideas is considered as foundation work for the classical management theory in the presentation. The fourteen principles of management are explained and background information on the life of Fayol described.

Rationale: The work of Fayol on management forms one of the foundations of modern management practices. It is important that you understand Fayol's ideas thoroughly before you learn the contemporary theories of management.

Useful link # 6

Title: Historical Development of Management

URL: http://en.wikipedia.org/wiki/Human_Relations_Movement

Screen capture
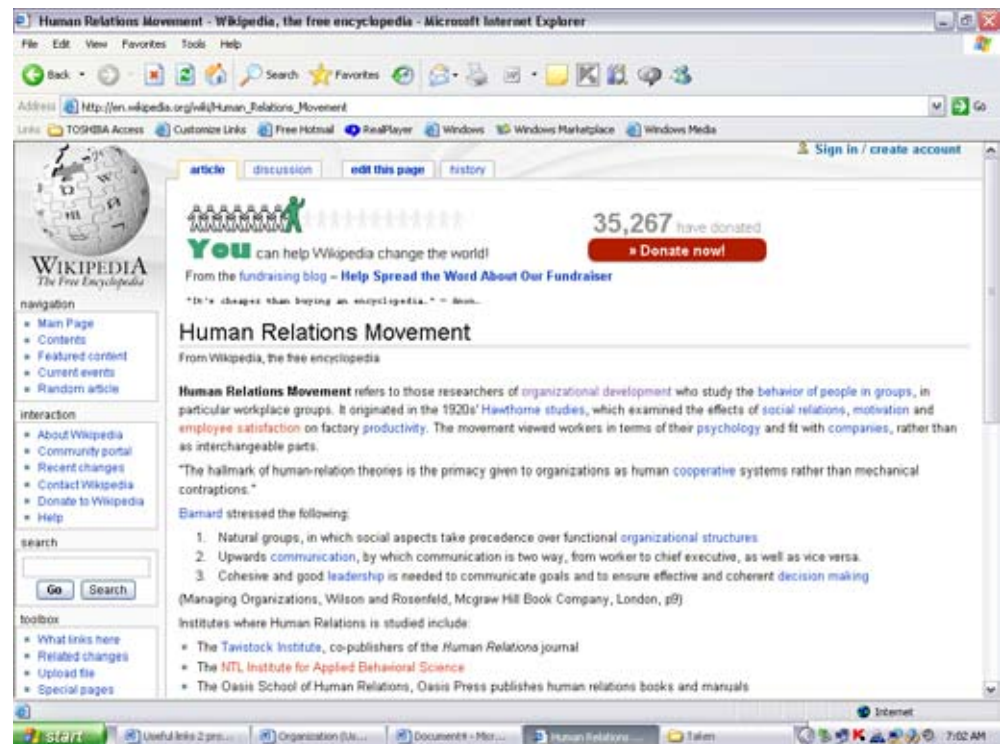
Description: This article discusses briefly the Human Relations Movement. It traces the origins of the movement and explains that the idea behind human relations movement is the outstanding role given to human cooperative systems. The article further gives what Chester Barnard stressed as a human relation theorist.

Rationale: Human relations movement is very important in management. Dealing with human resource is one of the major functions of management. Hence awareness of human relations movement is very important particularly to student teachers.

Useful link # 7

Retrieved from "http://en.wikipedia.org/wiki/Two_factor_theory"

Screen capture
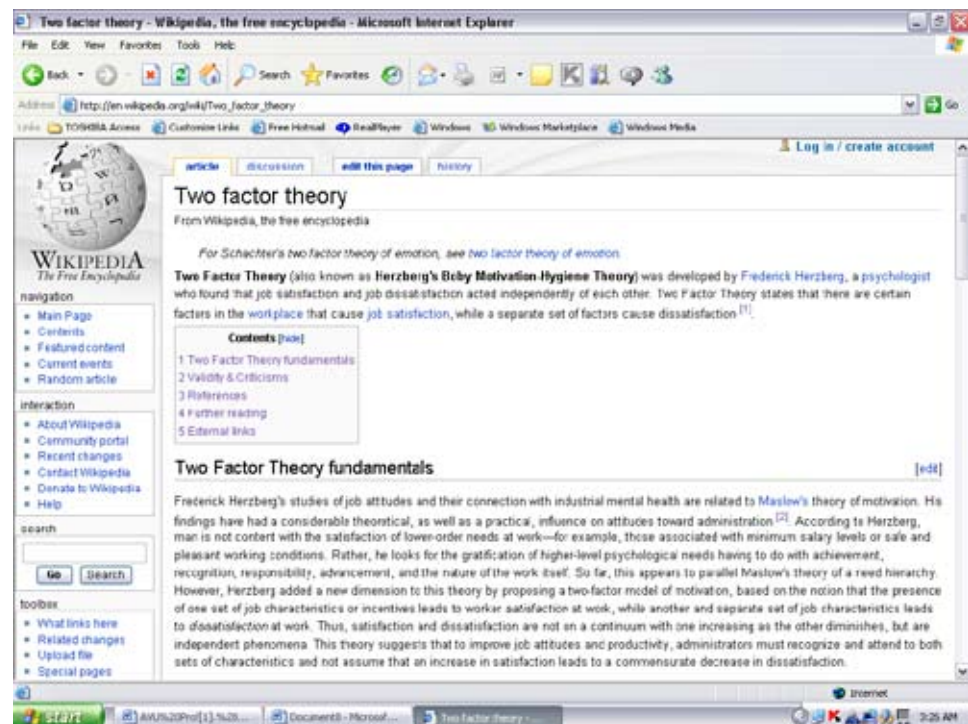
Useful link # 8

Retrieved from "http://en.wikipedia.org/wiki/Victor_Vroom"

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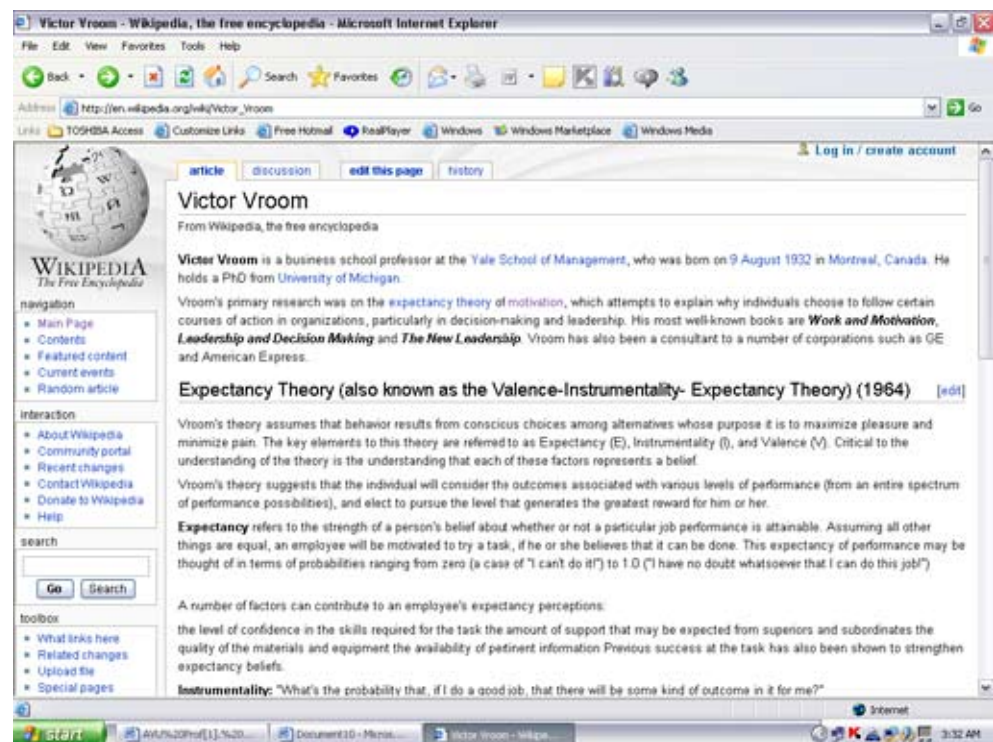
Useful link # 9

Retrieved from "http://en.wikipedia.org/wiki/Equity_theory"

Screen capture

Useful link # 10

Retrieved from "http://en.wikipedia.org/wiki/David_McClelland"

Screen capture

Useful link # 11

Title: Functions of Management

URL: http://extension.osu.edu/~mgtexcel/Function.html

Screen capture
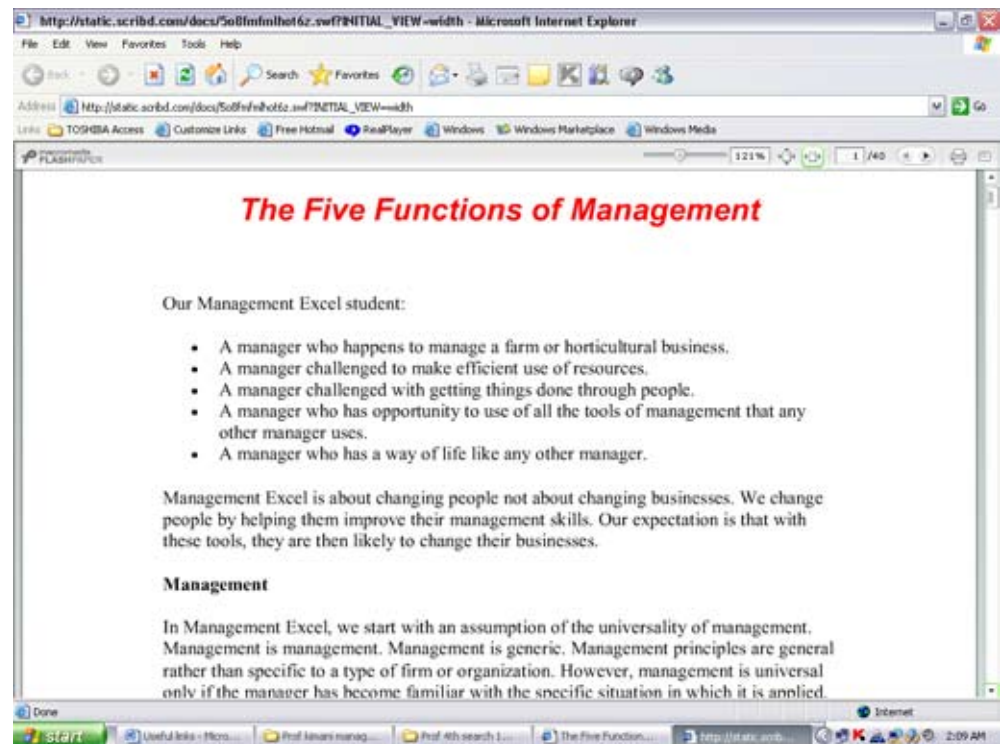
Description: This presentation gives a very good background of the five functions of management. It defines managers and discusses in detail the five management functions namely planning, organizing, staffing, directing and controlling. Important requirement to success of an organization is then discussed.

Rationale: This presentation explains briefly and precisely the five functions of management. It is an important article for student teachers who will be involved in management of educational institutions.

XIV. Synthesis of the module

Unit 1 introduces the basic concepts of management. It defines the organization, management and administration. Different types of organizations are then discussed and the characteristics of organizations are described. A distinction is made between educational management and educational administration.

Unit 2 discusses the historical development of management. Specifically the work of early management theorists such as Tylor, Fayol, Max Weber and his bureaucratic system of organization are discussed in detail. The application of these management theorist's ideas to the field of education is presented. Apart from the classical theorists, the human relations and behavioural science movement ideas are also presented in the unit.

Unit 3 describes the theories of motivation and job satisfaction. Two categories of theories namely content and process theories of work motivation are discussed in the unit. Three theories Maslow's Hierarchy of needs, Herzberg Two-factor Theory and ERG theory are discussed in the category of content theories of work motivation. In the category of process theories of work motivation, the expectancy theory, equity theory and goal setting theories are discussed. In describing the theories every effort is made to relate them to the field of education.

The last Unit 4 presents the five major functions of management. These are planning, organizing, directing, control and staffing. The steps and where applicable characteristics of these functions are discussed in the unit. Examples based on the field of education are integrated in the discussion of each function. The last part of the unit discusses the policies and their implication to educational management.

XV. Summative evaluation

Questions

1. Among the following management theorist who is associated with **piece-rate principle?**

   (a) Max Weber
   (b) Herzberg
   (c) Taylor
   (d) Mc. Clelland

2. Who identified the five "basic elements of administration"?

   (a) Taylor
   (b) Fayol
   (c) Chris Argyris
   (d) Robert Schlaifer

3. How many levels of needs did Abraham Maslow's hierarchy of needs identify?

   (a) Three
   (b) Four
   (c) Five
   (d) Six

4. Which of the following is not a process theory?

   (a) Expectancy
   (b) Equity Theory
   (c) Goal setting theory
   (d) Two factor theory

5. How many elements does Vroom's Expectancy theory have?

   (a) Three
   (b) Four
   (c) Five
   (d) Six

6. Which of the following assumptions is not attributed to Equity theory?

    (a) Perceived inequity creates a feeling of resentment
    (b) Tension in individuals employed by organizations reflects the magnitude and type of inequity
    (c) No action is expected by individual workers to reduce tension in work place.
    (d) Individuals are motivated to take steps to reduce tension.

7. Who is associated with ERG theory work motivation?

    (a) Clayton Alderfer
    (b) Mc Clelland
    (c) Herzberg
    (d) Locke

8. The following are considered as human relations theorists except:

    (a) Elton Mayo
    (b) Chester Bernard
    (c) Mary Parker Folleth
    (d) Herbert A. Simon

9. Which one of the following is not a management function?

    (a) Planning
    (b) Organizing
    (c) Controlling
    (d) Motivation

10. There are four characteristics of planning function. Which of the following is not a characteristic of planning?

    (a) Planning is anticipatory
    (b) Planning is good directed
    (c) Planning analyzes past events
    (d) Planning is future oriented

11. How many principles of planning does Gary Dessler identify in his research work?

    (a) Seven
    (b) Eight
    (c) Nine
    (d) Ten

12. How many characteristics of control functions were identified by Goold and Quinn (1990)?

(a) Eight

(b) Nine

(c) Ten

(d) Eleven

Answers

1. C

2. B

3. C

4. D

5. A

6. C

7. A

8. D

9. D

10. C

11. C

12. B

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XVII. Main author of the module

Biography

Prof. Gerald Ngugi Kimani: E-mail:geraldkimani@yahoo.com
Date of Birth: 31st December, 1955
Marital Status: Married

Academic background

B.Ed (Science) University of Nairobi 1980
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Professor Kimani has been teaching at the University of Nairobi since 1986. He has been dean Faculty of Education for five years (2000-2004) and Chairman of Department for over 15 years (1988-2001, 2005 to present).He is currently an Associate Professor and chairman of Department of Educational Administration and Planning.