

MODULE 1 INTRODUCTION AND BASIC CONCEPT OF MANAGEMENT OF CHILDHOOD INSTITUTIONS

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UNIT 1 The Concepts of Management, Educational Management and Childhood Institutions.

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1.0 INTRODUCTION

Education is the key, education is the pillar, and education is the cornerstone for every human and economic development. It starts from the cradle and that is where the tap root is formed. Without effective education at the childhood level, the future is bleak.

Functional education in every human endeavour cannot be overlooked because it is seen as the cornerstone of every development. It forms the basis for literacy, skill acquisition, technological advancement as well as the ability to harness the natural resources of the country for optimum productivity.

Educational institutions should be properly managed because according to Nwankwo in Emenike (2003) Management in Education aims at using both human and material resources available to educational system for the realisation of educational objectives. It is only when the objectives of education are realised that the gains of education will manifest. It is always maintained that for full development of an individual, education plays one of the major role. In this unit the concept of management, childhood institutions, educational management versus educational administration, theories of management, principles, scope of school management as well as characteristics of a manager will be discussed. For one to appreciate that management is not merely handling, but a way of life that needs in-depth coordination, organisation, control and many more for better goals attainment.

2.0 OBJECTIVES

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

- define management and educational management;
- differentiate between educational management and educational administration;
- identify childhood institutions; and
- discuss theories of management.

3.0 HOW TO STUDY THIS UNIT

- Read through the entire unit and go back to ensure that you have achieved the set objectives
- Answer all questions on the activity of tutor-marked sections

4.0 WORD STUDY

- i. **UNESCO:** Is a UN education agency that means United Nation Education, Scientific and Cultural Organization
- ii. **Synonymous:** Having the same meaning
- iii. **Encompass:** to include a wide or comprehensive range

5.0 MAIN CONTENT

5.1 Meaning/Concept of Management, Educational Management and Childhood Institutions

a. Management

The term management in general usage implies the process by which a cooperative group directs actions towards common goals. Management viewed as a process/ designed to ensure the cooperation, participation, intervention and involvement in the effective achievement of a given objective (Emenike, 2003). In its classical sense, management is being in charge or being in control (Babalola, 2006).

Management is the effective organisation and utilisation of the human and material resources in a particular system for the achievement of identified objectives. It has also been defined by UNESCO (1979) in Ogunu, (2000) as “a social process which is designed to ensure cooperation, participation, intervention and involvement of others in the effective achievement of given predetermined objectives”.

According to Nte (2005) the word management developed from the classical verb having two seemingly distinct senses: to help, assist, or serve. The second usage means, to manage, direct or govern. Management is an all encompassing occupation existing since human beings first banded together in prehistoric times. Management is the act of handling the affairs of an organisation like the school. In management, the manager gives assistance to teachers, pupils, students for effective achievement of school objectives. In order words, management is the coordination of school activities in order to achieve goals effectively and efficiency.

b. Educational Management

Since management is being in charge and control, educational management is being able to handle (carefully and not wastefully) what goes on in the process of educating people so that nothing goes out of hand (Babalola, 2006). Educational management is a concept that goes along with the quest to put formal education system under control, regulation or supervision. This is an attempt to use carefully, to manage or economise available scarce resources through cooperative efforts when establishing institutions of learning.

In addition, educational management involves enrolling learners, attracting good staff, conducting teaching/learning and research, as well as graduating learners at all levels of education in an effective and efficient manner. Educational management involves some planning down to evaluation, to ensure that things are under control,

Educational management is more than supervising. The word 'supervisor' comes from 'super' (over) and 'visor' (seer). This implies that a supervisor of education or an inspector of schools is an overseer. The job is to oversee or inspect and monitor one or more of educational standards, workloads, equipment, money, material, people (especially staff and students), educational technology and time, but a manager has a wider coverage. While the supervisor is mainly concerned with the present, the manager is often concerned with the past, present and the future. Amos (1996) maintained that "not only do the managers inspect and monitor school activities; it is also his job to make predictions, to plan ahead, and to decide how things will change and develop. Educational management is all embracing and is synonymous with strategising, planning, organisation, running, governance, and supervision of the entire process of teaching and learning that takes place at all levels of the formal education system.

c. Childhood Institutions

Kalu (1982) defined childhood as a state of being of a child, the time in which persons are children; the condition or time from infancy to puberty. ExcoCrew (2004-2008) also defined childhood as the state of a child between infancy and adolescence. According to Piagetian categorisation, childhood falls into the following stages of human growth and development.

- Pre-natal, 0 -Birth
- Infancy, birth – 2years
- Early childhood, 2 -5 years
- Middle childhood, 6 - 8years
- Late childhood, 9- 11years
- Adolescence, 12 - 18years

Two major institutions for socialisation are (i) the family and (2) the school. Here, an institution is defined as an established or organised society or corporation. It is an establishment by law consisting of building structures with an organised staff structure with view to achieving goals.

In another instance, ExoCrew (2008) viewed institution as an established or organised society or corporation. It is an established or organised society or corporation; an establishment, especially of a public character, or affecting a community; a foundation; a literary institution, a charitable institution; also a building or the buildings occupied or used by such organisation; as, the Smithsonian Institution. An organisation founded and united for a specific purpose.

5.2 Educational Management versus Educational Administration

The terms educational administration and management have variously been used by authors either synonymously or distinctively. However, where it appears easier to define administration and management with appreciable distinction in education either of the terms invariably connotes more or less of the other (Oku, Emelalo & Okeke: 2008).

Babalola (2006) was of the view that educational management is synonymous with strategising, planning and organising, running governance and supervision of the entire process of teaching and learning that takes place at all levels of the formal education system. It involves some planning, organising, staffing, directing, controlling, coordinating and budgeting. Therefore “the job of education manager is to plan, design, and implement an efficient and effective learning system, responsive to the need of the learner and the society” (Kaufman, 1972).

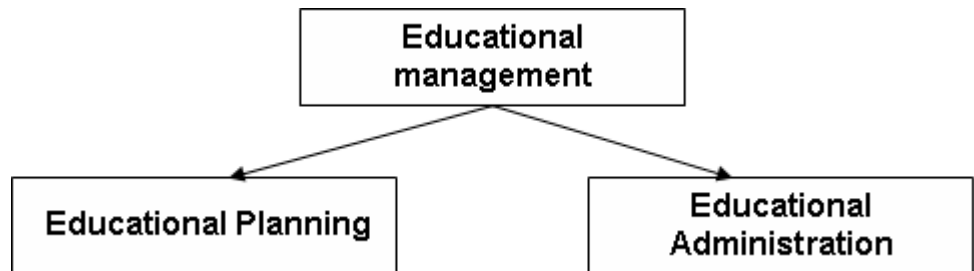
While noting the difficulty and risk of providing an all encompassing definition of the concept, Okunamiri (2008) and Nte (2007) see educational administration as “concerned with the bringing of human and material resources together for effective and functional teaching and learning in schools” and focusing on “procuring resources, articulated fragmented human efforts, optimising and maximising performance for the purposes of achieving educational goals.

In a related definition but put differently Okunamiri (1998) maintained that the educational administrator whether in the ministry of education, the school board (system administration) or in the institution or school (institutional administration) is essentially an organiser and implementer of the plans, policies and programmes meant for specific educational objectives.

While attempting to distinguish between educational management and educational administration, Okeke (2008), states that educational management to an extent encompasses educational administration and

planning. Thus put mathematically, educational administration + planning = educational management.

Figure 1: Educational Management Steps



3.2.1 Function of Educational Administration

As has been earlier stated, the function of school administration is basically that of implementation. Okunamiri, (2008) further stressed that if we generalise the term administration to include insiders (headmasters, assistant headmasters, principals, vice principals, heads of subjects) and outsiders (director general/permanent secretaries, inspectors, supervisors), the functions of school administrators would include to a greater or lesser extent the following:

- Resource and programme planning and policy making
- Provision and maintenance of funds and facilities
- Obtaining and development of personnel
- Improvement of instructional programmes
- Students personal services and
- Maintenance of effective inter-relationships within the community and external agencies.

5.3 Theories of Educational Management and its Evolution

The systematic recording and reporting of management practice started in the 20th century. These arose as a result of challenges of planning, organising leading and controlling functions which became more serious with the emergence of industrial revolution particularly in the United Kingdom in the mid-1700s. Manufacturing shifted from household setting to factory setting as a result of the industrial revolution.

Robert Owen (1771-1858), a Scottish factory owner emphasised good working conditions, cooperation and tolerance for differences in the capabilities of workers.

Andrew Ure (1778-1857), also recognised the importance of human resources, by providing tea for workers at break, medical treatment, and payment to sick bills for workers. The first person to propose a rational and systematic scientific management was Henry R. Towne (1844-1924) in his capacity as president of Yale and town manufacturing company in the United States of America.

In recent times, evolution of management theory and practice is presented by most scholars into four epochs namely:

- The classical or traditional school of management thought (1900 – 1930)
- Human Relations Movement (1930-1950)
- Behavioural Science Approach (1950)
- The Integrated or Situation Theories.

5.3.1 Classical Management Approach

The effort to resolve the critical problem of how to increase the efficiency and productivity of the work force gave rise to the study of modern management in the 20th century. This tremendous effort was termed the classical approach.

The implication of this approach to the educational system is that works have to be routinised and standardised in the ministries. Administrators of schools and teachers must also know the goals of the schools and aim to achieve them.

Teachers, pupils and workers in the education ministry need to be provided with necessary and up-to-date equipment in order to promote their works. Adequately equipped laboratories, books, visual aids, classrooms, desks, chairs, tables, other educational facilities have to be provided, and the entire educational personnel need to be well taken care of.

This approach to management can be best understood by examining it from two perspectives namely:

- Scientific Management Theory
- Classical organisation Theory

5.3.1.1 Scientific Management Theory (Fredric Winslow Taylor (1856-1915))

The birth of scientific management was credited to Fredric Winslow Taylor and he is also known as the father of scientific management.

Medical problem and the prevailing American labour situation forced him to accept employment as a labourer with the Midvale Steel Company.

Following a phenomenal series of promotions, he became Chief Engineer at the age of 31 (Babalola & Atanda, 2006). Since Taylor's focus was to apply science to answer questions about efficiency, cooperation and motivation, his ideas could be summarised within the following headings:

- Management's principal objective should be to secure maximum prosperity for the employees
- The elimination of conflict among employees to avoid obstruction of productivity
- Developing a science of management, the scientific selection and development of human resources, and personal cooperation between management and workers
- Maximum specialisation of labour to make one a specialist and master of specific tasks to ensure increased efficiency
- The key to harmony lies in discovering the one best way to do a job, determine the optimum work pace, train people to do the job properly and reward successful performance by using an incentive pay system
- Managers should know what is expected of them and see the positive benefits of achieving mutual expectations as means of ensuring cooperation
- Managers should take a more systematic approach in performing their coordination function.

Scientific management theory has been criticised principally because of its failure to understand fully the psychological and sociological aspects of work. Its assumptions that people are motivated to work primarily for monetary gain, is seen as too simplistic in the world of today.

5.3.1.2 Classical Organisation Theory

Peretomode (1991) maintained that in the early 20th century when scientific management movement was developing, another school of management thought developed concurrently. This school has been referred to by several names:

- Universal Principles Movement or Process or Functions' School
- Functional School of Thought
- Administrative Movement School – the most popular

Though there seems to be an overlap between the scientific management theory and classical organisation theory, there is also a distinction between them. While scientific management ideas, as represented in Taylor's work, focused primarily on the operative level (individuals at the workshop level) from bottom of the organisation hierarchy upwards and ignored the larger top level issues, the classical organisational theorists looked for common or universal principles that characterised successful management.

Among prominent proponents of Universal Principles of Movements were:

- Henri Fayol (1841-1925)
- Luther Gulick (1892)
- Lyndall Urwick (1943)

Henry Fayol (1841-1925)

He was a French geologist and a mining engineer, an industrial executive and a teacher of administration. He is regarded as the father of modern operational management who began his working life at the age of 19. He spent his entire working life with the same company and rose to the rank of managing director at the age of 47. He retired after his 77th birthday. He was one of the most distinguished figures which Europe contributed to the management movement and he sought to systematise the whole of management. Fayol has been aptly referred to as the 'father' of what is called the 'Administrative Processes'. Fayol contradicted the pioneering work of Taylor that managers should never deal with workers in groups rather he believed that all industrial work could be divided into groups. In his work published in 1916, he argued that management is an indispensable element in the running of all business and non-business ventures. He asserted that principles of management are universal and thus felt that managers could benefit from his practical managerial experience using the principles of planning, forecasting and setting of appropriate structure for coordinating, controlling and leading. He also felt that a manager should have enough authority to discharge his duties, and contrary to Taylor's submission, that each worker should have only one boss to avoid conflicting demands on him. Fayol identified the six key activities of an industrial undertaking as:

- Technical activities e.g. production
- Commercial activities e.g. buying and selling
- Financial activities e.g. securing capital
- Security activities e.g. safeguarding property

- Accounting activities e.g. providing financial information, Managerial activities e.g. planning, organizing, commanding, coordinating and controlling.

These managerial activities are given explanation as:

1. **Planning:** Attempts to study or forecast the future and assist in the decision-making process and in the direction of the organisation.
2. **Organising:** Establishing the organisation's structure of authority, responsibility, tasks and building up both human and material resources of the organisation.
3. **Commanding:** Means directing of subordinates and making the staff do their work.
4. **Coordinating:** All efforts need to unite, harmonise and correlate all activities of the organisation in order to achieve a common goal.
5. **Controlling:** Ensuring that everything is done in accordance with established rules and expressed command.

This classification is still useful till today.

Henri Fayol was also among the first to formulate a universal list of good management principles as a guide to management actions. Henri Fayol introduced 14 principles and they are referred to as the classical principles of management. They include:

1. Division of work based on specialisation
2. Parity of authority and responsibility
3. Discipline
4. Unity of command
5. Unity of direction
6. Subordination of individual's interest to common goal
7. Remuneration
8. Centralisation
9. Scalar chain
10. Order
11. Equity
12. Stability of personnel
13. Initiative
14. Espirit de corps

Division of work according to specialisation

- Those jobs should be broken into smaller parts.
- Individuals are to work on only a limited number of parts.
- According to specialisation.

- The manager should give an employee a specialised, separate activity to carry out.

Parity of authority and responsibility

- Authority according to Fayol is the right to give orders and the power to exact obedience.
- That employee's responsibility should be commensurate with the authority.

Discipline

- This is an outward mark of respect in accordance with formal and informal agreements between a firm and its employees.
- Objectives, rules, regulations, policies and procedures must be obeyed by each member of the organisation.
- Discipline is important because no organisation can perform effectively or work smoothly without discipline, preferably self-discipline.
- There must be penalty for disobedience or indiscipline.

Unity of Command

- That an employee should receive orders/instructions from and in return be accountable to only one person.
- No one should have more than one boss to ensure and to avoid conflicting demands on him.
- One man and one system.
- The purpose is to avoid confusion, conflict and indiscipline.

Unity of Direction

- That people engaged in the same activities should be assigned identical objective.
- One head, one plan and one objective.
- All members of an organisation must work together to accomplish common objectives.

Subordination of Individual Interests to the General Interest

- That every worker in the organisation must uphold first the organisational goals before their personal goal.
- The interest of one employee or group of employees should not prevail over those of the organisation.

Remuneration

- Workers should be rewarded adequately to enhance their morale.
- "Productivity-Pay" should be fair to both the employee and the firm.
- Remuneration should be routinised so that unreasonable overpayments are avoided.

- The compensation of all workers for services rendered should be based on systematic attempt to reward good performance.

Centralisation

- There must be a good balance between centralisation and decentralisation of authority and power.
- Extreme centralisation and decentralisation must be avoided.
- Authority should be vested into very few hands.

Scalar Chain

- Scalar denotes steps.
- The chain of authority should be clear and unbroken from top to the bottom of the organisation.
- The hierarchy from top to bottom must be defined and the line of command and all communication flow must be practiced.

Order

- Materials and people should be in the right place at the right time in order to avoid chaos or confusion.
- There should be a place for everything and everything into its place.
- Do not put the wrong person in a place because he is your own person.
- That will collapse an organisation or a system.

Equity

- This refers to justice and kindness.
- A manager should be “firm but fair” and “friendly but firm”.
- The use of rules must be tempered by a sense of kindness and justice.

Stability of Personnel

- Employees and managers must have job security in terms of income and employment.
- This is to ensure a stable group and long-term committed employees.
- Employees need to be given time to settle into their jobs, and this may take a lengthy period in the case of a manager.

Initiative

- Management should trust the capabilities and capacities of their subordinates.
- Creative thinking and the capacity to take initiative should be encouraged at all levels of the organisation within the limits of each worker’s delegated authority and defined jobs.

- This is because as human beings capable of imaginative thought, they can plan and also execute it.

Espirit de Corps

- In union there is strength.
- The spirit of morale depends on harmony, belongingness and unity among all organisational members.
- Teamwork should be encouraged among the staff.

One criticism of Fayol is that his principles do not answer questions of degree or specificity.

LUTHER GULICK (1892)

While trying to adapt and utilise the work of Fayol, Gullick tried to answer the question “what is the work of the chief executive”? He used an acronym for seven administrative procedures or activities:

POSDCORB

P	-	Planning	O	-	Organising
S	-	Staffing	D	-	Directing
Co	-	Coordinating	R	-	Reporting
B	-	Budgeting			

LYNDAL URWICK (1943)

Urwick identified twenty-nine (29) principles of efficient management or elements of administration by reviewing, analysing and synthesising the works and principles of Taylor, Fayol and others.

- | | |
|---|---|
| 1. Investigation | 16. Command |
| 2. Appropriateness | 17. Correspondence authority |
| 3. Order | 18. Assignment and correlation of function |
| 4. The coordinative principle | 19. Applicative |
| 5. The Scalar process | 20. Esprit de corps |
| 6. Leadership | 21. Initiative |
| 7. Co-ordination | 22. Selection and placement |
| 8. Control | 23. The general interest principle |
| 9. Definition – specialisation function | 24. Appropriate staffing |
| 10. Determinative | 25. Equity |
| 11. Interpretative | 26. Stability |
| 12. Centralisation | 27. Discipline, delegation, the exception planning principle, the span of control |

13. Forecasting
14. Organisation

Table 1: The Development of Administrative Science, 1900-Present

Beginning	Development Phase of Administrative Science	Pioneers
1900	Classical organisational	Taylor, Fayol, Gullick, Urwick
1930	Human relations	Follett, Mayo, Roethlisberger
1950	Behavioural science	Barnard, Simon

Source: Adapted from Hoy and Miskel (1982)

5.3.2 Human Relations Approach

This approach focuses on informal groups as a source of motivation for workers, which leads to a fuller realisation and understanding of the human factor in work situations. This approach emerged from the discoveries made by Elton Mayo (1880-1949), a Harvard Industrial Psychologist, who publicised the studies and provided interpretation of the results, and made significant contributions in the human relations movement.

The Hawthorns studies conducted from western electronic company at Cicero, United States of America showed a comparison between the use of monetary incentives on workers and regulation of physical conditions under which people worked to find out which of them enhanced workers productivity. Findings showed that production increased in both cases proportionately. But in the case of monetary incentive, dissatisfaction increased proportionately. On the other hand the regulation of physical conditions led to a sharp increase in production. It was found that by singling out some people for special treatment, the spirit of cohesiveness developed in the group; pride and anxiety led to appreciation through hard work. In this way Mayo through the Hawthorne studies established human relations as a principle in administration (Unachukwu, 1997).

On the other hand Mary Parker Follet (1868-1933), believed that the fundamental problem in all organisations was in developing and maintaining dynamic and harmonious relationships. In addition, according to Hoy and Miskel (1982), they thought that conflict was “not necessarily a wasteful outbreak of compatibilities, but a normal process

by which socially valuable differences register themselves for enrichment of all concerned”.

Follet believes that all organisational problems are essentially human relations problems. She identified ‘coordination’ as the key to building an effective organisation.

These studies are basic to the literature describing informal groups, and the study of informal groups is basic to an analysis of schools. The efforts of the best administrators at planning can be foiled if the personnel working with the administration fail to co-operate.

5.3.3 Behavioural Science Approach

The behavioural science approach was borne because the classical and human relations approaches ignored the impact of social relations and of formal structure. Hence this approach fused together the earlier approaches and added propositions and ideas drawn from sociology, psychology, political science, anthropology and economics. Hence in administrative science the focus of the behavioural science approach is work behaviour in formal organisations.

Chester Bernard (1938) and Herbert Simons (1947) were identified as some of the main promoters of behavioural science approach. Barnard provided definitions of formal and informal organisations and demonstrated the interaction between them. He further summarised the contributions of his work in terms of structure and dynamic concepts. The structural concepts he considered important were the individual, the cooperative system, the formal organisation, the complex formal organisation, and the informal organisation. His important dynamic concepts were free will, cooperation, communication, authority, the decision process and dynamic equilibrium.

Herbert Simon on his part extended Barnard’s work and used the concept of organisational equilibrium as a focal point for a formal theory of work motivation. Hence the organisation was seen as exchange system in which inducements are exchanged for work. Employees therefore remain in organisation as long as they perceive inducement as larger-than their work contributions.

In applying this approach to the educational system, there has to be a good organisation and a good atmosphere among learner’s and their teachers. This may be in form of good classroom arrangement and management or good relationships among the teachers, principals and pupils. The teaching, technology and equipment used in addition to the curriculum, and the method of quality control all have to be suitably managed to enhance learning.

5.3.4 The Integrated (Situation) Approach (1970 to date)

Here the administrative theorists tend to emphasize the relevance of the situation and the interaction between elements within the specific situations in administration. Okunamiri (2008) stressing on this, maintained that some of these theorists appear to blend aspects of the human relations and classical structuralist together. While others draw from all the schools of thought, ranging from the scientific management to the modern mathematical system theorists. The integrated or situation approach to management is encompassing the usefulness of the three (3) approaches earlier discussed. Any of them can be applied in an educational institution depending on the prevailing situation.

6.0 ACTIVITIES

1. What is Management?
2. Differentiate between Educational Management and Educational Administration
3. Who are the Scholars involved in:
 - a. Scientific Management theory
 - b. Classical Organizational theory

7.0 CONCLUSION

Management in any institution, especially educational institution like the school is indispensable. It is the recipe that propels and sustains the growth of the school especially at the childhood level. The knowledge of educational management equips the administrator or school manager to face the challenges of school administration. It develops critical thinking and exposes us to the relevant concepts and ideas for effective management of educational institutions without stress.

8.0 SUMMARY

In this unit attempts have been made to explain the concepts of management and educational management, as well as childhood institutions. The relationships between educational management and educational administration were x-rayed. Theories of educational management were highlighted and conclusion drawn.

9.0 TUTOR-MARKED ASSIGNMENT

- i. Define management.
- ii. Discuss three difference between educational management and administration.
- iii. Explain the various theories of educational management.

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UNIT 2 MANAGEMENT OF CHILDHOOD/PRIMARY INSTITUTION

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1.0 INTRODUCTION

Childhood education is all embracing and every social institution involves educational activities which lead the children to acquire behaviour-patterns, abilities and skills necessary for effective citizenship in the society in which they live (Nwokocha, 2006). Primary education is the foundation of educational development of any nation. It is the first leg of a relay race in education which when faulty, would be difficult to correct in subsequent legs (Kayode & Muda, 2007). Suffice it to say that with this key role played, the management of childhood/primary education cannot be taken for granted. The education of a child starts from infancy just like in any European or American Society. Effective socialisation of a child begins at this childhood level so the application of the management process is indispensable.

2.0 OBJECTIVES

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

- define childhood/institution;
- discuss the national policy on education in relation to primary education;
- narrate the history of primary education in Nigeria;
- explain the scope of school management; and
- identify strategies for effective management of childhood/primary institution.

3.0 HOW TO STUDY THIS UNIT

- When you have gone through this unit, you should take the time to go back and ensure that you have achieved all the objectives
- Ensure that you carry out all the self assessment exercise as well as the Tutors-marked assignment.

4.0 WORD STUDY

- **Scope-** Range Covered by an activity, Subject or topic
- **Pivotal-** Vitally important, especially in defining the outcome
- **ICT-** Information and Communication Technology
- **Social Norms-** Standard of behavior considered by a society

5.0 MAIN CONTENT

5.1 Concept of Childhood Institution

Eke (2004) referencing Organisation of African Unity (OAU) [Now African Union (AU)] Charter and other child rights documents stated that the child is a human being between 0 to 18 years of age. Conventionally, the period is divided into infancy, 0-2 years; early childhood, 2-5 years which corresponds to the preschool education years (nursery, child care centres, Kindergarten); later childhood, from 6-11 years – the primary education years; junior and senior secondary school years, 12-18 years- traditionally known as the early and late adolescent years respectively.

According to Nwokocha (2006), at the early childhood, the child is mainly able to form mental pictures of things and uses symbols in an attempt to communicate. The child's reasoning at this age is neither inductive nor deductive rather, he learns mainly by analogies. Childhood is the period during which much of the formal education of the child takes place. This stage requires a well planned and systematic

stimulation of the child's reflexes and gradual introduction of the child to rudiments of concrete operations. This stage entails recognising the needs, interests and aspirations of the child as an individual.

The **family** and the **school** are the two major institutions that begin the formation of the child. The family is the most important human institution and it is the basic building block of the larger society. It provides the desired forum for socialising the young ones of the society, regulating their lives and moulding their character. It is headed by the father/husband who is the main bread winner and by virtue of his position and duties, is a community functionary and political figure (Emofor, 1981 in Mbakwem, 2005). The mother is the home maker, the caretaker and the quick at seeing how to gain advantage of the home. The children are considered very precious and parents pray that these children should grow and become more progressive and higher than they. When families fail to do these, character and value crises assume such alarming proportion that can hasten the erosion of family cohesiveness, societal stability and value system (Mbakwem, 2005).

Each member of the family occupies a position and each position carries specific roles that are performed by the occupant of the position. Children are assigned responsibilities to perform according to their ability. In Africa, vis-à-vis Nigeria, the family may also include some close and distant relatives of the parents or, in some cases, the in-laws. Essentially, there are two major types of families, the **nuclear family** and the **extended family**.

The Nuclear/Conjugal Family: This consists of the husband, wife and their children, biological or adopted, living in the same household. Nuclear family is the simplest and most basic building block of the larger society. This is the oldest, most common and most fundamental of human institutions. It is the reciprocal exchange of services and obligations of members of this group that constitutes a fundamental aspect of the workings of any given society (Awe, 2000).

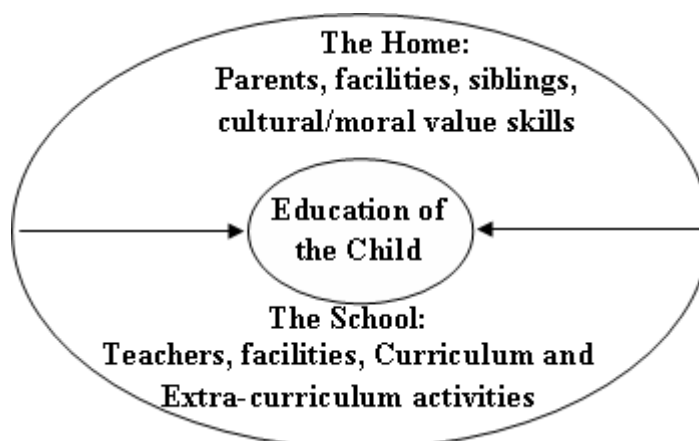
The Extended Family: This consists of the nuclear family incorporating into the household, on a permanent basis, other persons who are usually relatives such as cousins, brothers, sisters, aunts, uncles or grandparents. A major advantage of this structure is the companionship and reciprocity of goods and services while the dependency of some individuals of the family on others is its worrisome shortfall. Awe (2000) further stated that the family whether nuclear or extended is seen as the main reference point of character – building and the qualitative development of man. The management of the childhood institution begins from the family. It is this family that sends the children to school for formal education.

The School: A school is a formal institution for educating children which includes pre-primary, primary and secondary. The introduction of western form of education in Nigeria was as early as 19th century led to the evolution of formal school system of Nigerian child. These institutions – the school and the home have distinct and complementary roles to play in making an individual completely educated. But the home remains a place where the child comes from and goes to after the formal school system on a daily basis, to continue his/her education.

At a particular age, the child leaves the home for a formal school system where whatever he/she has learnt at home will be formally developed in an organised form in terms of a curriculum. This curriculum will be delivered by a person technically, specially trained and referred to as a teacher. The school is expected to complement whatever the child has brought from home in its attempt at helping him/her to fully develop into a complete person.

A major peculiarity of the school is that it is made up of individuals who come from different socio-cultural backgrounds and different levels of exposure who are put together in the same classrooms and schools to mutually interact and learn. The child also learns additional things through the interaction he/she has with his/her mates in the school system. The school is thus a melting point. The school is positioned to continue the efforts at producing persons of character for the continued survival and development of our country. With this there is a strong relationship between the home and the school in the education of the child. Education of the Child can be represented diagrammatically as in figure 2

Figure 2: Agent Responsible for Education of the child



Source: The Agents Responsible for Education of the Child

Types of Childhood Institutions (Formal)

1. Early Childhood/Pre-primary-Day care, Nursery Education, Kindergarten & School for exceptionally handicapped children
2. Late Childhood – Primary & Junior Secondary

5.2 Scope of School Management in Childhood Institution

The childhood institution management revolves around certain mandatory operational areas. According to Emenike (2003) these areas are needed for the achievement of educational goals and objectives. It is the responsibility of the school manager or administrator – head teacher, principal etc., to procure and manage human, financial and material resources for effective implementation of the school programmes and for maintenance of the school, especially at the childhood level.

Renowned scholars like Campbell et al in Lipham and Hoeh (1974) and Akpa, G.O. (2002) are all in agreement that the scope of childhood institution traditionally covers:

1. Staff personnel administration
2. Curriculum and instruction
3. Pupil personnel administration
4. School community relationship
5. Physical facilities
6. Finance and business management

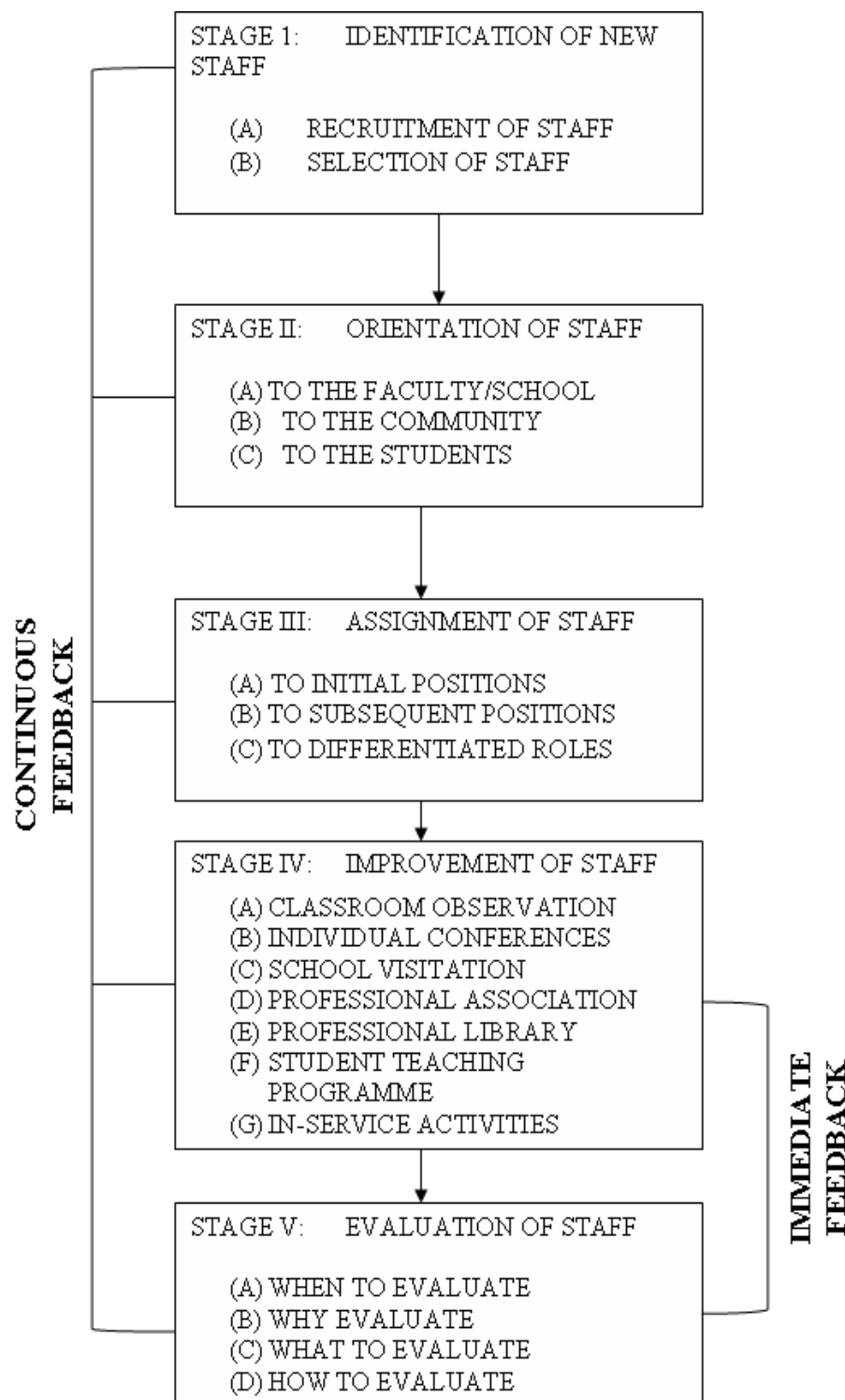
5.2.1 Staff Personnel Administration

One of the most important areas in school administration is that of personnel. Staff personnel embrace both teaching and non-teaching staff – teachers, secretarial staff, business office employees (bursar's office), drivers, custodial staff and cafeteria workers. The school manager must think not only about the large number of teachers but the others too who directly facilitate the educational programme. Under staff personnel administration, the manager performs the following functions:

- Identification of the need for new staff members
- Recruitment and selection of staff
- Orientation of staff
- Assign duties to staff
- Staff development
- Staff evaluation

It is the responsibility of the pre-primary and primary head teacher to see that these functions are implemented. These functions are diagrammatically represented below:

Figure 3: Model of Leadership Role in Staff Personnel Functions



Source: *Adapted from Lipham and Hoeh (Jr.) Pg. 234*

5.2.2 Curriculum and Instruction

This is the “why” we are in school. It is one of the most important responsibilities of a school administrator and his primary function

contributes in curriculum and instruction development. Every other task of responsibility directly or indirectly facilitates effective and efficient teaching and learning. School inculcates worthwhile values, attitudes, skills and competencies to pupils/students to produce required quality products. All these contributions are involved in the curriculum and instruction. Mgbodile, (1997) identified two dimensions of the competence of instruction programmes as shown in table 1.5

Table 1.5: Maintenance activities and Programme improvements

Maintenance activities	Programme improvements
-Refers to routine teaching and other activities	-Involves careful attention to motivating staff to high degree of devotion and commitment for higher productivity.
-Aims at providing instruction in accordance with the existing school curriculum and educational objectives	-Achieved through the reduction of broad goals and objectives into measurable behavioural outcomes.
-Determining the educational needs, stating objectives, planning and implementing instructional change, assessing the community context of education and evaluating outcomes	-Directing attention to human and material inputs and processes needed to change and improve the educational programme.
	-And the assessment of the products with adequate evaluation techniques and procedures.

Source: Mgbodule (1997).

5.2.3 Pupil Personnel Administration

This responsibility involves all the activities and services that are rendered to the pupils/students for the achievements of the educational objectives which are not the normal classroom instructions (Emenike, 2004). They include:

- Admission, registration and classification of students.
- Provision of adequate teaching and learning facilities and conducive learning environment.
- Evaluation and reporting of student's progress.
- Provision of guidance and counselling, health and safety programmes.
- Enforcement of discipline with humanitarian touch rather than the custodian approach in applying of the doctrine of in-loco-parents i.e. in place of parents.
- Care of boarding/food or transportation.

5.2.4 School Community Relationship

The school and the community are two institutions of man which are inseparable. The school exists for the community and the community on the other hand exists and acts as client to the school. Thou, without the community there would not be school (Ezeocha, 1990). This is another task area of the school administrator, to link the community to the school. School community relations is defined as a genuine cooperation in planning and working for good of the school with the public giving as well as receiving ideas (Okeke, 1997). Nnabuo and Emenalo (2002) see school-community relations as series of planned activities and media through which the schools seek to learn about their community and inform them when necessary, of the purposes, programmes, problems and the needs of the school. It is a two way process and ensures the flow of ideas between the school and the community with the intent to provide mutual understanding and effective work team. Bortner (1965) argued that it is a series of planned activities of media through which the school seeks to:

1. Learn about their community
2. Inform the community about, and interpret when necessary, the purpose, programmes, problems and needs of the schools
3. Involve the community in planning and evaluating school policies and progress.

This school – community relations is crucial for school administration because the school does not operate in a social and geographical vacuum. Both the school and the community are in a continuous process of interaction and rapid change. School needs the support, approval, acceptance and appreciation of other communities in order to thrive since it derives its strength and existence from the community it is situated. The Parents Teacher Association (PTA), Board of Governors (B.O.G.), Alumni Association, Local Government Education Authority (LGEA), Ministry of Education, Social clubs, and Town unions are some agencies within the community that can be of great help to the school.

5.2.5 Physical Facilities

Nwagwu (1978), Ogunsaju (1980) and Asiabaka (2008) maintain that the quality of education that children receive bears direct relevance to the availability or lack of physical facilities and overall atmosphere in which learning takes place. These facilities play vital pivotal role in the actualisation of educational goals and objectives by satisfying the physical and emotional needs of staff and students of the school.

Putting it succinctly, facilities are those factors or things the worker needs, to make his production efforts noticeable. School facilities are the operational inputs of every institutional programme.

The school is like a manufacturing organisation where plants and equipment must be in top operational shape to produce result (Ehiametalor, 2001). Efficiency and effectiveness in the production function depends on how well the plants and materials are being maintained. The school manager must ensure that facilities are working efficiently because it is necessary for utmost learning achievement. Modern infrastructural facilities like ICT facilities are not only important, but should be available in this era of accelerating technology development. A direct relationship exists between the quality of school facilities provided and the quality of products of the school.

There are two types of school facilities:

- Direct teaching facilities
- Non-teaching facilities

Direct teaching facilities have direct relevance for the educative process, while non-teaching facilities are facilities which have indirect relevance for the educative process. They include school buildings, equipments, school records and books. The latest is the Information Communication Technology equipments. Maintenance of school facilities must be taken seriously.

5.2.6 Finance and Business Management

Business management or business administration as it relates to childhood school is an integral but well defined part of educational administration. It plays a very important role in the full realisation of the objectives of educational institutions. According to Ezeocha (1990) business management of schools could be defined as “that phase of school administration that is primarily concerned with procuring, expending, accounting for, protecting, organising and maintaining fiscal and material resources in an efficient manner so that human resources and efforts are aided in achieving educational goals”. Finance here means funds.

In its operation school business management touches on: budgeting and administration, procuring and handling of funds, purchasing or the expenditure of funds, inventory, accounting, auditing, financial reporting, cost analysis, maintaining property, insurance, programming, cafeteria operation, and supporting such school services like health, meal, library, transportation and recreational services. School business is

a profit oriented programme, which includes receipts and disbursement of funds, construction and maintenance operations, as success is measured in terms of accomplishment of school business objectives.

5.3 National Policy on Education and pre-primary and Primary Education in Nigeria

According to the National Policy on Education (NPE, FRN, 2004) “Early childhood/pre-primary education is the education given in an educational institution to children prior to their entry to primary school”. It includes the crèche, the nursery and the kindergarten. The responsibilities of the government for pre-primary education shall be to:

1. Promote the training of qualified pre-primary school teachers in adequate number.
2. Contribute to the development of suitable curriculum.
3. Supervise and control the quality of such institutions.
4. Establish pre-primary sections in existing public schools.

The purpose of pre-primary education shall be to:

- a. effect a smooth transition from the home to the school
- b. prepare the child for the primary level of education
- c. provide adequate care and supervision for the children while their parents are at work (on the farm, in the markets, offices etc.)
- d. inculcate social norms
- e. inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music, and playing with toys, etc
- f. develop a sense of co-operation and team spirit
- g. teach good habits, especially good health habits and
- h. teach the rudiments of numbers, letters, colours, shapes, forms, etc. through play.

According to Anowor (2006) the national policy on education represents a culminating point in the formulation of Nigeria’s education policy at the federal level. Pre-primary and primary education features prominently in its 4th edition (2004). Even before their detailed treatment under section 2 of the policy document, it is made an item under subsection of section 1, dealing with Nigeria’s philosophy of education. Accordingly, subsection 4(c) provides that every Nigerian child shall have a right to equal educational opportunities based on the provision of equal access to educational opportunities for all citizens at the primary as well as the secondary and tertiary levels. Furthermore, subsection 9(e) provide for universal basic education in a variety of forms for all citizens.

As a follow-up to the provisions on the early stages of education under the philosophy of Nigerian education, the national policy in its section 3, and 4 makes elaborate policy statements on early childhood/pre-primary education and basic education that includes primary education. Apart from making early childhood and basic education all – inclusive in respect of children and adults for nine-year duration, the sections give details of the responsibilities of the government and corresponding plans of action to be taken in pursuance of identified goals. In this way, the current national education policy goes beyond the formulation and enactment phase to the stage of planning of implementation.

Issues Relating to the National Policy on Education Document

Having provided the genesis of educational policies in Nigeria with a focus on the pre-primary and primary levels, issues relating to the planning and implementation of the epitome of the policies represented by the current national policy on education will be examined. On assumption, it is taken that the current national policy on education had successfully passed through the initial processes of formulation, evaluation and adoption. Examination of issues relating to the application of the policy is our focus.

Planning Provisions

It has already been pointed out that the section of the current policy document dealing with early childhood and primary education contains a plan of actions to be taken by the government in pursuance of the goals set out in the policy component. Thus section 2, article 12 provides that for early childhood/pre-primary education, government responsibilities shall be:

- (i) To promote the training of qualified pre-primary school teachers in adequate number
- (ii) Contribute to the development of school curriculum
- (iii) Supervise and control the quality of such institutions and
- (iv) Establish pre-primary sections in existing public schools.

In the same section, the policy under article 14 provides that government shall take specific steps as follows:

- (a) Establish pre-primary sections in existing public schools and encourage both community/private effort in the provision of primary education
- (b) Make provision in teacher education programmes for specialisation in early childhood education

- (c) Ensure that the medium of instruction is principally the mother tongue or the language of the immediate environment, and to this end
 - (i) Develop the autography of many more Nigerian languages and
 - (ii) Produce textbooks in Nigerian languages
- (d) Ensure that the main method of teaching at this level shall be through play and that the curriculum of teacher education is oriented to achieve this, and regulate and control the operation of pre-primary education particularly by ensuring a teacher – pupil ratio of 1:25
- (e) Set and monitor minimum standard for early childcare centres in the country
- (f) Ensure full participation of government, communities and teachers in the running and maintenance of early childhood education facilities.

Similarly, section 4 of the policy articulates in article 19 steps to be taken in pursuance of the goals set for the 6-year primary education system as follows:

- (a) Making primary education tuition-free, universal and compulsory
- (b) Specifying subjects to be included in the curriculum for primary education
- (c) Specifying five educational services to be provided
 - (i) School library
 - (ii) Basic health scheme
 - (iii) Counselling
 - (iv) Educational resource centre
 - (v) Specialist teachers of selected subjects
- (d) Ensuring that teaching shall be by practical, exploratory and experimental methods
- (e) Ensuring that the medium of instruction in primary school is the language of the environment for the first three years with English being taught as a subject
- (g) Ensuring that from the fourth year, English is progressively used as a medium of instruction while the language of the immediate environment and French shall be taught as subjects
Ensuring that the teacher – pupil ratio is 1:35
- (h) Ensuring that advancement from one class to another is by continuous assessment
- (i) Ensuring that primary school leaving certificate is based only on continuous assessment and shall be issued locally by the head teacher of the school
- (j) Ensuring that the state governments integrate formal basic education curriculum into Koranic and Islamic schools; and that

- special efforts are made by all appropriate agencies to encourage parents to send their daughters to school
- (k) Ensuring that everything possible is done to discourage the incidence of dropping out at the primary level of education and that where this occurs provision is made in the context of adult and non-formal education to enable such early leavers to continue with their education
 - (l) Ensuring that government welcomes the contributions of voluntary agencies, communities and private individuals in the establishment and management of primary schools as long as they meet the minimum standards laid down by the federal government.
 - (m) Ensuring that government provides basic infrastructure and training for the realisation of the goal of integrating information and communication technology (ICT) into education at the primary school level.

Issues Arising

The key issue arising from the planning stage of the national policy on education is the extent to which the planned actions take care of the set objectives. In the case of early childhood or pre-primary education, the planned actions do not appear to be geared directly towards the achievement of the objectives set out under “purpose” in article 13. The planned actions do not appear to specifically take care of the following set objectives:

- (a) Effect a smooth transition from the home to the school
- (b) Prepare the child for the primary level of education
- (c) Provide adequate care and supervision for the children while their parents are at work
- (d) Inculcate social norms
- (e) Inculcate in the child the spirit of inquiry and creativity through the exploration of nature, the environment, art and music
- (f) Develop a sense of cooperation and team spirit
- (g) Learn good habits especially good health habits.

This scenario leaves only one out of the eight set objectives, namely teaching through the play-way methods, specifically taken care of by planned action (Anowor, 2006).

Similarly, a close scrutiny of the 6 – year primary education system as provided for in the national policy document reveals that out of the seven goals of primary education, those not directly taken care of by the planned actions include the following:

- Article 18(b)** - Lay a sound basis for scientific and reflective thinking;
- Article 18(d)** - Mould the character and develop sound attitude and morals in the child;
- Article 12(e)** - develop in child the ability to adapt to the child's changing environment;
- Article 13(f)** - give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limit of the child's capacity.
- Article 14(g)** - provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality.

This means that only two out of the seven goals are directly taken care of by the planned actions. Furthermore, the actions planned in pursuance of the two goals namely; permanent literacy and numeracy and citizenship education are by no means adequate since the actions consist of mere classroom teaching to be assessed through conventional school examinations. The nebulous provision in the action plan that teaching shall be by practical, exploratory and experimental methods is clearly inadequate for the inculcation of permanent literacy and numeracy, ability to communicate effectively and citizenship that form part of the set goals of primary education (Anowor, 1991:). These observed lapses imply that the action plan is rendered inadequate for the achievement of the set goals.

Another issue arising with regard to planning is that of determining and making provision for the required resources. Unfortunately, the current national policy document does not appear to include a plan for the provision of specified resources in pursuance of the set goals of pre-primary and primary education. In the case of pre-primary education government's responsibility in the area of resource provision is expressed in such vague terms as promoting teacher training, contributing to curriculum development and establishing pre-primary sections in public schools.

In the area of primary education, the policy is equally vague on provision of resources. Despite the statement that primary education shall be tuition-free, universal and compulsory; the section on the action plan contains no definite provision for the supply of specified resources. The Federal Government went ahead to make pronouncements welcoming the contributions of voluntary agencies, communities and private individuals alongside those provided by the State and Local Governments, and went ahead to provide basic infrastructural and

training for the realisation of the information and communication technology (ICT) goals.

In the area of planning, there is a section of the national policy that contains provisions on a 9 years basic education system whereby the first 6 years are meant to coincide with the primary level in terms of specific goals. This section is so scanty that it does not make provision for separate actions to be taken in realisation of the new 9 years free and compulsory tier of the Nigerian education system that appears to be a merger of two previously separate tiers namely: the primary and the junior secondary. There is the impression that the new tier of education supersedes the earlier provision of a four-tier 6-3-3-4 system. There is nothing in the current policy document to guide educational planning and implementation in the area of the new basic education level of education.

5.0 ACTIVITIES

- 1 What do you understand by Childhood Institutions?
- 2 Identify the agents responsible for the education of the Child and other factor supporting them.
- 3 What is the responsibility of the government with regards to pre-primary education?

6.0 CONCLUSION

It has been discovered that childhood education especially at the primary level is the first leg of a relay race which when faulty will be difficult to correct in subsequently legs. Therefore management of childhood institutions must never be taken for granted.

Managers must be properly exposed to the task areas of their responsibilities. They must be properly guided by the national policy on education. Areas deficient in the action plan should be looked into for amendment.

7.0 ASSIGNMENT

1. As a School administrator, identify five (5) areas of your operational activities in the school system.
2. Give a Critique of national policy on Education as it relates to Childhood education i.e. early childhood, pre-primary and primary education levels

8.0 SUMMARY

In this unit issues discussed include; the concept of childhood/institution, the national policy on education as it relates to childhood levels, brief history of primary education growth in Nigeria, scope of school management as well as issues arising from national policy and action plan.

9.0 TUTOR-MARKED ASSIGNMENT

- i. Define the concept of childhood institution?
- ii. Discuss the two major institutions that begin the formation of the child?
- iii. Outline and discuss the task areas of a school manager.
- iv. Critique the national policy on education in relation to action plan at the pre-primary and primary levels.

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UNIT 3 THE CONCEPT, TYPES AND PRINCIPLES OF ORGANISATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 How to study this unit
- 4.0 Main Content
 - 4.1 Definition of Organisation
 - 4.2 Types of Organisation
 - 4.2.1 Formal Organisation
 - 4.2.2 Informal Organisation
 - 4.3 Principles of Organisation
 - 4.4 Organisational Function
- 5.0 Activities
- 6.0 Conclusion
- 7.0 Summary
- 8.0 Tutor-Marked Assignment
- 9.0 References/Further Reading

1.0 INTRODUCTION

An organisation arises when a group of people come together to strive towards a common purpose. A school is an organisation whose objectives include the promotion of knowledge and the development of certain attitude among its members (Ezeocha, 1990). An organisation involves many participants as well as diverse operations. Examples of organisations include schools, industries, hospitals, banks, churches, universities, NIPOST etc. They are set up to achieve specific purpose.

The school as an organisation comprises of a group of people bound together in a formal relationship to achieve organisational goals (Achunine, 2007). School organisation also connotes the concept of a progress of organising work, people and material for the achievement of objectives.

Generally, individuals spend so much of their lives in some form of organisation. By the study of organisations in general, the students would be enabled not only to think about and come to grips with the problems and issues in the field of educational administration but also widen and improve their vision; emphasize functional and dysfunctional goals for organisations; and understand the dynamics of group processes (Okeke, 1985). The word organisation connotes two concepts:

1. an entity, a group
2. a process

As an entity, a group e.g. schools, churches, industrial organisations, government ministries, social clubs, the army etc.

2.0 OBJECTIVES

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

- define the concept of organisation;
- identify types of organisation;
- describe organisational functions;
- discuss organisational relationships; and
- explain organisational control.

3.0 HOW TO STUDY THIS UNIT

- When you complete this unit, make sure that you go back and check to see that you have achieved the set objectives.
- To evaluate your learning by yourself, make sure to carry out all the self assessment and tutor-marked exercises.

4.0 MAIN CONTENT

4.1 Definition of Organisation

Organisation has been defined by scholars in various ways. Essentially, an organisation is a purposeful social unit whose components include functions. Okeke (1985) opines that in management study, organisation can refer to the structure of relationships among individuals.

Ezeocha (1990) defines an organisation as the means by which all group enterprises are given socially acceptable purposes and made capable of efficient operation. In other words, organisations are primarily complex goal-seeking units.

Barnard (1938) conceived of organisations as equilibrium systems of co-ordinated effort in which participants make contributions in turn for inducements. On the other hand Penow (1967) conceptualized complex organisations in terms of their technologies or work done. Okeke (1985) deduced from the above viewpoints that organisation is primarily seen as systems for getting work done, for applying techniques to the problem of altering materials – people, symbol or things. This implies that an organisation may be viewed as a system, process, procedure, or

designated as a product of the process. There are other perceptions which contrast with the above definition, that see organisations as either co-operative systems, institutions or decision-making systems.

Organisations as a system compose of a set of inter-dependent parts which have needs for survival, have and take actions. Organisation has elements which include communication, willingness to serve, and common purpose among others.

SELF ASSESSMENT EXERCISE 1

Give an overview of what an organisation is?

4.2 Types of Organisation

Primarily, there are two types of organisations

1. Formal organisation and
2. Informal organisation

4.2.1 Formal Organisation

A formal organisation is an assembly of individuals who perform distinct but inter-related and co-ordinated function(s) in order that one or more tasks or objectives can be accomplished. Examples include schools, civil service organisation as “consciously constituted and systematically operated groups of people that bind themselves together for the purpose of achieving a definite or definite purposes”. From the fore going, organisations are made up of persons who must be able to communicate with each other. They must be people who are willing to contribute their action with the purpose of accomplishing a common purpose. Three elements are glaring in an organisation:-

- Communication,
- Willingness to contribute and
- Common purpose.

In a typical school, the head teacher delegates tasks and responsibilities in lessening degrees of importance to his/her deputy, the academic departmental heads, prefects, members of house, class and games organisations, and societies. All these organisations (clubs) will facilitate the accomplishment of objectives and goals of the institution. The vitality of organisations lies in the willingness of the individuals to contribute forces to the cooperative system. The life of organisations depends upon the organisation’s effectiveness and efficiency; therefore

organisations depend on the motives of individuals and the inducements with which the organisation can satisfy the individuals. Other business organisations are profit-making while the ideal school organisation is not.

4.2.2 Informal Organisation

It is a generally observed experience that people frequently or even necessarily interact with each other whenever they come in contact even though their interaction is not caused by any deliberate constitution (Ukeje, Akabuogu Ndu, 1992). The contact itself may arise accidentally, or coincidentally. It may be friendly or hostile, but whatever may be its origin, this very contact by itself changes the knowledge, experience, attitudes, emotions and opinions of the individuals that are in contact. As a result such terms as “Mob psychology”, “consensus of opinion”, “public opinion” were conceived. It is this haphazard and amorphous alignment of groups of people that is called informal organisations.

It is a dynamic structure composed of special interest groups. Membership tends to be voluntary and terminates when the present members leave (Okeke, 1985). The systems of inter-personal relations are formed to affect decisions made in the formal organisations. Barnard (1938:115) in Ukeje *et al.* (1992) describes informal organisation as “the aggregate of the groupings of the personal contacts and interactions and associated groupings of people”. The informal groups often generate enough power to bring about significant changes in the nature of formal organisations (Ezeocha, 1990).

4.3 Principles of Organisation

Every organisation exists with guide lines and principles. The following are some of such:

- a. Purpose
- b. Unity of objective
- c. Span of control or authority
- d. The personal nature of organisation
- e. Delegation
- f. Responsibility and Authority
- g. Specialisation
- h. Unity of command
- i. The Exception Principle. (Okeke, 1985).

- a. **Purpose** – Organisations are created and modified to accomplish recognised purposes through allocating and delegating responsibilities, authority and obligations.

- b. **Unity of Objective** – All component part of the organisation must contribute to the attainment of the objective of the enterprise. In any given organisation, it is expected that there must be harmony between the objectives of a subordinate and the objectives of the enterprise.
- c. **Span of Control or Authority** – There are definite limits to the number of subordinates that can be effectively managed or supervised by a single executive. It relates to delegation of responsibilities. It also refers to the range or number of subordinates a super-ordinate can effectively supervise.
- d. **The Personal Nature of Organisation** – Responsibility is essentially personal since the organisation is a process of relating persons and responsibilities. The acceptance of a responsibility on the other hand creates obligation which is also personal.
- e. **Delegation** – Authority should be delegated and delegated from top to bottom. Delegation of responsibility and authority connotes giving members of the organisation certain jobs to perform and matching the assignments with authority to execute the functions. An executive must have authority to get things done.
- f. **Responsibility and Authority**- Authority is the right to command, do certain things or refrain from doing certain things. Authority must be equal to responsibility. Authority is the institutional manifestation of power.
- g. **Specialisation** – Responsibilities are divided into parts in effective organisation. This permits specialisation and increases efficiency. Organisations also specify the combination and coordination of their specialised parts.
- h. **Unity of Command** – Refers to the need for the subordinates to be responsible to only one superior for effective coordination of plans and group efforts. Where this is lacking, conflict will arise.
- i. **The Exception Principle** – Advocated by Frederick W. Taylor. It advanced the reasoning that where decisions recur frequently, it should be reduced to a routine and be delegated to subordinates while more important issues and exceptional matters are left for the superiors.

4.4 Organisational Functions

Although each organisation is unique, the activities of every organisation can be modelled by a common set of organisational functions (Emenike 2003) the school inclusive. The following are some functions of organisations:

- (i) **Revenue Generation Function** – Generating funds for the organisation which can be supported by computer-based system.
- (ii) **Purchasing Function** – Consists of activities necessary for acquisition of goods and services from outside vendors. To

account for expenses, and to make payment on a timely and cost-effective basis, data are stored in the data-base.

(iii) **Personnel and Payroll Function-** The purpose here is to hire, pay, account for, and administer employees. Several different payroll systems exist in many businesses. There are two fundamental subsystems which include personal and payroll subsystem. Figure 5 shows details.

- The personnel subsystem
- The payroll subsystem

Figure 5: personal and payroll subsystems.

The Personnel Subsystem	The Payroll subsystem
- Keeps track of jobs, people, assignments	- Produces pay checks
- Employee reviews	- Accounts for vacation and sick leave
- Authorised pay rates and so forth	- Keeps tracks of taxes and other accounting functions

The personnel and payroll departments each maintains its own files and acts independently of one another. It is a task to operate a payroll system.

- (iv) **Asset Control Function:** The purpose is to manage the account for the organisation’s assets such as cash investments and capital assets such as inventories, equipment, land and buildings. Asset management does not necessarily imply physical control over and protection of assets. Such protection must often be delegated. The finance/treasury department has the most substantial role in asset control. Capital assets are managed differently. An inventory of equipment is kept in the inventory file.
- (v) **Product development and planning functions:** The aim is to develop a plan of action that will accomplish the overall functional goals and objectives of the organisation. This plan must include a description of the products and services to be sold. The sales and marketing plans, objectives and quotas for those products and the budget for each section, should follow while fulfilling the plan.
- (vi) **Manufacturing Function:** This is broad and complicated. Various companies manufacture various items. There are so many activities involved in manufacturing e.g. inventory management, machine scheduling, labour management, robotics, factory automation, quality control and others. In educational

institutions, we have different faculties, departments, sections that train specialist in different fields.

- (vii) **Accounting Function-** This includes receivable i.e. revenue generation, accounts payable i.e. purchasing, personnel and payroll, and budgeting for product development and planning.

Organizational control must be coordinated so as to generate integrated responses for effectiveness and efficiency.

As a school manager list ten functions you are expected to perform in school.

5.0 ACTIVITIES

- Write two similarities and differences between formal and informal organizations
- List at least seven (7) principals of organizations
- List ten (10) functions a school manager is expected to perform

6.0 CONCLUSION

Generally, individuals spend so much of their lives in some form of organizational membership. Administrative processes whether in the schools/institutions or industries/companies take place within the organization. The study of organization would enable students of educational management to think critically and come to grips with problems and issues in the field.

7.0 SUMMARY

This unit has dealt with the definition and types of organization, principles of organization, organizational functions and control, as well as organizational relationships.

8.0 TUTOR-MARKED ASSIGNMENT

- i. Define organization
- ii. Explain the types of organization
- iii. Outline and discuss the principles of organization
- iv. Do organizations have functions? Discuss.

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UNIT 4 THEORIES OF ORGANISATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 How to study this unit
- 4.0 Word Study
- 5.0 Main Content
 - 5.1 Max Weber's Theory of Bureaucracy
 - 5.1.1 Elements /Key Features of Bureaucracy
 - 5.2 Getzel and Guba's Theory of Organisational Behaviour
 - 5.3 System Theory
 - 5.3.1 Basic Systems Concepts of Relevance to Educational Organisation
 - 5.4 McGregor's Theory of Human Motivation
- 6.0 Activities
- 7.0 Conclusion
- 8.0 Summary
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1.0 INTRODUCTION

The search for greater efficiency and effectiveness in the management of organisations to produce better results led to the development of theories. Development of Organisational theory constitutes a fundamental area of study in educational management. Management of school has become increasingly complex. Nwankwo (1982:15) reports that "those who will administer schools must have both adequate experience and proper administrative training in order to cope with the challenging context of school administration". Decisions are no longer taken alone by school administrators concerning inputs on both human and material resources. Government, parents and other external agencies make decisions about funds, equipment, student admission and programmes. It is to cope with these challenges created by different policies that these theories and strategies are advocated for schools.

2.0 OBJECTIVES

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

- identify and explain the various theories of organisation;
- identify element of bureaucracy;
- describe five features of bureaucracy; and

- critique the functions and dysfunctions of the Weberian Bureaucratic model.

3.0 HOW TO STUDY THIS UNIT

- Make sure that you have gone through the unit thoroughly and ensure that you have achieved the set objectives.
- To enhance your understanding of the unit, make sure you carry out all self-assessment and tutor-marked activities.

4.0 WORD STUDY

- **Hierarchy**-formally ranked group
- **Orientation**-Introductory session
- **Dysfunction**-failure to perform

5.0 MAIN CONTENT

5.1 Max Weber's Theory of Bureaucracy

Bureaucracy refers to a specific form of social organisation for administrative purposes. (Ukeje, Okorie & Nwagbara, 1992). It possesses a formal structure characterised by clearly defined pattern of activities in which every series of action is functionally related. A German sociologist, Max Weber was the first scholar to systematically describe the characteristics of bureaucracy in the industrial society of Western Europe.

Weber conceived bureaucracy as a theory of organisations best suited to the needs of large and complex enterprises that perform services for a large number of clients. In his concept of bureaucracy, he attempts to minimise the frustrations and irrationality of large organisations in which the relationships between management and workers were based on traditions of class privilege.

Bureaucracy is a rational response to and administrative strategy for the demands of complex organisations for systematic efficiency. According to Max Weber, it is a reaction against the patrimony and patriarchal leadership that characterised human organisation of his time. He saw this type of administration as the most efficient because it was designed to provide maximum rationality in human behaviour.

5.1.1 Elements /Key Features of Bureaucracy

- a. **Clear division of labour** - Each job is well defined, understood and routinised. Official duties and powers are legitimised by possession of specialised spheres of work competence. This is based on specialisation (Peretomode, 1991).
- b. **A well – defined Hierarchy of Authority** - A system of graded authority. Each lower office is under the control and supervision of a higher one (supervisor – subordinate relationship).
- c. **Rules and regulations** - Rules, policies and procedures guide the behaviours of employees. Rules and regulations spell out the rights and duties inherent in each position. This helps to coordinate activities in the hierarchy and ensure uniformity and stability of employee action.
- d. **Impersonal Orientation** - Workers are to conduct their duties with a sense of personal detachment in order to minimise favouritism in the application of rules and policies, in the enforcement of discipline and in the rewarding of employees. This is to ensure equality of treatment and facilitate rationality on the part of administrators and teachers.
- e. **Career Orientation** - Employment based on technical qualifications that is official, is made and placed on the basis of technical competence, not considerations based on social status or political considerations. Rigid and equitable selection criteria are to be used to hire candidates for vacant jobs. In this type of career orientation, Weber maintains that promotion will be based on seniority, achievement or both.
- f. **Written Records/Documentation** - This involves recording of all administrative acts, decisions, rules, instructions and plans. Modern institutions like schools, colleges and universities have many of the characteristics enumerated by Weber.

Table 2: Critique of Functions and Dysfunctions of Weberian Bureaucracy

Bureaucratic Characteristics	Function	Dysfunction
Division of labour	Expertise	Boredom
Impersonal orientation	Rationality	Lack of morals
Hierarchy of authority	Discipline compliance, coordination	Communication blocks
Rules and regulations	Continuity and uniformity	Rigidity and goal displacement
Career orientation	Incentive	Conflict between achievement and

		seniority.
Written records / documentation	Democracy, predictability and stability	Costs of controls, impersonality, anxiety, limitations of categorisation.

Source: Adapted from Peretomode (1991) Educational Administration, Applied Concepts and Theoretic Perspectives pg 53. From Hoy & Miskel (1987)

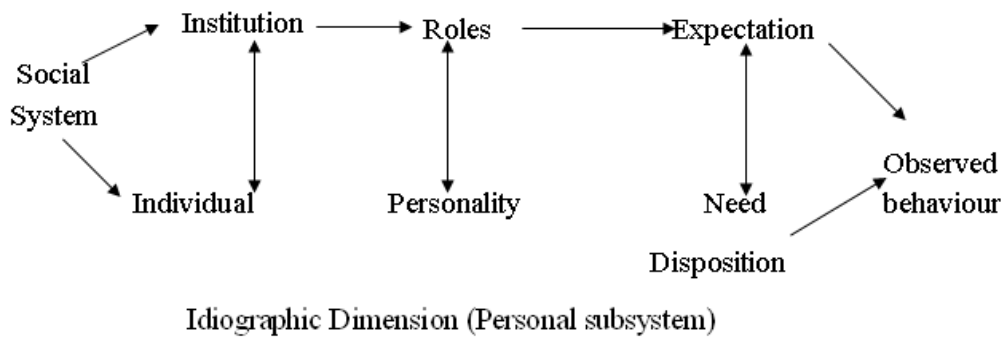
Dysfunctions of bureaucracy occur when there is inadequate discipline, division of labour and monitoring. That is why Weber stated that even though bureaucratic model is the best suited to social organisations, in ideal circumstances; he recognised that the rational– legal – bureaucracy will not be filled in all social, economic contexts. Weber himself warned against the dangers of “Massive Uncontrollable Bureaucracies”. He acknowledges that different societal context would produce the form of organisations best suited to their particular needs.

5.2 Getzel and Guba’s Theory of Organisational Behaviour

Obi (2003) opined that this theory is based on the assumption that the achievement of a social system, irrespective of the nature of the task, requires the combined efforts of a number of people with varying functions and responsibilities, whose position in the social system are usually vertically arranged to establish the relationships between the superiors and the subordinates (Morphet, Johnis & Reller, 1974).

Getzel and Guba presented two elements (subsystems) of a social system. The first is the institutional subsystem which they define in terms of certain roles and expectations which are organised to achieve the goals of the system. These institutional elements which Getzel and Guba labelled the Nomothetic Dimension, explain the behaviour of individuals in terms of dominant roles and expectations aimed at achieving goals. The second is the Personality Subsystem which embraces the personalities and needs of the people in the system who provides the energy to achieve goals. These personalities and needs explain behaviour in psychological terms with respect to the unique personalities and need – dispositions of the individuals. Getzel and Guba called the personality subsystem the Idiographic Dimension.

Nomothetic Dimension (Institutional subsystem)

Fig. 3: Getzel and Guba Subsystems of a Social System

Source: Adapted from Getzel and Guba (1957)

The basic argument of this theory is that organisations like schools are established for the purpose of achieving their goals and fostering their own survival through the efforts of the individuals that comprise them. So in an attempt to ensure the realisation of the goals of the organisation, the individual's interest tends to be swallowed up. There is conflict. The truth is that individuals in realising their lives purposes by way of satisfying their needs and interest through many avenues tend to adversely affect the goals of the organisation. From the two sides of the argument, the impression is that the individuals and the organisation are constantly in an apparent cold war.

According to the theory, the observed behaviour of an individual in an organisation is a function of the interaction between the organisational and the individual dimensions. This theory has exposed the apparent dichotomy between the individual and the organisational dimensions in a social system such as schools. It has also helped us to know that for us to understand or judge the behaviour of a positional incumbent or focal person or occupant of a position, it would be necessary to understand both the individual and the organisational dimensions. This theory can also be used to classify the behaviour of administrators or even the workers.

List five uses of Getzels and Guba's theory to an Organisation.

5.3 System Theory (General)

A system is a series of interrelated and interdependent parts, such that the interaction of any part (subsystem) affects the whole system. This concept can be traced back to Aristotle who suggested that the whole is greater than the sum of its parts. The system's approach to administration is interdisciplinary and provides a means for viewing the school in terms of its general properties and its specific dynamics (Lipham & Hoeh Jr., 1974). It focuses on the interrelationships and

linkages between and among the subunits of the school as well as on the relationship of the school to its larger environment.

The theory rests on the belief that education has different parts performing different functions but in such a way that each part interacts and is interdependent with other parts and with other systems (environment) around it. Therefore what affects one part, affects the other parts in the system and its environment. Systems may be open or closed (Grifith, 1964 in Obi, 2003). An open system is related to the environment and exchanges matters with it, while a closed system is not related to nor does it exchange matter with its environment. Katz and Kaln (1966) maintained that although educational system, like other human organisations, has some special characteristics and properties of its own, it still shares other properties in common with all open systems.

There are some characteristics of the open system which the educational system shares with other systems. They include:

- Input output
- Cycle of events
- Negatrophly
- Differentiation and equifinality

5.3.1 Basic Systems Concepts of Relevance to Educational Organisations

Components	–	Refer to parts
Boundary	–	More or less arbitrary demarcation of units
Environment	–	Refers to everything (physical and social factors) external to the system
Inputs	–	Those messages or stimuli that trigger off the internal components of a system to perform those activities for which the system was designed.

These are (a) Energy inputs (b) Information inputs

Output	–	Refers to all that the system produces
Open systems boundaries.	–	Have relatively highly permeable boundaries.
Closed systems	–	Have relatively highly rigid, impermeable boundaries.
Subsystem	–	Refers to a system that exists within a larger system.
Suprasystem	–	A larger system of which a particular system is a part

Equilibrium	–	The tendency of a system to achieve a state of balance or stability among the many forces or factors operating upon the system or within it.
Disequilibrium	–	A state of instability or imbalance in which some components of the system overloads others.
Entropy	–	Related to the concept of organisational equilibrium
Negatropy	–	The tendency of an organisation to combat ‘death’ or disorganisation (entropy). It is also referred to as negative entropy.
Equifinality	–	Refers to “a property of a system which permits different results from similar inputs and similar results from alternate inputs”.
Feedback	–	The process through which the organisation learns. It is the input from the environment to the system, telling it how it is doing as a result of its output to the environment.
Synergy	–	That is the whole is greater than the sum of its parts
Flow	–	A term sometimes used to refer to both inputs and outputs
Throughput	–	Also referred to as the “black box” or “transformation process” or “conversion process”, it is the processing of information, energy and resources available to social or open systems. The school for example processes students (as new intakes – inputs) to produce enlightened and educated citizens (Peretomode, 1991).

System theory is relevant in educational management practices today because no leader can overlook the system approach in any modern, complex organisation. It enables the manager to approach a phenomenon from the system point of view thereby seeing clearly, the critical variables in interaction and thus makes possible the changes of observing alternative line of action. The manager is also able to relate and interpret educational problems to several factors like economic, political, religious etc.

5.4 McGregor Theory of Human Motivation

This theory attempted to show the contrasting ways of perceiving staff and therefore of staff motivation or control. Douglas McGregor, in developing theory x and theory y formulations, clearly presents

fundamental alternatives for managing the employee and work. The theory argues that the manager's control over his staff, depends on the assumptions of theory x and or theory y.

The assumptions of theory X are that:

1. People are lazy, dislike and avoid work.
2. Administrators must use both "carrot and stick" to motivate them i.e. workers must be coerced, controlled, directed and threatened with punishment, so that they will work towards the goals of the organisation.
3. Managers believe that the average person (educators, student) is by nature indolent, lacks ambition, dislikes responsibility and prefers to be led.
4. Managers hold that the individual (educator, student) is inherently self-centred and indifferent to organisational needs unless motivated by personal gain.
5. They also believe that people are by nature resistant to change, not very bright, and ready dupes for crusaders, charlatans, and demagogues (Hoy and Miskel, 1982).

The assumptions of theory Y are that:

1. People have psychological need to work and that they desire achievement and responsibility.
2. Peter Drucker relates theory y to Maslow's and Herzberg's theories. In Maslow's terms, theory Y assumes that people strive for self-actualisation, and in Herzberg's terms workers want intrinsic, satisfier, or motivator factors from their jobs.
3. Drucker observes that employees, even those who are hostile to supervisors and to the organisation (school), want to like their job and look for achievement. Table 8 shows description of theory x and y

Table 8: Description of theory x and y

Theory X	Theory Y
1. People are inherently evil	People are inherently good
2. Instinct drives people	Humanism drives people
3. Coercion motivates the individual	Cooperation motivates the individual
4. Competition is a natural state	Cooperation is a natural state
5. The individual is most important	The group is most important
6. Pessimism is pervasive	Optimism is pervasive
7. Work is inherently distasteful	Work is intrinsically rewarding

Source: Adapted from Hoy & Miskel (1982) pg 173

Educational managers who accept the assumptions of theory x and theory y will utilise their essential ideas in their policy making, in making decisions and administrative functions.

Applications of Theory X and Y to Education

- Administrators who subscribe to theory X view their roles as motivating, controlling and modifying behaviour.
- They often use counterproductive approaches:
 1. Characterised by authoritarian and coercive leadership
 2. Human relations or democratic and paternalistic patterns dominate administrative practices.
- Emphasis is on persuading, rewarding, and controlling subordinates.

Theory y assumptions view their job as that of arranging school conditions and methods of operation to facilitate and support student and teacher efforts.

- Consequently, students and teachers are better able to provide for their own satisfaction as well as to contribute to the school's goals.

6.0 ACTIVITIES

- i. List the six (6) element of Bureaucracy.
- ii. List out the assumptions of x and y theory respectively

7.0 CONCLUSION

The development of theories played a greater role in the management of organisation especially schools. This has helped schools managers to surmount complex challenges facing them in school administration. Max Weber's theory of bureaucracy is best suited to the large and complex organisation like schools that take care of large number of pupils. Other theories discussed were also very relevant to institutions of learning.

8.0 SUMMARY

In this unit, theories of organisation were discussed. They include Max Weber's theory of bureaucracy, Getzels and Guba's theory of organisational behaviour, system theory as well as McGregor's theory of human motivation.

9.0 TUTOR-MARKED ASSIGNMENT

- i. List four theories of organisation and discuss two.
- ii. Outline and explain 5 elements / features of bureaucracy
- iii. Critique the functions and dysfunctions of Weberian bureaucracy
- iv. Explain the Nomothetic and Idiographic dimensions of an institution. Illustrate.
- v. Outline the characteristics of open system which the educational system shares with other systems.

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UNIT 5 THE SCHOOL AS A SOCIAL SYSTEM

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 How to study this unit
- 4.0 Word Study
- 5.0 Main Content
 - 5.1 The School and its Community
 - 5.1.1 Socio-Cultural Forces
 - 5.1.2 Politico-Economic Forces
 - 5.1.3 The Impact of Religion
 - 5.1.4 The Impact of Social and Technological Change
 - 5.2 The School as a Social System
 - 5.3 Potential Conflicts in a Social System
 - 5.4 Supervision of Schools
- 6.0 Activities
- 7.0 Conclusion
- 8.0 Summary
- 9.0 Tutor-Marked Assignment
- 10.0 References/Further Reading

1.0 INTRODUCTION

A critical study of the educational system of any society will show a lot about the people, their needs, hopes and aspirations (Ukeje, Akabuogu & Ndu, 1992). This is because the school exists in an environment where people live. It reflects that particular society and the way it is structured to help control and guide the behaviour of its members. Each society sets up social institutions that render specific services to the members. The school is one of such institutions set up to help control the manipulation of the environment, the development of the young towards desirable society. As a social institution, the school is affected by the various forces within the society. Socio-cultural, religious, technological etc. can be these forces. These forces act collectively to determine the quality and quality of the output from the school. The culture is the most potent of these forces.

2.0 OBJECTIVES

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

- evaluate the school as a social system;
- discuss forces that affect the school;
- identify potential conflicts in a social system;

- discuss supervision in childhood institutions; and
- identify a head teacher.

3.0 HOW TO STUDY THIS UNIT

- To thoroughly understand this unit, make sure you go back and see that you achieve the set objectives.
- Carry out all self-assessment and tutor-marked activities to help you achieve the set objectives.

4.0 WORD STUDY

- **Potential:** possible but not yet actual
- **Obsolete:** not used any more
- **Equipment:** boldly balance

5.0 MAIN CONTENT

5.1 The School and its Community

The school is a social system found in a community. During our discussion of the general systems, we established that an organised whole or system occurring in an environment is fundamental in both the physical and social sciences. It was also noted that a system consists of elements that are so interdependent that a change in one element is likely to produce a change in other elements. This is illustrated in the social systems theory. According to Ukeje, Okorie and Nwagbara (1992), the focus of social systems theory is on the function of the individual, as well as on the one who occupies duties or functions within the social system (school). Organisational behaviour is viewed in the light of this interaction between the demands of the organisational requirements and the needs, social functions and dispositions of the individual. Suffice it to say that the individual in a community experiences a lot of forces.

5.1.1 Socio-Cultural Forces

The way of life of a particular group of people is known as culture. It is the totality of the way people do their own things. It includes a wide range of material and non-material aspects of their life - their artefacts like houses, tools, clothing and ornaments as well as their beliefs, values, norms, customs and attitudes. Culture is learned and shared by the group for organising and perpetuating themselves. It is handed down from one generation to another through the process of education or interaction with other members of the society who act as socialising

agents. In formal education, the school is the environment for socialisation. In the school, the teachers are the major socialising agents. They have the responsibility for developing the required skills, knowledge and attitudes in the learner. Culture is not static; therefore, it is continually being modified throughout the history of the society. For this reason, the skills, knowledge and attitudes required to be transmitted through education will at any particular time be affected by the society's current philosophy and values.

Philosophy as part of culture provides a conception of the ideal life for the society and so prescribes what values, attitudes and skills the school should aim at. These will then give prescription for the objectives the school would set for the learner, the content of school work as well as the learning experiences to be provided for the learner. A society or group that values spiritual attainment will de-emphasise objectives that will focus primarily on equipping the learner for the acquisition of material gains. A society that admires democracy will probably advise the school to democratise its curriculum and provide education for all, with a wide range of opportunities for individuals to identify their needs and also adopt methods that respect individual – personality and effort. The content of school work will therefore include elements of the culture and other knowledge and skills that are consistent with philosophy of the society.

SELF ASSESSMENT EXERCISE 1

What effect has the socio-cultural force on the school?

5.1.2 Political – Economic Forces

Politics concerns the power to take decisions that affect the entire community. Whoever has the political power in any society – power to rule and govern power to make top level policies, power to legislate, is in a position to take decisions that affect both economy and the education of that society. The political ideology of the leaders will determine what they will do with education. It will determine the goals they will pursue through education and how they will organise education to achieve the stated goals. It is a known fact that the survival of any political or social ideal requires an educational system through which it will be sold. So, political leaders who hold the reins of power usually find it difficult to give up their control of education. They control education either directly or indirectly and use it to advance their own interests and maintain their own positions.

The Impact of Religion

The effect of religion is felt more on curriculum matters than in administration. Religion is a discipline that emphasises the spiritual development of the individual. A country or community with an established religion will not have many problems putting their ideas in the school systems. There will be no conflict of standards either, as both the church and the state will have the same ideas emphasised in education. In countries like Nigeria where various religious beliefs exist and people are free to worship their God in their own way, the church cannot wade directly into education as this will cause conflict in the system. The school will of a necessity teach comparative religion without developing the dogma of any religious group.

5.1.4 The Impact of Social and Technological Change

The society is in a state of continual change with one change leading to another or even generating another. As a result of this, the old learning quickly gets obsolete, irrelevant or inadequate. As the environment changes, the people adjust or adapt to it in an attempt to achieve equilibrium. There are new skills, new methods, new attitudes, new beliefs, new materials and equipments. These changes in the society force the school to make curricula change accordingly. These changes can be social or technological.

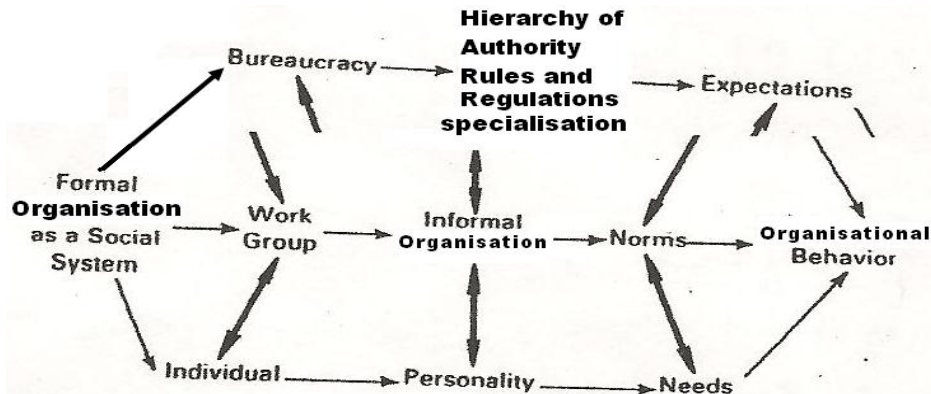
Goshin (1965:44) stated that “The technology of a society is that aspect of its culture that is primarily concerned with the capacity of the members of the society to adapt to their environment.” This implies that every society possesses a technology but the level of development of this varies from society to society.

5.2 The School as a Social System

Hoy and Forsyth (1986) define a social system as an aggregate of human relationships such as neighbourhoods, organisation or society itself. While Homan (1950) in Ukeje, Okorie and Nwagbara (1992) describes a social system thus:

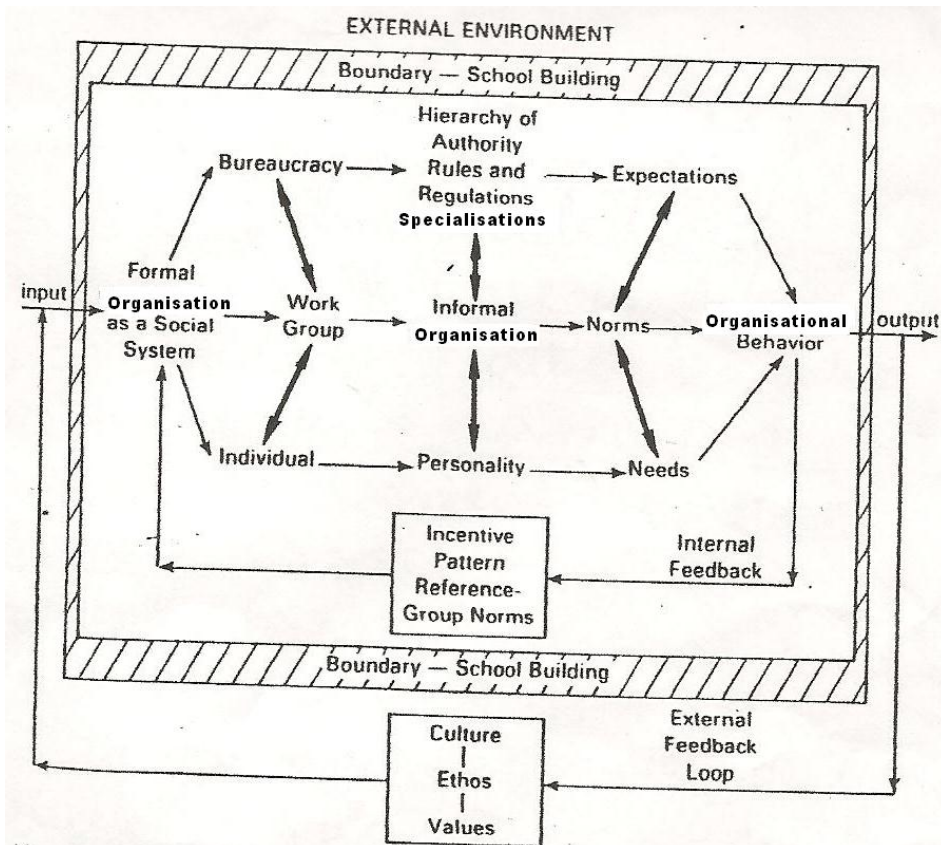
- The activities, interactions and sentiments of group members, together with the mutual relations of these elements with one another during the time the group is active, constitute what we shall call the social system. Everything that is not part of the social system is part of the environment in which the system exists.

Fig. 4: Reformulated Elements of a Social Systems Model of School



Source: *Hoy and Miskel (1982): 65*

Figure 4.5 Elaborated structural Elements Using Getzels-Guba and Abbott Adaptation Social Systems Model



Forsyth (1986) embraces Homan's, Parson's, and Hoy and Miskel's conceptualisations of social system by stating that:

- A social system is a set of interacting personalities bound together by social relationships. It is characterised by interdependencies of elements, differentiation from its environment, complex network of social relationships, individual actors motivated by their personalities, a distinctive unity that goes beyond its component parts, and interactions with its environment (open system).

From the above definitions, social systems consist of individuals who must work in harmony and in concert. For instance, social systems are peopled by individuals who act in the roles of administrators, teachers, students, clerks and so on. There is interaction among and between individuals etc.

As a social institution set up by the society, the school is expected to play certain roles and perform certain functions for the society. The most basic of these is the transmission of knowledge, attitudes, values, skills, beliefs, mores, and norms, that are culturally relevant or current to the learner and it is more imperative in recent times when most families are no longer stable. The school is presently charged with the responsibility of preparing the youth for active and intelligent participation as adult members of the society. The school achieves this by equipping the youths with the attitudes, skills, values and knowledge needed for participation in the society.

The following are reasons which make a school social system.

1. It consists of a clearly defined population, for instance, all members of the school organisation such as students, teachers, the principal, and other school personnel working to achieve the goals of the school.
2. It is a system of social interactions comprising of an interdependence of parts. Such social interactions include communicating, cooperating, competing and so on.
3. It is composed of a network of social relationships. Some like each other and some dislike.
4. There is differentiation from its environment. The environment is anything outside the boundaries of the school social system.
5. Schools are open systems because they are affected by forces from their environments such as values, politics, and history of the community. Other ways in which they are affected include:
 - (a) their interdependence with their environment for existence
 - (b) their interdependence with parents and the community

expected to serve as disciplinarian and counsellor, or the principal may be expected to be both evaluator and supervisor.

Getzels *et al.*, describe three types of role conflict in educational organisation as:

- (a) Conflict between roles
- (b) Conflict between reference groups and
- (c) Conflict within reference group.

In (a), an individual often has a set of roles to perform at the same time.

In (b), conflict arises as a result of contradiction among several groups each defining its expectations for the same role. This is inter – reference group.

In (c), it results from contradiction within a single reference group defining a given role. This is intra – reference group.

2. **Personality Conflict** – Personality conflict arises from basic incompatibilities in the need structure of the individual.
3. **Norm conflict** – In the informal organisation is the functional equivalent of role conflict in the formal organisation. It results when there is inherent conflict and tension between informal norms.
4. **Role – Personality Conflict** – Individuals sometimes find themselves in roles for which they are not personally suited. The authoritarian guidance counsellor, the disorganised administrator, and the anti-intellectual teacher are examples of people whose personal need do not match the bureaucratic requirements of their positions.
5. **Norm – Personality Conflict** – refers to a similar contradiction that arises in the informal organisation. In this case, the personality needs of the individual and the norms of the informal organisation are not consistent. For instance, a new group member with a strong need to dominate may be headed for conflict with the established informal group leaders. In most groups new comers are expected to conform and respect established patterns initially.
6. **Role – Norm Conflict** – Arises from possible tension between the formal and informal organisation.

The school does not exist in a vacuum; it is influenced by its environment and an important part of societal and community values.

SELF ASSESSMENT EXERCISE 3

Outline three types of conflicts.

5.4 Supervision Of Schools

Education is an expensive enterprise and a worthwhile venture in Nigeria because of its dynamism. To show support for the venture, the Nigerian Education system must have a good supervision unit situated in the Ministry of Education and other agencies of the ministry. Modern supervision is positive democratic action aimed at the improvement of classroom instruction through the continual growth of all concerned.

Supervision is the process of enhancing and improving effective teaching and learning in schools (Nosiri, 1997). Good (1945) in Ogunu (2000) defined supervision as all efforts of designated school officials directed towards providing leadership to teachers and other educational workers in the improvement of instruction. It involves the stimulation of professional growth and development of educational objectives, materials of instruction, and methods of teaching, and the evaluation of instruction.

Ogunu (1998) defines educational supervision as the art of overseeing the activities of teachers and other educational workers in a school system to ensure that they conform with generally accepted principles and practice of education and the stipulated policies and guidelines of the education authority which controls the system of education, and providing professional guidance to them (school personnel) to improve the conditions which affect the learning and growth of students and teachers.

Reasons for schools supervision

Some of the following are Reasons for schools supervision

1. To ensure that teachers have been performing the duties for which they were appointed.
2. To assist teachers to develop and utilise methods and materials that will ensure the steady progress of each child and improve the professional effectiveness of the teachers.
3. To evaluate the performance of the teachers recruited to teach in the school system.
4. To provide specific help to teachers with problems on a day-to-day basis.
5. To discover special abilities or qualities possessed by teachers in the school.
6. To provide opportunities for staff development.
7. To evaluate the effectiveness of classroom management by the teachers.
8. To appraise the performance of the school.
9. To identify the needs of the school.

Techniques of Instruction Supervision

The following are Techniques of Instruction Supervision

- a) Classroom visitation
- b) Teachers conference
- c) Inter-school visitation
- d) Micro teaching
- e) Educational workshops

Cogan's Eight-Step Model of Clinical Supervision

1. Establishing the teacher-supervisor relationship
2. Planning with the teachers
3. Planning the strategy of observation
4. Observing the instruction
5. Analysing the teaching-learning strategies
6. Planning the strategy of instruction
7. The conference
8. Reviewed planning

Role of Headmasters/Head teachers in Instructional Supervision

These include:

1. Working with teachers in the development of instructional goals and objectives and ensuring that they are consistent with the national policy on education; that they are clearly understood and consistently followed.
2. Providing teachers and other instructional staff with the necessary resources for effective teaching.
3. Obtaining and making available to teachers all relevant educational information.
4. Stimulating, encouraging, supporting and facilitating all activities designed to improve instruction.
5. Visiting classrooms often to observe how teachers are teaching.
6. Holding individual and group conferences with teachers to exchange views with them and discussing ways of improving instruction.
7. Helping teachers in the evaluation and development of curriculum materials.
8. Visiting other schools and curriculum centres for the purpose of finding out the good aspects of their curricular practices that can be utilised by his school.
9. Developing a sound library and instructional resource centre in his school.

10. Inspecting teacher's lesson notes, class registers, diaries and teaching aids and offering professional advice for their improvement.
11. Encouraging teachers to participate in in-service courses and workshops and professional organisations.
12. Ensuring that the progress of each student is systematically and accurately monitored, recorded and regularly communicated to parents.
13. Organising orientation programmes for new members of staff.
14. Evaluating all facts of the educational process directly related to instruction (Ogunu, 2000).

In performing the above functions, the head teacher should see his/her role as essentially that of facilitation:- supplying teachers with better materials for instruction, establishing an effective distribution system that enables the staff to get the materials when they want rather than controlling, directing and commanding them.

6.0 ACTIVITIES

- i. List four reasons which make a school a social system
- ii What are the three types of role conflict in educational organization?
- iii List ten (10) roles of a head teacher/head master in Instructional Supervision.

7.0 CONCLUSION

The school as a social organization interacts deeply with the community where it exists. They are interrelated and inter-dependent. The school vis-a-vis the community experiences a lot of forces from each other:- socio-cultural, politico-economic, religious and technological. Management of this symbiotic but critical relationship is very important. In an organization like the school, conflicts cannot be avoided, so the potential sources of conflict should be identified and handled. Furthermore, the role and importance of supervision in the school system as well as role of head teacher in school supervision must be given adequate attention by the school management for improved performance.

8.0 SUMMARY

This unit discussed the school as a social system, the school and its community, potential conflicts in a social system, teacher preparation, as well as supervision of schools. The role of the head teacher was also treated.

9.0 TUTOR-MARKED ASSIGNMENT

- i. Discuss the school as a social system
- ii. Using Getzels-Guba's Model explain the structural element of social systems.
- iii. State the potential conflicts in a school.
- iv. Explain the techniques of supervision of instruction.
- v. Enumerate Cogan's eight-step model of clinical supervision.

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