MODULE 2 THE ADMINISTRATION OF PRIMARY EDUCATION IN NIGERIA

Unit 1 The Concept of Administration
Unit 2 Personnel Administration in Education
Unit 3 Decision-Making In Education

UNIT 1 THE CONCEPT OF ADMINISTRATION

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1.0 INTRODUCTION

The school, like any other formal organisation has people such as teachers, pupils, non-teaching staff and parents (human resources). The school also has facilities and materials with which to work (material resources). All these human and material resources need to be brought together so as to create an enabling environment for both teaching and learning. It is against this background that the study of administration of primary school is an important aspect of this programme. In this unit, you will learn the concept of administration viz: meaning of school administration; the purpose of school administration and the organisational structure of the school.

2.0 OBJECTIVES

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

- define school administration in your own word;
- state the various theories of administration;
- enumerate the activities associated with administrative process; and
- state the functions of the defunct National Primary Education Commission (NPEC).

3.0 MAIN CONTENT

3.1 Meaning of School Administration

Administration is an aspect of management that focuses on facilitating the realization of the stated objectives of a given organisation through a systematic management of problems and careful utilisation of scarce resources which include human and material resources. The human resources in educational system consist of both men and women, teaching and non-teaching staff. The material resources on the other hand, include monetary and non-monetary resources such as facilities, supplies, finance, space and working strategies.

Peretomode (2004) drew a line of distinction between educational management and administration. According to him, educational management is essentially concerned with the formulation of plans, programmes and policies while educational administration is basically the implementation or execution of these policies, plans and programmes. management, administration consists of such components like planning, organising, programming, staffing, budgeting, co-ordinating, reporting and evaluating or appraisal. However, these activities are carried out on a smaller scale when compared to management.

There is Administration in every organisations.. Whenever two or more people are gathered to work together, they must plan, organise and co-ordinate, take decision and evaluate or appraise their working strategies from time to time. In the school or educational system, this process is referred to as school administration or educational administration respectively. The school administrator or educational administrator, is thus that person who is charged with the responsibility of implementing educational plans, programmes or policies in the educational sector such as school. A typical example of a school administrator is a principal or a head teacher of a school. For a person to be an effective school administrator, a good knowledge in the areas of theories, techniques and principles of school administration is imperative. This knowledge will guide him/her in his/her day-to-day running of the school.

The major preoccupation of a good administrator is always how to design strategies so as to reduce human problems, secure the co-operation of all his/her staff by volition and not by coercion. Ocho in Nwangwu *et al.* (2005:245-246) identified four basic principles that could assist a school administrator to avoid human complications in the school system. These are:

i. The purposes and policies of the school system should be understood by all staff.
ii. There must be clarity in the line of authority and responsibility. Every

member must know for what and to whom he/she is responsible.

ii. Authority to make decisions at the point of action must be granted to officers.

iv. Each individual in the school system should have a sense of security. No staff should be retrenched or dismissed without following laid down procedures and processes.

The above principles are closely related to personnel administration which is an important aspect of administration. This area will be treated in the later part of this unit.

3.2 Theories of Administration

Ifedili (2004:35) defined theory as *the framework on which ideas are built. It is a statement or a set of statements indicating how certain concepts or constructs are related. It is a proposition and speculations that require proof in order to predict or establish meaning of events.* A lot of theories exist in the field of educational administration. Some of these theories include, theory on motivation, theory of leadership and theory of job satisfaction to mention a few. However, Ifedili (2004:37-44) divided the theories of administration into three spanning from 1900 to the present day. These three theories will be our focus in this course. They are:

i. The Classical Theory 1900-1930.
ii. The Human Relations Theory 1930-1950.
iii. The Modern Theory 1950-present.

The Classical Theory 1900-1930: This theory is made up of scientific theory and administrative theory. The classic theory emerged during the early years of 19th Century, which was the beginning of the industrial revolution. The major thrust of classical theory was the search for universal – guidelines and principles that are applicable to all organisations.s. The focus of management theory is:

a. How to increase productivity.
b. How to motivate the workers to adopt the new methods of production of goods and services prevalent during the period of industrial revolution. As a result of this emphasis, the classical theory tends to be mechanical, inflexible and conservative.

The Scientific Theory: Fredrick W. Taylor is said to be the father of scientific management theory. He was an American Industrial Engineer. Based on his experience as a worker and as a manager, he found out that workers deliberately restricted their output or worked far less than they could as a result of scarcity of skilled labour. If any worker wanted to work to the best of his ability, he was abused by other workers with a view to get him

slow down his pace of work. Based on his experiments, he developed a detailed system aimed at effecting maximum efficiency from both men and machines in the factory. His main concern was productivity. People were pretending to work while in actual fact they were not working. Taylor felt that he should apply systematic method to change productivity. Productivity had a problem because no standard way of production existed. People were producing on the impulse of the moment. In 1911, Taylor's Principles of Management was published. The main thrust of the principles of management includes:

a. Close supervision of workers.
b. Money was the main motivator. It was used as a bait to make people work. Piece rate principle was stressed. The more that one works, the more money one is paid.
c. There must be a certain number of people under the control of a supervisor. This is related to chain of command.
d. Job description and specialisation should be detailed.
e. Jobs should be structured for specialisation or division of labour.
f. Management should plan while the workers execute. Planning should be separated from execution or performance but there should be co-operation between them.
g. Time and motion study resulting in routinised way of doing things.
h. Development of specialised tools to increase productivity.
i. Scientific education and development of workers. Workers should be trained to be skilled enough to use the modern method of production.

Some critics are of the opinion that scientific theorists are advocates of heartless exploitation of the individuals.

Administrative Theory: The theorists of Administrative Theory tried to make abstract certain universal principles by which organisation should be structured and operated. Some of these theorists were Allan Reilly, Luther Gulick, Lyndall, Urwick, Henri Fayol, Max Weber etc. Henri Fayol's work was complementary to F.W. Taylor's scientific principles. Fayol observed that all the activities that occur in an industrial undertaking could be grouped into technical, commercial, financial, security, accounting and management. These were: division of labour, authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interest, remuneration of personnel, centralisation, scalar chain, order, equity and stability of tenure of personnel, initiative and *esprit de corps*. Three principles were highly emphasised by these theorists. They are:

i. Division of Labour: Each employee performs a specialised function.
ii. Unity of Command: Each employee reports to only one superior.
iii. Coordination: The harmonious integration of the different aspects of an organisation. Span of supervision - the number of subordinates reporting to one manager or supervisor, the hierarchical arrangement

of functions and authority, and the subordination of individual to institutional authority.

It is important to state here that while the scientific management thought laid emphasis on increased productivity through the work of individual employees, administrative management focused on how the entire organisation should be structured and managed to improve performance.

Human Relations Theory (1930-1950): The classical theorists were preoccupied with organisations.al structure and with the strategies in which the services of people can best be utilised. While accepting and recognising the value and necessity of structure, the human relations movement introduced a real concern for the individual and the conviction that the value of people must not be sacrificed on the altar of organisational principles and objectives. The Human Relations theorists have argued that in addition to finding the best technological strategies to improve output, it is beneficial to management to consider the human elements in the organisation. These theorists, therefore, claimed that the real power in enhancing output and productivity lies in the working unit. Among the pioneers of this theory who were mainly psychologists were Hugo Munsterberg, Mary Parker Follet, Walter Dill Scott, Chris Argyris, Chester Bernard, Abraham Maslow, Elton Mayo, Douglas Magcregor, Rensis Likert, Fredrick Herzberg etc. While the scientific theorists laid emphasis on the task of increased productivity of the workers and the administrative theorists focused on the principles of administering organisation, the human relations theorists stressed the concern for human feelings and attitudes in the organisation. The classical theorists cared less about the social and psychological needs of organisational members. The belief by the Human Relations theorists is that if management cares for the workers, this would result to increased satisfaction which in turn would lead to better job performance. Group work enhances productivity and morale of team-mates. Group workers equally have impact on their team-mates. Increasing financial reward was not a sufficient motivator.

The Modern Theory (1950-Present): The modern theory gives weight to the human relations theorists. The two theories coexist, interact and, in most cases, are indistinguishable. The modern theorists' approach was aimed at studying the feelings and attitudes of workers as they relate to their various tasks in the organisations.. The behavioural theorists carried out series of experiments which made their theories popular. These theorists equally believed in social behaviour as the basis for administrative process. Their theory and research were seen as a means of enhancing administration. A very important aspect of this group is that their beliefs gave room to approciate the problems of organisations at different levels.

The System Theory: Ifedili (2004) citing Baher, defined system as a set or elements which are actively interrelated and which operate in some ways as a bounded unit. In other words, a system could be seen as a set of interrelated

and inter-dependents component designed to realise a set of goals. There are two types of systems - a closed and an open system. A closed system does not interact with the outer environment. It depends entirely on itself. An open system, on the other hand, interacts with the outside environment. The system theory brings together the ideas propounded in scientific management, administrative, human relations and behavioural scientists.

The system theory insists that all scientific phenomena can be evaluated as a system. The modern theory perceives organisation as a total system rather than focusing on a single aspect without regards for its relationship to the whole. The system theorists are of the opinion that before the implementation of any decision, at any level, or concerning any segment of the organisations., there is a need to examine its ultimate impact on the objectives of the system. It is a deliberate attempt to analyse a problem from its global perspective and, determine a solution so as to maximise the system's or organisational level of performance. Some of the theorists that are associated with system theory include H.J. Leavitt, Daniel Katz, Kahn Robert, Richard Johnson, James Rosenzweigh to mention a few.

Contingency Theory: The contingency theory relies on system theory. The theory is based on the fact that whatever one wants is dependent on the organisational set-up, the environment and the technology. The theorists are of the opinion that what works in one situation might not work in another.

Contingency theory is said to be the most recent trend in understanding organisational behaviour. It demands a diagnostic approach in an effort to isolate certain characteristics of the organisation's environment and make *if then* statements: if a given characteristic is present, then a certain management practice will prevail. Some of the contingency theorists were Joan Woodward, Burns and Stalker to mention a few.

We have devoted time in discussing theories of administration because of their centrality in educational administration. The knowledge of these theories is very essential for school administration. It helps an administrator to solve different organisations.al problems either scientifically or systematically instead of relying on the impulse of the moment.

SELF ASSESSMENT EXERCISE I

Discuss briefly the theories of administration

3.3 EMPIRICAL FUNCTIONALISM

Empirical Functionalism was given its greatest impetus and its most convincing justification in mertons (1957: 72-82), well- known study of the political mechine, contained in his 'Latent and Manifest functions'. Unlike the electic functionalism, Merton does not merely consider function as one

among a number of equally significiant aspects of a political machine, but, rather, he concentrates upon function as the 'most promising orientation'. According to him, functional analysis requires an elecidation not only of manifest functions, the obvious and intended purposes and consequences, but also of latent functions, the most convert and unintented consequences that are equally important and enlighting as subject for analysis. Empirical functionalism remains limited in their use of functional perspective. The observed limitations of empirical functionalism renains limited in their use of functional perspectives. The observed limitations of empirical functionalism are:

(1) It does not show no concer with functional requisites at the level of the system as a whole;
(2) It isolates particular elements within the total system and treat them as discrete units without any presumptions about the significance of these units for the system as a whole;
(3) It does not make mention of functions which must somehow be served in this or all social systems;
(4) It does not in any sense treat the political machine as a social subsysem with functional requisites of its own fulfilled in various ways;
(5) There is so little concern with the function, as such that he does not attempt to assess the extent to which political machine engage in welfare activities.

Merton's main aspects of the analysis are staight toward empirical statements of relationship. He simply notes that there is a demand for welfare assistance, and meeting this demand -serving this purpose- is what merton calls fulfilling a social function. Thus empirical functionalism finds in functionalism a fremework for analysis with limited theorical implications. It is upon the validity of their empirical findings rather than the analytic power of a possible functional theory that they rest their case of functional analysis.

Merton justified the restricted perspective of his empirical functionalism by referring to it as 'middle range theory' instead of general functional theory. He asserts- that whether or not a genral functional theory to explain the social system as a whole is ultimately possible, the most advisable course is to deal with more limited units in terms of reasonable precise concepts.

3.4 The Administrative Process in Primary Education in Nigeria

Having looked at theories of administration, let us look at the administrative process in primary school. A process is said to be a series of activities that are involved in the realisation of stated objectives. Citing Ehiametalor, Ifedili (2004) noted that administrative process possesses a dual classification: First-Order Abstraction and Second-Order Abstraction

First-Order Abstraction	**Second-Order Abstraction**
Planning	Goal Orienting
Decision-Making	Organising
Executing or Operating	Assembling and allocating resources, leadership
Appraisal	Performing ceremonial functions

Mintzberg in Ifedili perceives administrative process as planning, organising, staffing, influencing, controlling, coordinating, representing, decision-making, bargaining and negotiating and communicating.

Taking an educational institution as an example, the school administrator has a series of responsibilities to perform under the administrative process. Olele in Peretomode (2004:109-112) categorised these responsibilities as *Development and Implementation of the Educational Programme.* This broad function could be further broken into two major areas.

a. Sructuring of the school for purpose of instruction and,
b. Curriculum development.

- **Structuring of the School for the Purpose of Instruction:** For effective teaching and learning to prevail in a school, a conducive atmosphere which is devoid of confusion and tension must be created. One of the ways by which the school administrator achieve can this is by identifying positions and roles and by acquainting the position occupants with their roles and the relationship that is supposed to exist between role occupants. For instance, heads of section should be appointed to head junior and senior sections of primary schools. The head teacher should assign responsibilities to these sectional heads and give them relevant powers to discharge such assigned responsibilities.
- **Curriculum Development:** The school head should be seen to be playing the role of the team leader in relation to curriculum development. He/she should do this by way of serving as a guide to the various teachers either directly or in conjunction with sectional heads in identifying the relevant goals to the community, planning and selecting relevant teaching and learning materials, help in the implement of programme improvement and evaluate changes.

- **Development of Teaching Staff:**
  (a) This particular responsibility is discharged by identifying and indicating the staff needs of the school. This concerns the qualifications and areas of specialisation of existing vacancies and how the collated statistics can serve as a basis for their recruitment or making representations to relevant body in charge of recruitment matter.
  (b) The head teacher can also execute staff development through the orientation of new members of staff and new pupils. The essence is to help reduce the traumatic experience of new staff and pupils. The pupils who will be leaving the comfort of their homes need to be reassured that they are in good hands.
  (c) The head teacher either directly or indirectly assigns the new staff to other responsibilities other than teaching where there will be optimal utilisation of his/her experience and talents.
  (d) The head teacher can also conduct a programme of staff improvement through classroom observations and other forms of evaluation. The essence of this is to identify areas of strengths and weaknesses on the part of the teachers.
  (e) Based on the observations by the head teacher, activities such as in-service training can be recommended.
  (f) The head teacher through the maintenance of good human relations with the staff could motivate them to improve their teaching performance.
- **Pupils' Relations Responsibility:**
  (a) Since the school cannot exist without pupils, the first relation the head teacher has with pupils is to ensure that those who are enrolled in his/her school are comfortable.
  (b) The head teacher should endeavour to group them accordingly – different classes.
  (c) The head teacher should also address the issue of students' transfer, which could either be intra- or inter-state. It is left for the head teacher to determine whether there is a vacancy in the class to which the transfer is being sought and see what the reasons for the transfer could possibly be.
  (d) The head teacher should through the sectional heads endeavour to see that students who are repeating are adequately catered for.
  (e) The school head should take note of all the pupils who are withdrawing from the school for whatever reasons. The pupil's record should be subsequently updated to reflect such withdrawing.
  (f) The head teacher should also ensure that the records of all those who have completed their programme in the school are safely and properly stored. This is to make for easy retrieval

when the need arises.

- **Community Relations Responsibility:**
  (a) The head teacher should, based on his/her training and interaction find out and articulate the perceived educational needs and expectations of the community where his/her school is located. These needs and expectations should be integrated in the school programme.
  (b) For the development of good human relations, the school head should endeavour to participate in communal activities to which he/she is invited.
  (c) The head teacher should maintain a good channel of communication with the Parent Teachers' Association (PTA) for purposes of getting new ideas. He/she should be sensitive to the feelings of parents and guardians in respect of the problems of the school.
- **Financial Responsibilities:**
  (a) The school-head should in his/her preparation of the annual budget ensure that financial provisions are made for the running of his/her school.
  (b) The head teacher should ensure that the school funds are spent according to the budget in a prudent manner.
  (c) The head teacher should take steps to ensure that proper records of receipts and expenses are kept.

The above activities are the areas that come under administrative process which the head teacher are to confront in his/her position as the chief executive of the school.

3.1.5 The Administration of Primary Education in Nigeria

The administration and control of education is vested by law in the Federal and State Governments. Some responsibilities are, by delegation vested in the local governments. In order to ensure effective administration of education and to see that educational objectives are attained, both the federal and state governments established a number of parastatals and institutions charged with the responsibility for various levels of educational institutions. The administration of primary school is delegated to the local governments. In 1989, the Federal Military Government inaugurated the National Primary Education Commission (NPEC). As a result of this, the Primary Education Edict No. 31 of 1988 was amended in 1993 and renamed National Primary Education Commission Decree No. 96. The functions of the Commission are to:

- prescribe the minimum standards of primary education throughout Nigeria;
- inquire into and advise the Federal Government on the funding of

primary education in Nigeria;

- receive the National Primary Education Fund as established by this Decree from the Federal Government and allocate the fund to the Primary Education Board of each state and the Federal Capital Territory, Abuja, and to any Agency responsible for the Federal Government sponsored Special Primary Education Projects in accordance with the formula prescribed in this Decree as the Transitional Council, may from time to time prescribe.
- collate, after consultation with all the State Governments, periodic master plans for balanced and co-ordinated development of primary education in Nigeria and such plans shall include:
  i. proposals to the Federal Government for equal and adequate Primary Education opportunity in Nigeria.
  ii. ensuring that the basic national curriculum and syllabus and other necessary instructional materials are in use in primary schools in Nigeria.

- collate, analyze and publish information relating to primary education in Nigeria.
- carry out a regular personal audit in each state of the federation.
- carry out such other activities under this Decree and such other functions as the Secretary may, from time to time determine.

The National Primary Education Commission (NPEC) ensures that standards in primary schools are maintained and that teachers' salaries are paid as at when due. Any policy formulated by the NPEC is implemented in the primary schools through the State Primary Education Board (SPEB) and the Local Government Education Authority.

However, in 2004, an Act of the National Assembly known as *the Compulsory, Free, Universal Basic Education Act, 2004* was passed. This Act established the Universal Basic Education Commission (UBEC) which replaced NPEC. The UBE Act of 2004 provides for compulsory, free universal basic education for all children of primary and junior secondary school age in the Federal Republic of Nigeria. This aspect will be treated in detail in the subsquent unit.

Figure 2 below shows the administration of primary education under the then National Primary Education Commission.

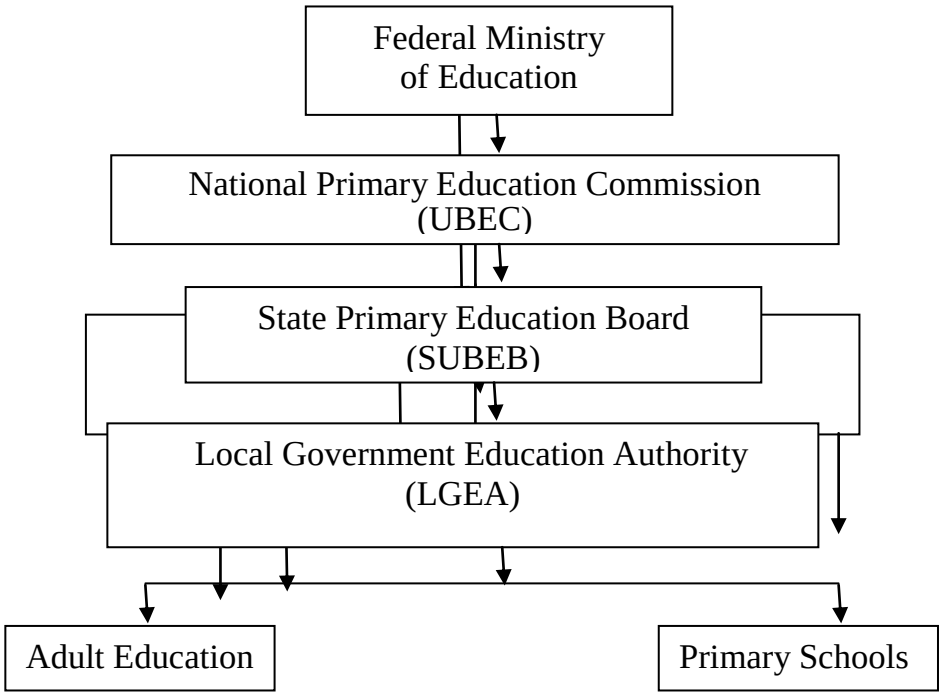

***Figure* 2 The Administration of Primary Education Under The National Primary Education Commission.**

Figure 2 above shows that at the apex of primary school administration is the then National Primary Education Commission (NPEC) established by the Federal Government and supervised by the Federal Ministry of Education. Below the Commission is the State Primary Education Board (SPEB) under which comes the Local Government Education Authority (LGEA). The headteacher is under the LGEA and he/she is in charge of the individual primary school. He/she works harmoniously with the Assistant head teacher and teachers in order to realise the objectives of primary education. All the organs and personnel within the administrative structure work with the line and staff officers to attain the school purposes. Those that are in the direct line of authority and responsibility within the administrative structure are referred to as line officers. In other words, the chairman of NPEC, SPEB, Executive Secretary of LGEA, the Head teacher and the Assistant Head teacher as well as the teachers are all line officers because they deal directly with the issues and problems of teaching. It is important to mention that the LGEA supervises adult education programme. The other ancillary staff who advise, control and service teaching and learning such as the Director of finance, security officers, supervisors, clerical staff are staff officers.

In the later part of this course we shall discuss the functions of UBEC which replaced NPEC in the administration of primary education in Nigeria.

4.0 CONCLUSION

In conclusion, the study of administration of primary education in Nigeria is an important aspect of primary education programme. For one to be an effective school administrator he/she must have a good knowledge of the meaning of school administration. The theories of administration as well as the administrative process in a school are all important aspects in school administration. These will equip the school administrator with the necessary administrative skills with which to confront the day-to-day running of his/her school.

5.0 SUMMARY

In this unit, we have discussed in detail the meaning of school administration. You also learnt about the theories of administration. The administrative process in primary school was discussed. Finally, we also discussed the administration of primary education in Nigeria.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define in your own words *school administration.*
2. Discuss the theories of administration.
3. Discuss the activities that are associated with administrative process in the administration of a primary school.
4. State the functions of the defunct National Primary Education Board (NPEC).

7.0 REFERENCES/FURTHER READING

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UNIT 2 PERSONNEL ADMINISTRATION IN EDUCATION

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1.0 INTRODUCTION

Some authors refer to personnel administration as human resources management. In this unit the terms will be used interchangeably. This is because they convey the same meaning. The administration of personnel is vital because of its roles in the attainment of educational objectives. This demands good planning, leading, directing and various activities geared towards the realisation of efficient utilisation of human resources. The realisation of educational objectives depends to a large extent on the availability and management of human resources. Human resources are described as one of the most important resources of any organisations.. In other words, the proper management of personnel in the educational system helps in the attainment of both educational goals and retention of quality personnel. In this unit, we are will discuss the various components of personnel administration in education as they relate to the primary education system.

3.1 Meaning of Personnel Administration

Glueck in Iyede (2004:26) defined personnel administration as *that function of all enterprises which provides for effective utilisation of human resources to achieve both the objectives of the enterprise and the satisfaction and development of the employees.*

Schuler and Zubritaky in Iyede (2004:26) also defined personnel administration as *a set of functions and activities used in the management of*

human resources in a fair, affirmative and efficient manner for the benefit of the organisations., the individual and the society in a given organisation and even education.

We can therefore summarise the above definitions by saying that personnel administration is the effective utilisation of human resources, harnessing and development of their skills and potentials for the attainment of both the organisations.al goals and that of the individuals working in the organisations..

SELF ASSESSMEMENT EXERCISE I

What is Personnel Administration?

3.2 The Relevance of Personnel Administration in Education

Adesina (1990) is of the opinion that personnel administration is very relevant in the school system because it has the overall goal of:

a. recruiting adequate and qualified staff.
b. developing and maintaining the staff so that they would be able and willing to render effective and efficient services to the students.

He considered these two areas as the major goals or relevance of personnel administration. He further noted that when these major goals are broken into specifics, one finds a lot of activities embedded in personnel administration. These activities include recruitment, selection, induction, compensation, appraisal, development, discipline, motivation, counselling and promotion of personnel in the school system.

However, Iyede (2004:27) was more elaborate on the relevance of personnel management in education. According to him, personnel administration in education is important for several reasons which include:

a. It is recognised by the laws of most countries as a functional area of management that must be practised. For instance, apart from being enshrined in the National Policy on Education in Nigeria, it is also contained in the Civil Service Decree No. 43 of 1988;
b. It makes certain that those who graduate from different levels of the educational system receive the desired skills and knowledge;
c. It identifies the current and future human resources requirements, so that there will be no shortage of human resources to work towards the realisation of organisational goals;
d. It makes certain that when there is vacancy, it is filled internally to boost workers morale. It is only when this is not available that qualified personnel are appointed from outside the organisation. In addition it attracts qualified and experienced staff that will help to

achieve educational objectives;

e. It ensures that the staff regularly undergo development programmes to enable them carry out their present and future duties properly;
f. It assists personnel in building up a good career;
g. Its selection and placement of staff is based on laid down principles to avoid favouritism that may mar the realisation of educational objectives;
h. It assists in the formulation of staff policies.;
i. It ensures that organisation and government policies, and educational objectives are communicated to employees and implemented to enhance the welfare of the employees, thus boosting their morale;
j. It keeps records and biodata of all employees, which could be referred to easily, even when the staff has left the school or the educational system;
k. It provides the grading and evaluation system of staff which enables the employee and the education authorities to know how far the employee has fared during a specific period;
l. It rewards good performance to motivate employees and discipline poor performance as a corrective measure;
m. It ensures that employee needs are recognised and integrated into the education enterprise needs;
n. It also ensures that justice, fair play and equity are held above all other things when dealing with educational staff;
o. It creates and promotes *esprit de corps* among educational staff.
p. It communicates the education laws to the employees;
q. It liaises with the labour unions such as Nigeria Union of Teachers and Academic Staff Union of Universities for settling of trade disputes and union grievances, thus allowing tranquility to prevail in the educational enterprise:
r. It provides the atmosphere for staff professional growth and;
s. It guides and counsels staff;
t.

SELF ASSESSMENT EXERCISE II

State the reasons why personal Administraction is important in education?

Pupil-Personal Admimistration

As we discuss the personnel administration as it affects works, we shall also remember that we have pupils whose welfare should also be protected. In this case we have pupil-personnel administration.

Pupil-personnel administration is the involvement of pupils in the administration of schools. This is done by appointing them to discharge some official responsibilities in the school so as to maintain law and order. In the

primary schools, we have class prefects or monitors. In the primary schools, we have the following posts and functions assigned to pupils.

- Headboy/Headgirl: This is the highest post given to students in primary school administration. He/she presides over the meeting of other prefects in the school. It is his/her responsibility to disseminate information from the principal or any organ of the school to the students. He/she also passes students' demands to the head teacher, and coordinates every activities that are being organised by the pupils. In a nutshell, he/she acts as a liaison officer between the head teacher and the pupils.
- Assistant Headboy/Headgirl: He/she assists the headboy/headgirl in the discharge of the above functions. He/she may be assigned to definite functions to discharge.
- House Prefect: He/she is responsible to the housemaster/house mistress. He/she is in charge of all activities of his/her house. Such activities include the maintenance and neatness of the house. He/she also directs the games and sports activities of his/her house. All the members of the house respect him/her and comply with his/her directives. He/she reports any problem arising from the house to the headboy/headgirl.
- Labour Prefect: The labour prefect reports to the duty master/mistress of the day. He/she ensures that the school environment is clean.
- Game Prefect: He/she is responsible to the games master. He/she organises games in collaboration with the games master. He/she ensures that students are distributed to different games and sport groups. He/she works in tandem with the games master to ensure that students are selected into different sporting activities to represent the school. Such sporting activities include school football team, basketball team, table tennis and boxing.
- Social Prefect: Social prefect is responsible for all social activities in the school. He/she organises social activities such as debates, drama, quiz, dances to mention a few. It is his/her responsibility to arrange for a debating or quiz competition among the various houses in the school and against the neighbouring schools.
- Class Monitor: He/she is responsible to the class teacher. He/she ensures the welfare of the members of his/her class. It is his/her responsibility to see that the essential teaching and learning materials are available in the class for the class teacher. He/she ensures that there is orderliness in the class and gives directives to his/her mates to stand up when a visitor enters the class. He/she collects assignments from his/her mates when the need arises and hands them over to the teacher concerned.

We have been discussing why personnel administration is essential in the

school system. We can see that the pupil-personnel administration assists the head teacher in school administration. This is because functions are decentralised and pupils are involved in the school administrative proceses. This removes areas of conflict and ensures the smooth running of the school. At this point, we will examine the types of activities that are found in personnel administration. These activities include:

3.2.1 Recruitment and Selection

The importance of recruitment remains that without it, it will be impossible to attract the high quality staff which the school system requires for the attainment of educational objectives. Flippo and Maringer, cited in Udeze (2000) defined recruitment as a process of searching for and encouraging prospective employees to apply for a given job. In recruitment exercise, the focus is to have as many applicants as possible so as to have a large pool of candidates from which to select. Koontz, O'Donnel and Weihrich (1980) defined selection as a process of choosing among the candidates the most suitable ones. According to them, it is aimed at placing people in position where they can utilise their personal strength and possibly overcome their weaknesses to the benefit of the system. In the same vein, Ugwu and Onyeneje (2000) argued that the purpose of personnel selection is to ensure that those that possess the required abilities, aptitudes and personality dispositions required for high performance are employed. They went further to say that it is a process whereby the most qualified and suitable candidates in respect of adjudged job-performance potentials are selected from the available pool of applicants. The major difference between recruitment and selection is that while recruitment encourages everybody to apply for a job, selection seeks to limit the exercise to only qualified candidates who are finally offered the job. In other words, selection process starts where recruitment ends. However, the head teacher has no power to recruit and appoint his/her own staff. Different nomenclatures are used by different states for the organs responsible for recruitment. Such names include the Teaching Service Commission, and the Primary School Management Board. With the establishment of State Universal Basic Education Commission (SUBEC) such powers of recruitment is vested in it. Many establishments use selection interview in the recruitment exercise. This is because it is assumed to be the most trusted device, having the strongest influence on the employment decision.

Ugwu and Onyeneje (2002) identified two major devices that guide personnel selection. These are job requirements and personnel specifications. For a successful and effective selection interview, the personnel officer must be both familiar and knowledgeable in the job requirements which will help him/her provide effective utilisation of human resources within the system. The personnel officer has to provide adequate information about the job in

question. This required information emanates from job analysis. Job analysis is an important component of the selection process. Nwachukwu (1988) defined job analysis as a process whereby the tasks, skills, abilities and responsibilities of a job are determined. There are different ways of doing job analysis. These include interview, observation, study, questionnaire or experimentation process. According to Nwachukwu, it is an information gathering process. When articulated into writing, it then becomes job description. In other words, job description is the summary of the tasks and responsibilities of a job. The advantages of job description according to Nwachukwu (1998:103) include:

- It serves as the basis for performance rating and promotion .
- It makes the duties, tasks and responsibilities clear to the job holder.
- It is used in determining employee remuneration and consequently his/her status in the organisation.
- It is very useful in designing training programmes.
- It is used in contract negotiation with labour unions.

The second variable that guides selection interview in personnel management according to Ugwu and Onyenje is personal specifications. These are predictors of job related criteria for different jobs. According to them, they are acquired and/or inherited potentials that are related to the successful performance of a particular job. McCormic and Ilegen cited in Ugwu and Onyeneje (2002) noted six individual variable predictors to job success as working experience, education, training, biographical data, physical data information on various abilities, personality interest and other characteristics. Nwagwu (2005) also summarised job specification as the human qualification requirements which include education, experience, personal traits, physical requirements, mental ability and working conditions. He went further to assert that a good job specification would contain educational requirements, experience requirements, responsibility, manual skill requirements, physical demands which will include such factors as working condition, physical exertion and hazards.

Writing on selection process, Castetter cited by Nwangwu (2005:22-23) warned that a good and reliable selection process is enhanced by a variety of reliable information, and that those who administer the selection process should be very familiar with the instrument for gathering, recording, storing, retrieving and interpreting information about candidates being interviewed. He suggested the following position guide in *Figure 3* below to be used in the selection process.

Position Guide:
A Written Statement
Containing Facts
Pertaining to

A. Person Specification		B. Person Specifications
A Written Statement containing facts about: • Position Title. • Primary Function • Major Responsibility. • Summary of Key Duties • Special Assignments • Relationships • Areas of Authority.		A Written Statement containing facts about qualifications needed: • Education • Experience. • Skills • Knowledge • Abilities. • Initiative. • Judgement • Personal Characteristics

Figure 3 Elements of a Position

Source: Castetter in Nwangwu I.O. (2005). ***Personnel Management in Education: Human Resources Administration and Development.*** Enugu: His Glory Publication. p.23.

Primary school teachers are recruited following the reqirements by the ministry of education. They must have passed English language and Mathematics at credit level in their "O" level. The National Policy on Education has prescibed that the new minimum qualification required for teaching in the Primary School is the National Certificates in Education.

The minimum qualification required for primary school teaching used to be Teachers Certificate Grade II(TCGDII) which was awarded by the National Teacher Institute. The minimum entry qualification for any teacher training programme is WASC/GCE ‘O’ LEVEL. One year training in advance pedagogy and school administration qualified one as a Teacher Certificate GradeII(TC.GII). TC.GII still remains as teaching qualification, but the holders of these certificates are provided opportunities to upgrade their qualification to a National Certificate of Education before the expiration of the period when no teacher with a qualification below National Certification

in Education will be allowed to teach in any school in Nigeria. However, the National Council on Education(NCE),which is the highest policy reference point in Education, as a first step, has ordered that the employment of GradeII Teachers be stoped in favour of the numerous unemployed NCE holders who are without job.

3.2.2 Induction of Personnel in the School System

Induction and orientation are synonymous words used various ways to describe the process by which the new employees are acquainted with the organisations. and facilitates their absorption so as to realise the educational goals. It is a programme of activities designed by an organisations. such as a school system to assist new employees adjust easily and effectively to their new jobs. This adjustment will assist them to contribute effectively to the goals of the system while at the same time realising their individual and position satisfaction. Not until the new employees are fully adjusted to the work to be performed, the environment in which the said work is performed and the colleagues with whom the work is performed, they cannot put-in their best to realise the goals of the system. It is at this level that the importance of induction process lies.

In the educational system, induction process is done by either the principal, the head teacher or the head of department as the case may be. A new staff needs to know the policies, the history of the school, the people with whom to work, and their function in the school. They need to know where to get information and which section to consult in case of difficulties. They need to know how to get about doing their work. In primary schools, it involves introducing the staff to the pupils during morning assembly. He/her is also introduced to the staff, classrooms, teaching and learning facilities in the school.

Nwachukwu, cited by Udeze (2000:85) outlined the following advantages of induction process.

a. It assists the employee to overcome the initial shock, because during the first few days in any job position the employee tends to be anxious and uncertain, he/she has much to learn about the organisation, his/she supervisor and colleagues;
b. It satisfies the employee’s need for acceptance;
c. It gives the employee the feeling of being wanted by the organisations. irrespective of the degree of his/her contributions to the system;
d. It acquaints him/her with some of the key requirements of his/her new job, and such information carries strong meaning to the new employees. They get data on their specific duties and on those they are to work with.

It is important to note that recruitment and selection processes of personnel administration is assumed to have ended when the new employees have effected the necessary personnel, systems, social and position adaptations that assist them perform fully and effectively as members of the system. The major aim of induction process is to assist in utilising fully the satisfactions and the abilities of the employees so as to attain the system's goals. Castetter, cited by Nwangwu (2005:27-28) is of the opinion that before an induction process is initiated, its goals must be established, stressing that the purpose of the exercise is to enhance and facilitate the adjustment of new employees to the work environment in which they offer service to the system. His proposed model for induction process is shown in *Figure 4* below

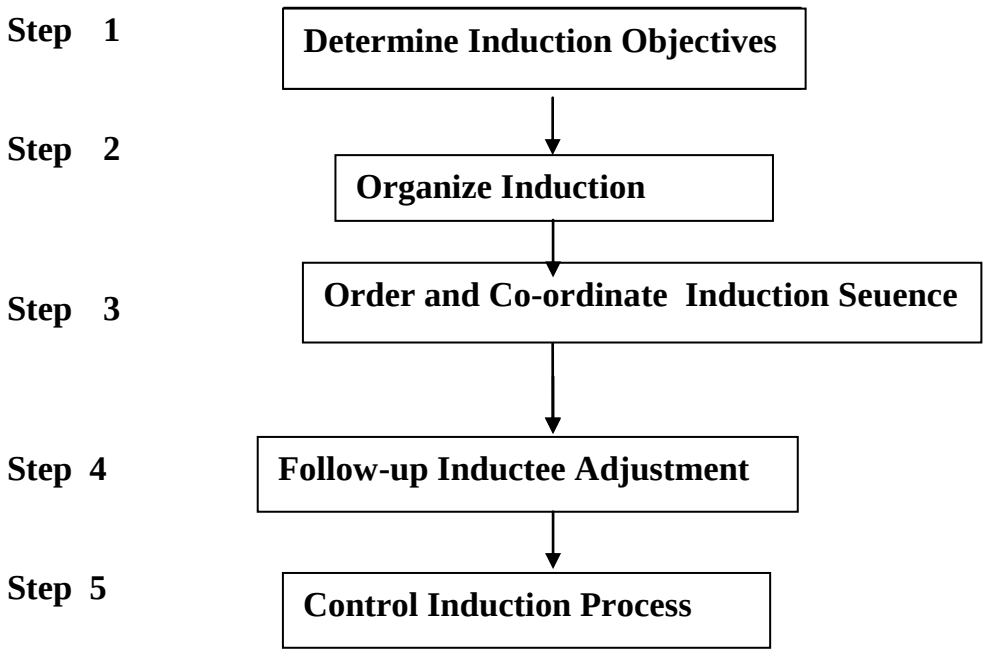

Figure 4 Model of the Induction Process
Source: Castetter in Nwangwu, I.O. (2005). ***Personnel Management in Education: Human Resources Administration and Development.*** Enugu: His Glory Publication.

In order to clarify the above model, he posed some questions that explained each of the steps in the model:

1. What does the school intend to achieve through the induction process? What should be the impact of the induction process on the institution? What should be the impact of the induction process on the new employees?
2. What types of activities are required to realise the expectations of the induction process? How will induction activities be embedded into the organisational assignments? How will other assignments be integrated so as to realise purposeful action?

3. Which aspect of the induction activities will be assigned to the central administration of the system? Which ones are to be assigned to attendance units?
4. How should induction activities be phased? What steps should be taken prior to appointment, before the new employee assumes duty, before the commencement of work and during the period of probation, who does what during each of the phases of the induction cycle?
5. What measures should be exercised to make the induction process conform to plan? What types of appraisal are needed to determine the effectiveness of the induction process?

3.2.3 Appraisal of Education Personnel

Personnel performance appraisal in education refers to the process designed to arrive at judgements in respect of individual's past and present performance taking into consideration his/her work environment as well as his/her future potential for the system. It is a process designed to help staff attain both personal as well as system's benefits (Nwangwu 2005). There are two forms of appraisal with different goals. These are formative and summative appraisals. In formative appraisal, the strengths and weaknesses are identified. The strengths are reinforced while the weaknesses are remedied. Summative appraisal on the other hand, is a process whereby a decision to implement personnel action such as compensation, promotion, re-engagement or termination is taken after an appraisal exercise. Scriven, cited in Dunkin (1972) made a distinction between formative and summative appraisals in an education enterprise. According to him, if a school system institutes a system of appraisal in order to encourage the professional growth and development of its teachers, it is engaged in formative appraisal. On the other hand, if the school establishes a system of appraisal in order to select teachers to license, hire, give tenure to, promote, demote or dismiss, then it is engaged in summative appraisal. The focus of this discussion is on formative appraisal because it is tailored towards the professional growth of teachers and instructional improvement.

One of the reasons for the appraisal of education personnel is to improve teaching by identifying what action can be adopted to improve the teaching exercise, the teaching environment or teacher behaviour in classrooms. Bolton (1973:24) is of the opinion that the goals of teacher appraisal should include the provision of information for assignment modification such as placement in another position, reduction of workload, promotion to leadership position or termination of appointment. Other goals of teacher appraisal according to him include to:

- safeguard individuals as well as the school system from incompetence, including the protection of teachers against the whims

and caprices of a new administrator and the protection of a school district and pupils from the hands of harmful teachers.

- reward superior performance, to validate the selection processes, and finally to provide a platform for the teachers' career planning, growth and development through professional degrees and in-service training programmes.

In a nutshell, the above goals of appraisal which to a large extent constitute the reason behind teachers' job performance appraisal could be summarised as efforts to guarantee the growth of teachers, and to protect and improve the quality of instruction offered to pupils.

It has not been possible to arrive at a generally accepted aspect of teaching traits that should be appraised for instructional improvement and teachers' professional growth. However, there are basic areas in teaching where teachers should be held accountable. They should, therefore, be appraised in these areas.

1. ***Area of Specialization:*** Teachers' knowledge of area of specialisation is very important in the process of teacher appraisal. The importance of determining how well prepared a teacher is in his/her area of specialisation cannot be overstated. Oko (1983), writing on the importance of knowledge competence of teachers in their areas of specialisation noted that a good teacher should know his/her subject area well or else he/she will be teaching students wrong, inaccurate or outdated ideas and concepts. Added to this, is the fact that the teacher may be scratching merely the surface of the subject and will fail to excite the deeper interest and stir the imagination of pupils for greater involvement and discovery in the subject.

2. ***Motivation of Students:*** Thurstone (1938) discovered that motivation through praise enhances greater speed in the academic achievement of pupils. According to him, praise seems to be of great importance to highly anxious pupils. It is also very important for pupils with low self-confidence and equally very important for pupils with negative attitudes towards the teacher.

McIntyre (1982:165) identified some areas of responsibility to which teachers should be held accountable and be appraised. These areas are:

- *Teachers' Personal Behaviour:* The appraisal should attempt to answer such questions as: Is the teacher in question punctual? Does the teacher attend classes? Does the teacher abide by the rules and regulations of the school?

- *Students'-in-Class Behaviour:* Do students listen attentively? Do they behave in accordance with the rules of the school? Do they initiate ideas and participate in class discussions? Are their in-class time spent *on the task*?
- *Students'-in-Class Mental Activity*: Are the students interested in what the teacher is teaching? Do they understand what the teacher is saying? Are they motivated to learn?
- *Students'-in-Class Learning*: Have students mastered the goals of instructions? Can they demonstrate at the end of class or the term that they have learnt what was meant for them to learn?
- *Students'-Out-Class Activity*: Do students spell words correctly on job application? Do they note and conduct themselves in the streets as good citizens? Do they apply critical thinking skills acquired in schools to resolving practical problems.

Ross (1981-25) noted that the Bettendorf school district appraises its teachers on the following criteria: classroom management, communication skills, compliance with the school policies, empathy with students, knowledge of subject matter, instruction capabilities, motivation skills, planning and organisation skills, staff relationships, professional preparation and scholarship. Seldin (1982) proposed a four-dimensional approach in teachers' appraisal. According to him, the students will offer assessment of teaching skills, content and structure of the course materials and clarity of its presentation. Peers will provide an overview of teaching materials such as subject matter, original research, professional recognition, participation in academic community, interest in and concern for teaching, service to non academic community, administrators, on their own part, will provide an appraisal of the workload and other teaching responsibilities, service to the institution and teaching improvements. The teacher himself will provide self appraisal as a teacher, as a staff member with added academic responsibilities, illustrative course materials, evidence of professional accomplishments, committee membership, service to the institution as well as to the community.

SELF ASSESSMENT EXERCISE III

State and discuss the forms of Appraisal you have Studied?

3.2.4 Compensation of Personnel in Education

Compensation is said to be the adequate and equitable remuneration of employees for their contributions to the system's objective. The personnel administrator is faced with the function of determining rates of monetary compensation of personnel in his/her system. This function is important to both the system and the employee. For the system, wages and salaries are the

most important single cost of doing business, and for the employee, the salary is also an important influential index in determining status in the society.

Compensation in respect of employee is designed to achieve three major things:

a. To attract sufficient and efficient personnel to the system.
b. To motivate them to optimal performance.
c. To retain them in the system over a long period of time.

In the Nigerian school system, the head teacher has nothing to do with the development of a compensation plan. The salary scales and the conditions of service are generally approved either by the federal or state governments. Salaries and benefits in the school system are very important factors in attracting, motivating and retaining personnel. Compensation is closely related to satisfaction of needs of employees. The only way a personnel administrator or school system can attract and retain sufficient and efficient personnel is to ensure that personnel perceive the system's compensation as being fair and equitable. Equity in this respect is regarded as felt justice according to the principles of natural justice and equity. Flippo (1983) noted that when an employee receives compensation from an employer, perceptions of equity are affected by two major indices. First, the ratio of compensation of one's input of effort, education, training, endurance of adverse working conditions. Second, the comparison of this ratio with the perceive ratio of other people with whom direct contact is made. An individual readily accepts that equity exists when he/she perceives that the ratio of outcomes to inputs is in equilibrium with respect to self both internally as well as in relation to others elsewhere.

The major purpose of compensation is to allocate resources for salaries, wages, benefits and rewards in such a way that will attract and retain sufficient and efficient school personnel with relevant skills. Studies have shown that a compensation programme that is well conceived and administered can enhance the attainment of specific objectives of the system as well as individual satisfaction of the members of the system.

Teachers' compensation has not been able to fulfil the objectives of compensation plan. It has not been able to attract and retain over a long period of time competent career teachers. This explains why there is constant large exodus of teachers in primary, secondary and tertiary institutions. Some of the reasons why teachers leave teaching in droves include poor salaries, poor conditions of service, lack of promotion, low public image and lack of job satisfaction. Teaching personnel in Nigeria are not motivated enough to sustain them in teaching for a long time. The push factors in the Nigerian

school system are many and frustrating that teachers bow out at the least opportunity. This explains why strike is a common phenomenon in the Nigerian school system. If the Nigerian Union of Teacher (NUT) is not striking for better conditions of service, the Academic Staff Union of Universities (ASUU) is striking for better teaching and learning conditions in tertiary institutions. This affects the quality of education in Nigeria.

Mackibbin and Joyce, cited in McPherson (1981:121) summarised the solution to the problems of dissatisfaction in teaching profession when they said that we need to be attentive to:

> *educational personnel as people, living and working under difficult conditions and it is a matter of utmost importance that environments be created within which they can renew themselves, feel integrated and connected to their children and society, feel proud and dignified and have a job they look forward to rather than dreading and waiting for each day to end.*

We shall conclude this section of personnel administration by stating that it is difficult to attract and retain a person to a job that is devoid of recognition for excellent performance, a job that is uninteresting, a job that allows no sense of achievement, self-actualisation and a job that is nothing but a child-rearing responsibility as teaching is meant to be. In this circumstance, the profession will only act as a springboard for people to better job. Until government evolves a teaching compensation plan that adequately remunerates teachers, teaching will continue to lack adequate and competent teaching personnel.

3.2.5 Personnel Development in Education

Personnel development in education is a process designed for self-development, self-actualisation and self-growth. Personnel development programmes are measures geared towards the growth and improvement of skills, knowledge, abilities and attitudes of system personnel. Iyede (2005:34), citing Adesina(1990) perceived personnel development as measures to improve the qualitative and quantitative contributions of human resources to the overall goals of the system. He further noted that it helps the individuals to be more efficient in performing greater work or at preparing individuals for greater responsibility. He went further to identify four types of development programmes in the educational system. These are:

- correction of deficiencies known at the time of appointment;
- enabling teaching staff to face challenges arising from innovation in the school curriculum;

- enables non-professionals to professional; and.
- enables professionals to acquire higher qualification for greater responsibilities and status.

A well planned and systematic personnel development programmes will return immeasurable values to the system in terms of increased productivity, reduced costs, enhanced morale, greater stability in the system as well as flexibility to adapt to ever-changing technological society. Such programmes will also facilitate the attainment and satisfaction of individual needs.

The Scope of Personnel Development: Personnel development occupies important position on the list of those processes designed by the system to attract, retain and improve the quality and number of personnel required in a system to solve its problems and attain its stated goals. Personnel development process is closely linked to personnel planning and utilisation. Nwangwu (2005:48) noted that good personnel programmes have the following objectives to achieve:

a. Improving and consolidating of the performance of all current position holders in their present positions;
b. Developing major skills of selected personnel so as to occupy anticipated openings;
c. Promoting the self-development of every personnel in the system so as to foster their influence as individuals and to facilitate and enhance their individual need satisfaction.

Professional occupations in recent times have laid premium on the provision of systematic strategies for the continuous development of skills, problem solving abilities, knowledge and positive attitudes of system personnel so as to cope with the volatile society orchestrated by modern technology. Different scholars have different perceptions of what the term personnel development means in the field of education. In some studies, it is referred to as in-service education, professional development, continuing education, higher degree studies, staff development and training. However, Sergiovanni and Starrat (1979:290-291) drew a distinction between in-service education and personnel/staff development thus:

> *Conceptually, staff development is not something the teacher does for himself or herself. While staff development is basically growth oriented, in-service education assumes a deficiency in the teacher and presupposes a set of appropriate idea, skills and methods which need developing. Staff development does not assume a deficiency in the teacher but rather assumes a need for people*

at work to grow and develop on the job.

Nigerian teachers need both in-service as well as staff development programmes. Presently, little attention is being paid to their education and re-education. Observations have shown that teacher education today attempts to do much with too little and it is funded at the lowest level of any professional educational programme in Nigeria. There are enormous unwillingness on the part of the government, companies and wealthy individuals to provide both time and money needed for adequate and effective training of teachers. We cannot but agree with Nwangwu (2005:49) that *in a society rocked with the explosion of knowledge, the government as well as the public must realise that the continually learning teacher is as important as the continually learning child.* There is urgent need for both in-service education as well as personnel development programmes for Nigerian teachers. These activities will be a source of motivation for teachers already in the profession, they will also attract and retain outstanding scholars. Educating and re-educating of teachers are vital to any nation bearing in mind that they influence the lives of the nation's youths and the nation's future.

A teacher who is not constantly abreast with modern knowledge is not only a liability to the school system but also dangerous. This is because he/she will impart wrong knowledge on the children. This belief is further buttressed by Akpan (1979:13) when he noted that:

> *An untrained man in the modern world may ... be a menace to the society. He is a quack, he knows only the laws of things; he has no idea of (their) why. Hence if there is any trouble anywhere – breakdown in a machine or a mistake in a ledger ... all he can do is to fumble and punch up trouble anyhow, leading to a more serious breakdown or greater confusion. Really there is no place for the untrained worker, or even the intelligent amateur, in these days of specialised work.*

Any day that passes brings certain innovations in the field of education. This is as a result of technological development. This renders teachers' knowledge constantly obsolete, especially those who are not trained and retrained. The only way to keep teachers current with changes in the field of education is by making provision for staff development.

Personnel administration of primary school pupils lays majorly on the head teacher of our primary school. Primary school administration in Nigeria has become a complex entity in recent years,due to the implimentation of the Universal Primary Education (UPE) scheme and the subsequent increase in enrolment of students. Enrolment increase have led to the assignment of a large number of teachers under the supervision of the head teachers.

In the Primary school, the head teacher is made accountable for providing the means of achieving curriculum objectives as specified in the primary school syllabus. As the manager of the school, the headmaster is expected to provide teaching material and necessary equipment as well as to manage the limited resources for the utmost benefit of the pupils. He is also expected to provide strong leadership in curriculum implementation. Another critical area of responsibility is the administration of pupils personnel. Here, the head teacher is required by the State School Board to maintain a system of pupil accountability. He is also expected to initiate a system of pupil accounting and provide counseling and health services.

4.0 CONCLUSION

The importance of personnel administration cannot be overemphasized. It is the bedrock of efficiency for it integrates the overall goal of attracting, motivating and retention of quantitative and qualitative personnel in a system. It will be difficult for Nigerian educational system to realise its objectives unless it evolves good personnel development programmes. Such programmes will act as checks for those who use teaching profession as a springboard to other professions.

5.0 SUMMARY

In this unit, we discussed personnel administration and its relevance to education. We also learnt of the various activities that are found on the level of personnel administration. Such activities as recruitment and selection, induction of personnel, appraisal of educated personnel, compensation and personnel development were discussed in details.

6.0 TUTOR-MARKED ASSIGNMENT

1. What is *Personnel Administration?*
2. Discuss the importance of personnel administration in the field of education.
3. Discuss in detail the various activities that operate at the level of personnel administration.
4. Discuss some personnel administrative work of the head teacher of a primary school.

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UNIT 3 DECISION-MAKING IN SCHOOL ADMINISTRATION

CONTENTS

1.0 Introduction
2.0 Objectives
3.0 Main Content
  3.1 Meaning of Decision-Making
  3.2 Decision-Making Theory
  3.3 Decision-Making Process
  3.4 Strategies for Successful-Decision-Making
  3.5 Factors Influencing Decision-Making in Organisation
4.0 Conclusion
5.0 Summary

1.0 INTRODUCTION

Decision-making is a very important responsibility of all administrators. It is the nerve centre of all policies, programmes and activities of every organisation. School administrators usually take decisions that affect both human and material resources. Not until decisions taken are converted into action, they are mere good intentions. A good knowledge of the decision-making process is very important for school administrators. This is because, the school just like any other formal organisation is essentially a decision-making structure. The focus of this unit is on decision-making in school administration.

2.0 OBJECTIVES

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

- define decision-making and its process;
- discuss the assumptions that are associated with decision-making theory;
- explain the various steps that are involved in the decision-making process;
- discuss the strategies that can enhance successful decision-making; and
- evaluate the factors that influence decision-making in organisation.

3.0 MAIN CONTENTS

3.1 Meaning of Decision-Making

Kevin, cited by Ukeje, Akabogu and Ndu (1992:163) stated that a decision is a conscious and deliberate resolve that binds the individual or group to take action in a specific way. According to them, it generates towards an envisaged course of action of some specificity and is, moreover, an act that is made in the light of and is consistent with at least some of the elements of an action scheme. It is a conscious choice between two or more alternatives (Elzioni in Ukeje *et al.* (1992). Nwagwu (2004) citing Mbamba *et al.(1980),* described decision-making *as a behaviour which is exhibited in selecting and implementing an alternative course of action.* In other words, decision-making is a process of determining a course of action by adopting a more or less deliberate consideration of usually competing alternatives. Decisions are expected to solve organisational problems and enable the organisations. to attain its goals and objectives. This explains why, according to Nwagwu (2004:91) decision-making is very often described and equated as *problem-solving process.* According to her, the success, value and usefulness of a decision are determined by the extent to which it has assisted the organisation in solving its problems and realise its goals. Ukeje *et al.* (1992) further noted that a decision is the outcome of deliberation, calculation, thoughtful response to internal and external conditions of the environment. They admonished that decision should not be erratic and haphazard. For an administrator, administrative decision is the centre of the behaviour of the members of the organisation. It, therefore, presupposes that all decisions are taken with special attention to the on-going activities within the organisation. Administrative decisions are expected to cover the organisation's objectives, policies and plans and the overall decisions provide the working direction to the organisation itself. Decision-making does not end at determining and articulating the preferred alternatives. Rather, it ends with the prescription of the needed action that will translate the decision taken into practical operations and outcomes. In decision-making, it is the implementation of the decision-taken that is importance.

SELF ASSESSMENT EXERCISE I

Define decision – making in your own words.

3.2 Decision-Making Theory

Hoy and Miskel (1982:264-268) identified six major assumptions that are closely associated with decision-making theory. These assumptions which constitute the focus of our discussion in this section of our study are summarised below.

ASSUMPTION I

The decision-making process is a cycle of events that includes the identification and diagnosis of a difficulty, the reflective development of a plan to alleviate the difficulty, the initiation of the plan, and the appraisal of its success.

A striking characteristic of this pattern of action is its cyclical nature. This dynamic process solves some problems and creates others. Specific improvements in certain situations that enhance the attainment of the organisational purpose frequently interfere with other conditions that are also important. Consequently, administrators should not expect that an effective decision-making, structure will solve all problems. At best, the process adopted by thoughtful and skillful executive and staff should result to more rational decision, but certainly it will not result in final decision. In the process of decision-making, five sequential steps are imperative. These steps are:

i. recognise and define the problem or issue.
ii. analyse the difficulties in the existing situation.
ii. establish criteria for resolving difficulties.
iv. develop a plan of or strategy for action, including the specification of possible alternatives, the prediction of probable consequences for each alternative, deliberation, and the selection of an action alternative.
v. initiate a plan of action.

We shall discuss these steps in detail later in this unit.
Although the process is conceptualised as a sequential pattern because each step serves as a logical basis for the next, the process is equally cyclical in nature. In other words, decision-making may be commenced at any stage. Moreover, the steps are taken continously in the process of administering organisations.

ASSUMPTION II

Administration is the performance of the decision-making process by an individual or group in an organisational context.

The decision-making process is a set of interdependent phases that may be isolated and abstractly described. Administrators charged with the responsibility for decision-making, possesses various important attributes:

i. It tends to perpetuate itself;
ii. It attempts to protect itself from disruption and destruction from within and is thus concerned with the morale and satisfaction of its employees;

iii. It seeks to survive, and it is, therefore, competitive with other behaviour patterns; and
iv. It seeks to progress and grow.

The impetus for growth is carried out not only on behalf of the organisations. but also on behalf of a specifically identifiable administration.

From these characteristics of administration, it, therefore, follows that administrators are expected to perform in a manner that will maximize efforts, perpetuate the decision-making process, maintain the administration's internal integrity, preserve or enhance its position in relation to competing interests, and assist it develop and expand.

ASSUMPTION III

Complete rationality in decision-making is virtually impossible; therefore, administrators seek to satisfy because they do not have the knowledge, ability or capacity to maximise the decision-making process.

Effective administration demands rational decision-making. Decisions are rational when they are appropriate for realising specific goals. Administrative decisions, however, are usually extremely complex, and their rationality is limited for a number of reasons. First, *all* the alternatives cannot be considered simply because there are too many options that do not come to mind. In addition, all the probable consequences for each alternative cannot be anticipated because future events are extremely difficult to predict accurately and to evaluate realistically. Rationality is limited not only by the extent of administrators' knowledge but also by their unconscious skills, habits, and reflexes as well as their values and conceptions of purpose that may deviate from the goals of the organisation. Individuals are not capable of making completely rational decisions on complex matters. Hence, most administrative decision-making is concerned with the selection and implementation of satisfactory alternatives rather than optimal alternatives. In the words of Herbert A. Simon, administrators *satisfice* rather than *optimise.*

ASSUMPTION IV

The basic function of administration is to provide each subordinate with an internal environment of decision so that each person's behaviour is rational from both individual and organisational perspectives.

As a result of the inability of individuals to make completely rationale decisions, administrators must limit the scope of the decisions so that rationality can be approached. The administrative structure provides

organisational members with an environment of goals, objectives, and purposes. This environment narrows and defines roles, thereby limiting the number of alternatives.

Hoy and Miskel (1982), citing Simon (1980), noted that rational behaviour consists of a means-end chain. Given certain ends, appropriate means are selected, but once those ends are realised, they in turn become means for further ends, and so on. After organisational objectives are agreed upon, the administrative structure serves as a basis for the means-ends chains. For instance, once the ends for organisational members are defined by the directive from a superior, the subordinate's responsibility is primarily to determine the *best* means for accomplishing those ends. That pattern, along with procedural regulations, narrows the alternatives.

An individual's decision is said to be rational if it is consistent with the values, alternatives and information that were analysed in arriving at it. An organisation's decision is rational if it is consistent with its goals, objectives and information. Therefore, the organisation must be structured so that a decision that is rational for the individual remains rational for the organisation when reappraised from the organisational point of view.

ASSUMPTION V

The decision-making process is a general pattern of action found in the rational administration of all major functional and task areas.

The specific tasks of school administration can be categorised in diverse ways. Essentially, school administrators are concerned with and responsible for:

a. curriculum and instruction;
b. negotiations;
c. physical facilities;
d. finance and business;
e. pupil-personnel;
f. evaluation and supervision;
g. recruitment, selection and retention of employees; and
h. public relations.

The decision-making process is essential not only to each of the above task areas but also to the broader functional areas of administration i.e-policy, resources and execution. A policy is defined as a statement of those objectives that guide the actions of a substantial portion of the total organisation. The resources of administration consist of people, money, authority and materials. Execution consists of integrating and synthesising the resources and policy necessary to attain a purposeful organisation. The

decision-making process is the vehicle for dealing with questions of resource allocations. In determining the need for personnel, supplies, physical facilities, and monies, the administrator is confronted with difficulties and problems that require both deliberate, reflective choice and implementation - the use of action cycle of the decision-making process. The cycle is repeated in performing the executive function. In order to allocate and integrate the resources consistent with policy mandates and to synthesize conflicting values and tendencies, the executive attempts to administer the system through a continuous series of the cyclical actions that make up the decision-making process.

ASSUMPTION VI

The decision-making process occurs in substantially the same generalised form in most complex organisations.

The cyclical evolution of rational, deliberate, purposeful action-beginning with the development of a decision strategy and moving through implementation and appraisal of results, occurs in all types of organisations.s. The structure is the same in, for instance, military, industrial, educational, or health services organisations.s. The universality of decision-making process calls attention to the fact that administration is essentially the same irrespective of the specific context in which it occurs. Educational organisations are different, however, from industrial organisations in several substantive and important ways. For instance, the technologies employed by each, as well as the products that result, are quite different. Yet, the decision-making process in the areas of policy, resources, and execution is essentially similar, in fact substantively the same. Therefore, the study of educational administration must concern with the general, abstract subject of the decision-making process.

Having examined the assumptions that are associated with decision-making theory, we are to discuss the processes that are involved in decision-making, in other words, decision-making process.

SELF ASSESSMENT EXERCISE 2

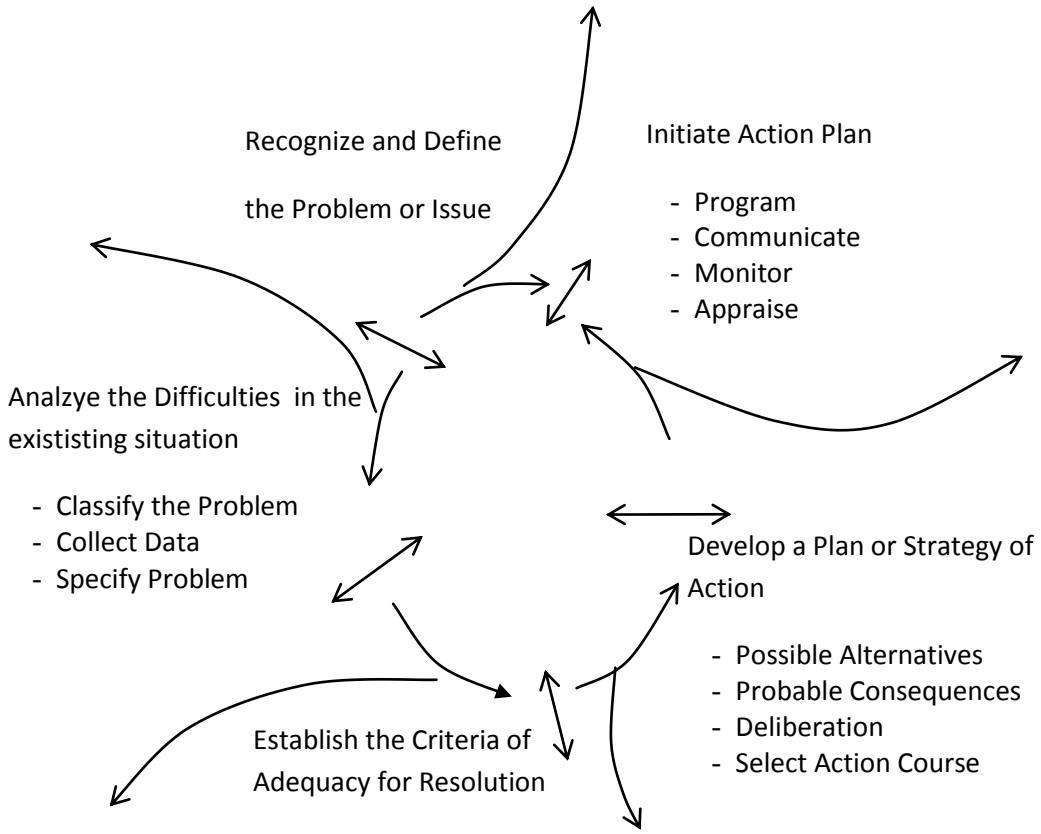
Dicuss briefly the assumptions that are associated with decision-making theory.

3.3 Decision-Making Process

We have discussed the specific steps that are involved in the decision-making process; remember that there are five steps involved.

Hoy and Miskel (1982) referred to decision-making process as an action

cycle. This is because many decision-making action cycles may be occurring simultaneously. According to them, one elaborate cycle about fundamental goals and objectives may be happening at the level of board of education, while smaller and related sequential cycles pertaining to curriculum and instruction, pupil-personnel services and finance and business management, and facilities planning, may be progressing at local government level. They noted that Litchfield described the complex interaction of events in the process thus: *There is … a series of wheels within wheels, tangent now at one point, now at another. The totality is administrative action, the wheels are similar not in size but in the articulate and inarticulate uniformity of their components.* It is at this point that we shall analyze each of these stages in the action cycle as presented by Hoy and Miskel. Figure 4 below will help us understand more the action that are involved in decision-making process.



Fgure 4: Decision-Making Action Cycle

Source: Hoy, W.K. & Miskel, C.G. (1982).

Educational Administration Theory, Research, and Practice (2nd ed.) New York: Random House. P. 269.

Step I: Recognize and Define the Problem or Issue

The first step in the decision-making process is the recognition and definition of an existing problem. This step is very important in the sense that the skill

exhibited in the recognition and definition of the problem becomes the catalyst that propels the administrator into action. At this stage, the administrator puts the problem into its proper perspective. An accurate perception of the problem will help in determining the limit and scope of the existing problem. Ukeje *et al.* (1992) noted that a clear perception of the problem is usually affected by the administrator's knowledge of the area in which the problem is situated and equally the administrator's psychological balance especially his/her sense of security. For instance, if he/she perceives a problem that will threaten his/her position, he/she may suppress it and refuse to perceive it accurately.

In the decision-making process, the administrator does not necessarily react to existing problems. Effective administrators are usually alert to issues and situations that might generate problems in the system. This approach will enable them to adopt courses of action that will prevent the problems from developing and enhance organisational health and development.

Step 2: Analyze the Difficulties in the Existing Situation

This stage demands for an analysis and classification of the problem. Is the problem unique or is it a new manifestation of a particular difficulty for which a pattern of action has already been developed? Chester I. Barnard, cited in Hoy and Miskel (1982) identified three types of decisions based on where the need for them emanates. These are intermediary decisions emanating from authoritative communications from superiors that relate to interpretation, application, or distribution of instruction; appellate decisions, arising from cases referred by subordinates, and creative decisions originating in the initiative of the administrator concerned. The authors, however, noted that Peter F. Drucker proposed that there are basically only two types of decisions – generic and unique. According to him, generic decisions arise from established principles, policies, or rules. It was observed that recurring problems are routinely resolved by formulaic rules and regulations. A good number of the intermediary or appellate decisions that confront school heads are generic. That is, the organisations. has established mechanisms and procedures for resolving such problems. This, however, does not mean that they are not important. It rather means that they belong to a general group of organisational problems that usually reoccur and that the organisation wants to be prepared to deal with. Such decisions are required when the school head implements policies mandated by the board of education; monitors absenteeism among teachers, mediates student-teacher conflicts, and interprets disciplinary procedures. All of these generic decisions can be intermediary or appellate (emanating from above or below the principal in the hierarchy). In all cases, the school head should be able to handle the situation by applying the appropriate rule, principle or policy to the concrete circumstances of the case.

On the other hand, unique decisions, are probably creative decision that demands going beyond established procedures for a solution. This may demand a modification of the organisational structure. In this case, the decision-maker confronts a strange problem that is not adequately addressed by a general principle or rule. In most cases, creative decision changes the basic thrust or direction of an organisation. In order to seek a creative solution, decision makers are at liberty to explore all ideas that are relevant to the problem.

A unique decision may emanates when the school head and staff seek to resolve a curricular issue where there are no existing guidelines. The inspector may specifically demand an innovative solution.

As soon as the problem has been classified as generic or unique, the administrator is in a position to address a number of other questions as he or she proceeds with the analysis. Such questions include: How important is the problem? Can the problem be more fully specified? What information is needed to specify the problem further? The initial definition of the problem is usually global and general. After classifying and determining the relevance of the problem, the decision-maker now starts to define more precisely the problem and the issues that are involved. This demands the need for information or data collection.

The quantity of information that should be collected depends on a number of factors, including the relevance of the problem, time constraints, and existing procedures and structure for data collection. The more relevant the problem is to the organisation, the more information the decision maker needs. Time is certainly a constraining factor in data collection. Finally, the prevailing procedures for data collection may greatly enhance or entirely mar the search for relevant information.

In a nutshell, decision makers require relevant facts. What is involved? Why is it involved? Where is it involved? When? To what extent? Answers to these questions should provide information to determine the scope of the problem. Such information can be collected in formal, sophisticated means, using operation research and computer facilities, as well as informal ways through personal contacts, by telephone or in writing.

Step 3 Establish the Criteria for Problem Resolution

When the problem has been analysed and specified, the decision-maker now decides what constitutes an acceptable solution to the problem. The answers to the following questions will help in arriving at an acceptable solution.

a. What are the minimum objectives that are to be attained?

b What are the *musts* compared to the *wants*. It is possible that a perfect solution becomes difficult to realize in terms of outcomes.

c. What is good enough? In other words, what are the criteria for a satisfactory decision? At this stage, it is advisable to rank the possible outcomes along a continuum from the least satisfying to the best satisfying decision.

Criteria of adequacy need to be identified so as to enable decision-maker to know the *right* decision is being made and not just one that will be accepted. In actual fact, the criteria adopted in judging the decision should be in line with the organisational goals. What is referred to as criteria of adequacy here, is what scientists usually refer to as *boundary conditions.* Any final decision arrived at has to satisfy the boundary conditions that have been identified.

Step 4 Develop a Plan or Strategy for Action

This step is very crucial in the decision-making process. When a problem has been recognised, data collected, the problem specified and boundary conditions identified, it then becomes very necessary that the decision-maker develops a systematic and reflective plan of action. This process involves:

i. specifying alternatives.
ii. predicting consequences.
iii. deliberating on and selecting the alternative for action.

Specifying Alternatives: The first step in formulating an intention to resolve a problem is to list all possible alternatives. In real life, only some of the alternatives are specified because it is not feasible for people to think of all alternatives. However, identifying a good number of choices increases, the possibility of finding satisfactory solution to a problem. In this case, it is advisable to spend time in developing as many alternatives as possible.

Routine decisions are usually handled quickly and effectively. Unique decisions, on the other hand requires more thoughtful and creative decision-making process. Creative thinking is of paramount importance in developing the alternatives from which a decision-maker must make a deliberate choice.

Predicting Consequences: For each that is developed, the decision maker must propose possible consequences that might result from that alternative. It is important to mention here that specifying alternatives and predicting consequences usually occur simultaneously. The formulation of alternatives and probable consequences is a good forum to involve many experienced people, adopting brainstorming sessions so as to make accurate predictions.

Predicting consequences emphasizes the need for a good management information system. Schools that have structures that possess built-in capacities to collect, code, store and retrieve information have a distinct advantage in the decision-making process. In addition, consulting with experienced people who are in a position to know equally enhances one's predictive power. For each decision alternative, the consequences can be predicted only in terms of probability rather than certainty in respect of outcomes.

Deliberating and Selecting the Course of Action: This is the final phase in the development of a strategy for problem resolution. This stage involves a deliberate analysis of the alternatives and consequences. Sometimes, it is advantageous and helpful to list all the alternatives with their accompanying probable consequences in a probability event chain as shown in *Figure 5* below. The figure is read thus:

Alternative *A* has three possible consequences (C_1A, C_2A, C_3A), and the probability of each of these consequences occurring is designated $P(C_1A)$, $P(C_2A)$ and $P(C_3A)$. Although, this approach may not be adopted for each problem-solving issue, every alternative has a number of consequences, each with a certain probability of occurring that must be given adequate attention.

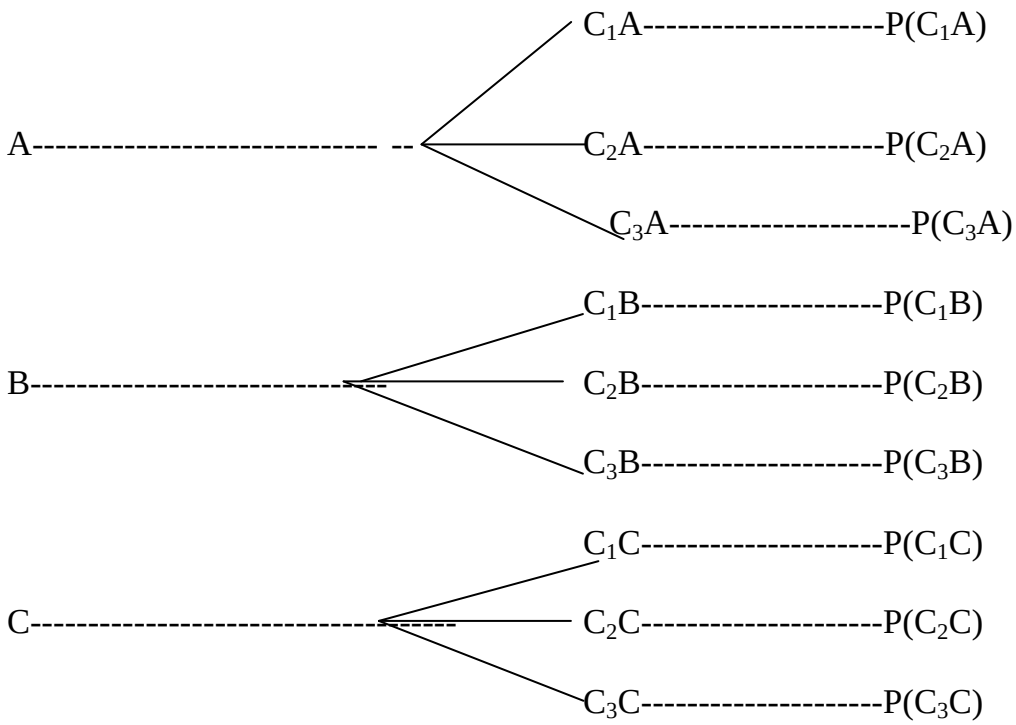


Figure 5 Example of a Probability Chain

Source Hoy, W.K. & Miskel, C.G. (1982). ***Educational Administration: Theory, Research, and Practice.*** (2nd Edition). New York: Random House. P.275.

In the deliberation, prior to selecting the appropriate alternatives, decision-makers carefully determine the probable consequences of each alternative in the light of criteria for a satisfactory solution. They are then in a better position to choose the *best* alternative or to select a number of alternatives that are linked together in some sequential order, which will offer them a strategy or plan of action. It is necessary to note that the more complex or problematic the issue, the more likely the later course of action.

At this point, illustration becomes necessary. Alternative *A* may yield a positive and acceptable solution, however, if it fails, the decision-maker may go to alternative *B* and if need be, to alternative *C* and so on provided the alternative consequences are still satisfactory. However, unenvisaged consequences may need a rethinking of alternatives.

We have to note that a number of factors influence the choice of a preferred alternative or alternatives. These factors are:

i. the values of the administrator;
ii. the cultural context in which the decision is made and implemented;
iii. the perception of those that are involved in the process;
iv. the importance of the situation;
v. the pressure on the decision-maker and,
vi. the importance of the goal.

All these and other factors intervene in the selection of an alternative. In any case, deliberate, rational and reflective decisions generally emanate from following a systematic sequence of steps.

Step 5 Initiate the Plan of Action

As soon as a decision has been made and a plan of action formulated, the next step is to implement the decision. This is the final element in the decision-making cycle. The initiation of the plan of action demands at least four steps – programming, communicating, monitoring and appraising.

Programming: The decision arrived at must be translated into specific programmes. In other words, the mechanics and specific details for implementing the plan must be specified. For instance, the plan to change the school uniform contains a specific and detailed set of operations that requires the answers to a number of questions. Who is in-charge of the implementation? What colour will the uniform be? When is the change going to take effect? In a nutshell, such plan must be realistic and feasible to implement.

Communicating: As soon as the plan has been programmed, it is important that each of those that are going to be involved in the implementation must be aware of their responsibilities. Channels of communication among the individuals as well as opportunities for communicating both horizontally and vertically must be established appropriately. For an effective implementation of a programme, those involved in the implementation must know clearly not only their own roles but also the roles of others as they relate to the entire plan. If this is not done, efforts may be wasted, counter-productive and ineffective. The communication system developed to implement the plan will either enhance or mar the effective implementation of the plan.

Monitoring: This refers to the process of supervising the implementation of the plan so as to ensure that it is proceeding according to schedule. There a need to have an inbuilt information monitoring and reporting mechanism into the action cycle of decision-making. This is to provide continuous evaluation of actual events as compared to expectation. The monitoring process acts as checks and balances using systematic feedback mechanisms. Once the standard of performance is established, there is need to enforce it. Enforcement does not however mean coercive control. There are many strategies of control – including those that rely on rewards and incentives, punishment, persuasion and means of inducing identification with organisational goals. Continuous feedback reports are important to evaluate the progress of implementing a reprogramming of the plan of action; a change in communication procedure, or new monitoring techniques.

Appraising: Once the decision has been programmed, communicated, and monitored, there is still a need to appraise the outcomes to determine how successful the decision has been. Has the decision been a satisfactory one? What new issues or problems have arisen? Decisions commonly are made where probabilities, not certainties are weighed. Even the most carefully conceived and executed decision can fail or become obsolete. Organisational decisions are made in the context of change – facts, values and circumstances. It therefore, follows that a well articulated decision – one that has been reflectively made, programmed, communicated and monitored – in itself brings about sufficient change to warrant its own further re-evaluation and appraisal. Thus, the appraisal stage is both an end as well as a new beginning of the action cycle of decision-making. It is important to note that there are no ultimate solutions to problems, only satisfactory decisions and solutions for the moment.

It is important to note here that the above steps in decision-making process are not mutually exclusive. Even though they are sequential in nature they are interactive and interdependent in the process of decision-making. Decisions are made at all the phases and all these culminate in determining the final decision with particular reference to preferred solution to a given

organisational problem.

3.4 Strategies for Successful Decision-Making

There are certain decisions that are painful to take at times. For instance, decisions involving the dismissal or retrenchment of personnel. Many administrators are scared by such decisions. Igbo (2002) identified some strategies that will help administrators overcome such anxiety and make rational decisions. These strategies include:

i. Follow the established procedure guiding that particular situation for which decision is made.
ii. Decision should not be made under emotion. Rather, administrators must to think creatively through the problem before arriving at a decision.
iii. Consult experienced and superior individuals before taking a decision. Avoid rushing into issues that demand rational decision-making.
iv. Do not expect to be right always.
v. Fear of failure is the commonest cause of mental stress and poor decision-making.
vi. Firmness is an essential quality for rational decisions.
vii. Do not defer decision. Implement policies and decisions once they have been rationally made.
viii. Provide alternative solutions to the same problem. These will be back-up alternatives in case the originally selected alternative fails to resolve the problem.
ix. Delegate as many decisions as feasible to officials within the organisation.
x. As an administrator, do not be discouraged by the negative attitude of some employees especially when it is difficult to please everybody.

SELF-ASSESSMENT EXERCISE II

What are the strategies that can enhance successful decision-making

3.5 Factors Influencing Decision-Making in Organisation

Many factors influence decision-making in an organisation. We will discuss some of these factors as identified by Nwagwu (2004).

a. *The Nature and Purpose of the Organisation:* If we take the education system as an example of an organisation, we find out that it is both complex and large. It is a service-oriented organisation and by extension not a profit-making organisation. Consequently, /polices/ and /decisions/ must be/ taken/ into considerations these characteristics in decision-making.

b. *Characteristics of Members of the Organisation:* In the education industry, participants come with various backgrounds, aspirations and expectations. These participants include teachers, students, parents and administrators to mention a few. Each group makes efforts to influence in one way or the other the decision-making procedures, policies and programmes of the system.

c. *The Environment of Decision-Making*: An enlightened community with a developed economy is more likely to influence the decision-making process of a system in a way that is opposed to a community whose members are illiterate, poor, ignorant and with undeveloped economy.

d. *The Political Climate*: Political considerations critically influence how decisions and what decisions are made. Partisan leadership is usually forceful in requesting concessions and preferential treatment in policy and decision-making. In education, fear of political intimidation and victimisation is real. Many administrators do not have the courage to make rational judgments and decisions. Their defence is usually that "he who pays the piper dictates the tune". In other words, politicians and top government officials are in most cases allowed to both influence decisions and to determine what policies should prevail.

e. *Ethnic and Religious Considerations*: These two factors often generate a lot of sentiments and controversies in the decision-making process. In the education sector, ethnic and religious affiliations and interests in most cases stifle good judgement in the decision-making process. The quota system in appointment and admission are good examples of policies based on ethnic considerations. This type of consideration affects adversely the formulation and implementation of decision and policies. This is because, under such situation it is difficult to arrive at rational decisions.

f. *Cultural and Ethical Values*: Every organisation exists and operates within a cultural milieu. The traditional beliefs, values and ethics of organisations affect participation in the decision-making process. This, by extension affect the nature and quality of decision and policies that can be made and implemented by administrators working in such organisation.

g. *Existing Laws and Regulations*: Every country or organisation has its constitution or a set of laws which prescribe fundamental human rights, duties and obligation of members. At every stage of decision-making process, the administrator must ensure that he/she recognises and respects the existing laws and regulations, especially of superior authorities. Indeed, decision-making and problem-solving exercise should consider those existing laws and regulations as the springboard for proper and legitimate take-off. They constitute excellent framework for evaluating the quality and validity of decision and policies.

SELF-ASSESSMENT EXERCISE III

Briefly discuss the factors that influence decision-making in organisation.

4.0 CONCLUSION

We shall conclude this unit by stating that decision-making process is very central in administration. An administrative decision must be rational and reflect the objectives, policies and plans of the organisation. Decision-making always has a cyclical life. In other words, it goes round in circles thereby influencing and affecting both human and material resources on its way. This explains why a good knowledge of the process of decision-making is very important for school administrators. This is because they are usually confronted with difficult choices and decisions. It is only when they have the skills and competences associated with decision-making that they can make rational decisions.

5.0 SUMMARY

In this unit you have learnt what decision-making is all about. You also studied theory of decision-making with its various assumptions. We also discussed the strategies that enhance successful decision-making. Finally, we studied the factors that influence decision-making in organisations.

6.0 TUTOR-MARKED ASSIGNMENT

1. What is decision-making?
2. Discuss the various assumptions that are associated with decision-making theory.
3. Explain the various steps involved in the decision-making process.
4. Discuss the strategies that can enhance a successful decision-making.
5. Examine the factors that influence decision-making in organisations.

7.0 REFERENCES/FURTHER READING

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