



Faculty of Education  
Foundations of Education Dept.



# **Lectures on EDUCATIONAL ADMINISTRATION \$ MANAGEMENT**

**For Physics, Chemistry, Biology & Math  
Basic English Teacher Students  
Second Year**

**BY**

**Dr. Salah Abd Allah Mohamed Hassan**






**Associate Professor of Foundations of Education,  
Faculty of Education, Assiut University**

**2022- 2023**


## Basic Information




<b>Faculty</b>	Education
<b>Level</b>	Two
<b>Specialization</b>	Physics, Chemistry, Biology & Math Basic English Teacher Students
<b>Number of Pages</b>	93
<b>Department</b>	Foundations of Education Dept.







## Used Cues

	Video and Power Point Presentations
	Text Book for Studying and Reading
	Google Drive Link for Recorded Sessions of the Course
	Questions for Self-Studying and Thinking
	Assignments and Skills

## List of Contents

<b>Contents of the E-book</b>	Page No.
<b>First:</b> Subjects	
<b>Second:</b> Tables	
<b>Third:</b> Shapes and Charts	
<b>Fourth:</b> Videos Links	
<b>Fifth:</b> References	
<b>First: Subjects</b> <b>Chapter (1)</b> <b>Introduction to Educational Administration \$ Management</b>	6- 22
- Introduction	7
- Importance of Education	8
- Administration	8
- Management	9
- Definitions	11
- Nature of Management	12
- Importance of Management	12
- Management is an Art, a Science and a Profession	14
- Paul Monroe: the human and material resources	17
- Why Administration and Management are sometimes used synonymously?	18
- Need and importance of Educational Management	19
- Levels of Management	21
- Summary	21
 Questions for Self-Studying and Thinking for the first chapter	22
<b>Chapter (2)</b> <b>Evolution of Management Thought</b>	23- 49
- Introduction	24
- Evolution of management thought	25
- Contribution of F.W. Taylor (Scientific Management)	27
- Contribution of Henry Fayol (Administrative Management)	33
- Difference between contribution of F. W. Taylor & Henry Fayol	37
- Contribution of Elten Mayo (1880-1949) (Hawthorne Experiments)	38
- Various Approaches to Management	42
- Summary	49

 Questions for Self-Studying and Thinking for the second chapter	49
<b>Chapter (3)</b> <b>Administration and Educational Administration from a Historical Perspective</b>	51- 62
- Introduction	52
- Public Administration	52
- The Impact of Industrial Revolution	53
- Impact of the Scientific Management Period (1910-1935)	55
- The Human Relations Movement (HRM), 1935-1950	57
- The new Administration Behavioral Approach 1950-Date	60
- Summary	62
 Questions for Self-Studying and Thinking for the third chapter	62
<b>Chapter (4)</b> <b>Decision Making</b>	63- 71
- Introduction	64
- Definition	64
- Nature or characteristics of decision making	65
- Features of Decision Making	65
- Types of Decisions	66
- Process of Decision Making	67
- Styles of Decision Making	69
- Who Makes the Decision?	70
- Techniques Used in Decision Making	70
- Summary	71
 Questions for Self-Studying and Thinking for the fourth chapter	71
<b>Chapter (5)</b> <b>Educational Management, Levels, Functions, Skills, and Key Concepts in Egyptian Education Administration context</b>	72- 91
- Introduction	73
- Functions of Educational Management	73
- Levels of Management	76
- Managerial Skills	77
- Educational management Field Study Areas	78
- Management & Administration	79

- Possible Job Titles for the Career of School administrators	81
- Maslow's Classification of Human Needs	81
- The School as a Social Organization	83
- The School as a Bureaucracy	84
- Implications of Bureaucracy in the School System	85
- Key Concepts in Egyptian Education Administration context: Centralization Vs. Decentralization	86
- Definition of Centralization	87
- Definition of Decentralization	87
- Key Differences between Centralization and Decentralization	87
- Comparison between Centralization and Decentralization	89
- Summary	90
 <b>Questions for Self-Studying and Thinking for the fifth chapter</b>	90
<b>Second: Tables</b>	
<b>Table 1:</b> Evolution of management thought	25
<b>Table 2:</b> Mechanism of Scientific management	29
<b>Table 3:</b> Comparison between contributions of Taylor and Fayol	37
<b>Table 4:</b> Comparison between Management & Administration	79
<b>Table 5:</b> Comparison between centralization and decentralization	89
<b>Third: Shapes and Charts</b>	
<b>Chart- 1: Maslow's Classification of Human Needs</b>	82
<b>Fourth: Videos Links</b>	
 Google Drive Link for Recorded Sessions of the first chapter	7
 Google Drive Link for Recorded Sessions of the second chapter	24
 Google Drive Link for Recorded Sessions of the third chapter	52
 Google Drive Link for Recorded Sessions of the fourth chapter	64
 Google Drive Link for Recorded Sessions of the fifth chapter	73
<b>Fifth: References</b>	
	92

**Contents of the E-Book:**

**First: Subjects**

# **Chapter (1)**

**Introduction to  
Educational Administration & Management**

## • Introduction



### Meaning of Education:

**Education** is a gradual process which brings positive changes in the human life and behavior. We can also **define education** as "a process of acquiring knowledge through study or imparting the knowledge by way of instructions or some other practical procedure".

**Education** also means helping people to learn how to do things and encouraging them to think about what they learn. It is also important for educators to teach ways to find and use information. Through education, the knowledge of society, country, and of the world is passed on from one generation to another. In democracies, through education, children and adults are supposed to learn how to be active and effective citizens. More specific, education helps and guides individuals to transform from one class to another. Empowered individuals, societies, countries by education are taking an edge over individuals stand on the bottom pyramid of growth.

Education is indispensable to individual and society, for without it there would be loss of all the accumulated knowledge of the ages and all the standard of conduct. An individual must learn the culture of the society or the accepted ways of doing things. He must be socialized into the prevailing culture and must learn the rules of conduct and expectations about future behavior.



<https://drive.google.com/drive/folders/14azUmVpQEXXI4qBfvog3XPm5aHs5MSA3?usp=sharing>

## • Importance of Education



Education has many benefits and has positive impact in our life. An educated person is an asset for any country. In today's world, human capital is considered the best national resource. On one hand, he can explore better opportunities for himself, and on the other hand, the entire nation would get benefited from his works.

Education is the backbone of developing countries. Developing countries should understand the importance of education and develop a sound educational system. Sustainable development of economy and society is closely related to education. The most important resource of a nation is its human-capital. Educated people have more understanding of themselves and of the others. They have the ability to become entrepreneurs, scientists and agriculturists. The world of today is driven by Information Technology and education in this field may become a deciding factor for the future economic development of developing countries.

## • Administration



Administration is a process of systematically arranging and coordinating the human and material resources available to any organization for the main purpose of achieving stipulated goals of that organization.

When applied to the school system, the process is referred to as Educational Administration or School Administration. Administration is a term used to refer more to Government business. Administration occurs in every organization. The basic aim of administration is the need to get things done for defined objectives to be accomplished.



Educational Administration is the process of bringing men and materials together for effective and functional teaching and learning in the school. The focus of educational administration is the enhancement of teaching and learning. We can define educational administration as a process through which the school administrators arrange and co-ordinate the resources available to education, for the purpose of achieving the goals of the educational system.

- **Management**



Management is a term most often used to describe industrial activities. Management is a social process which is designed to ensure the cooperation, participation, intervention and involvement of others in the effective achievement of a given or pre-determined goal or objective.

The term management is derived from an Italian word “maneggiare” which means to “train horses” or literally “to handle”. From the French word “maneger”, it means to economize and manage an act of guiding or leading. Etymologically therefore, it means to handle, direct, economically guide and lead.

Management is an integrating process by which authorized individuals create, maintain and operate an organization in the selection and accomplishment of its aims. Management is getting things done through others. Management is the co-ordination of all resources of an organization through the process of planning, organizing, directing and controlling in order to attain objectives (educational). It is the direction or guidance of people towards organizational goals and objectives.

Indeed, management is the effective organization and utilization of human and material resources in a particular system for the achievement of identified objectives.

Educational management is an applied field of management. One can therefore deduce that educational management refers to the application of theory and practice of management to the field of education or educational Institutions. Educational administration is a process of acquiring and allocating resources for the achievement of predetermined educational goals.

In the modern times one of the most important human activities is managing Group of people. Ever since people began forming groups to accomplish aims they could not achieve as individuals, managing has been essential to ensure the coordination of individual efforts. As society has come to rely increasingly on group effort and as many organized groups have become large the task of managers has been rising in importance.

Management is the process of designing and maintaining an environment in which individuals working together in groups efficiently accomplish selected aims.

**The basic definition of Management explains that:**

- As managers, people carry out the managerial functions of planning organizing, staffing, leading and controlling.
- Management applies to any kind of organization.
- It applies to managers at all organizational levels.
- The aim at all managers is the same to create a surplus.
- Managing is concerned with productivity, which implies effectiveness and efficiency.

Thus it may be concluded that management plays a key role in improving standard of living of the people in the society through developing an ideal organizational structure and making economic use of available resources.

The knowledge of management theory and practice enables managers to take more realistic view about organizational and social problems and to find out their effective solution.

- **Meaning:**



Management is an important factor for the success of any organized activity. Today management basically concern with changes and challenges, and it is difficult to manage.

Management is an art of getting things done through others. Management is to plan, organize, direct and control the resources of the organization for obtaining common objectives or goals. It is related with resources like material, money, machinery, methods, manufacturing and marketing.

Management principles are universal in nature. Management is necessary for all types of organization, such as public sector, private sector, govt. department, hotel, hospital, hostels, educational institutes, require management for several growth and expansion.

- **Definitions**



**1) According to Taylor:-**

“Management is the art of knowing what you want to do and then seeing that it is done in the best and cheapest way.”

## 2) According to Lawrence:-

“Management is the accomplishment of results through the efforts of other people.”

## 3) According to Henry Fayol: -

“To manage is to forecast and to plan, to organize, to co-ordinate and to control.”

### • Nature of Management



1. Management is an activity
2. Management is a purposeful activity.
3. Management is concerned with the efforts of a group
4. Management applies economic principles.
5. Management involves decision making.
6. Management is getting things done through others.
7. Management is an integrating process.
8. Management co-ordinates all activities and resources.
  - a) Management is a universal activity.
  - b) Management is dynamic not rigid.

### • Importance of Management



#### 1. Management is goal oriented:-

Management is concern with achievement of specific goals. It is always directed towards achievement of objectives. The success of

management is measured by the extent to which objectives are achieved.

## **2. Management is associated with group efforts:-**

The business comes into existence with certain objectives which are to be achieved by a group and not by one person alone. Management gets things done by, with and through the efforts of group members. It co-ordinates the activities and actions of its members towards a common goal.

## **3. Management is intangible: -**

It is an unseen force; its presence can be evidence by the result of its efforts up to date order but they generally remain unnoticed, whereas mismanagement is quickly noticed.

## **4. Management is an activity and not a person or a group of persons: -**

Management is not people or not a certain class but it is the activity, it is the process of planning, organizing, directing and controlling to achieve the objectives of the organization.

## **5. Management is situational:-**

Management does not advice best way of doing things. Effective management is always situational. A manager has to apply principles, approaches and techniques of management after taking into consideration the existing situations.

## **6. Management is universal:-**

Most of the principles and techniques of management are universal in nature. They can be applied to government organization, military, educational institutes, religious institutes etc. They provide working guidelines which can be adopted according to situations.

## **7. Management is concerned with people:-**

Since management involves getting things done through others only human being performed this activity with the help of planning and control. The element man cannot be separated from the management.

## **8. Management is the combination of art, science and profession:-**

Management makes use of science as well as art. It is science because it collects knowledge with the methods and data, analyzes and measures it and decision is taken with the help of experiment. It is a systematic body of knowledge. Art means application of knowledge for solving various problems. In modern times there is separation of ownership and management, so professional experts are appointed.

### **• Management is an Art, a Science and a Profession**



Management is treated as art, science and profession because it has some characteristics of an art, a science and a profession.

Art is personal skill. It is created by nature. It does not possess by all. Art is bringing about desired results with the help of skills. Management is one of the most creative arts. It requires a lot of knowledge.

#### **▪ Management is an art because:**

- 1] It is creative
- 2] It involves use of skill.
- 3] It involves use of technical know-how.

4] It is directed towards getting results.

5] It is personalized.

▪ **Management is a profession because:-**

Profession is an occupation carried by professionals like doctor, lawyer, architect, chartered accountant, cost accountant etc.

It involves knowledge and application of it. Management as a profession is modern concept different from traditional one.

▪ **Characteristics of a profession:-**

**1. Systematic body of knowledge:-**

Professionals require expert knowledge in a particular discipline. E.g. a doctor requires knowledge of medicine; Chartered Accountant needs to have knowledge of Income Tax.

**2. Formal Education:-**

A true professional needs to have formal education from the institution. E.g. Lawyer needs degree of law.

**3. Social Responsibility:-**

The professionals are socially responsible while handling their tasks and responsibilities. Their aim should not be only profit maximization, but they have to follow certain rules for social responsibilities.

**4. Independent Office:-**

Normally professionals practice from their independent office.

**5. Specialization:-**

The professionals may specialize in a particular field.

E.g. heart specialist, child specialist and ENT surgeon.

## 6. Fees:-

The professionals required license or a permission to practice. E.g. a doctor requires license to practice as a medical practitioner. The modern concept of management has developed as a profession because:-

- A. Organization is a systematic body of knowledge.
- B. Formal methods of acquiring knowledge and skill with the help of different institution.
- C. Rise in professional management consultant.
- D. Need for honesty.

### ▪ **Management as a Science:-**

Science is a systematic body of knowledge based on certain principles and which are universally approved.

F. W. Taylor was the first person who considered management as a science. Science is divided into two parts.

1. Physical science.
2. Social science.

Management is a social science because it deals with human being.

Management is a social science due to the following reasons:-

#### **1) Systematic collection and processing of information:-**

Management collects information either by observation or experiment and practice. E.g. Marketing people collect information about expected sales on the basis of observation, experiment and practice. The data is collected. Then it is process and with the help of computer and statistical tools and then the data is analyzed and decisions are taken.



## 2) Output may change though the inputs are same:-

In management the output may change even when the input remains the same because it deals with human being. Subordinates working under one manager may give different result though resources are same. Process of management is universally followed i.e. planning, organizing, staffing, directing, controlling and reporting. Every manager while performing his job must use his knowledge to get better results.

## 3) Principles of Management are universally accepted: -

All successful organizations must follow established principles of management, such as division of work, unity of command, authority and responsibilities, discipline etc.

So it is said that management is not only an art, a science or a profession but combination of all.

### • Paul Monroe: the human and material resources



Thus educational management is a comprehensive effort dealing with the educational practices. It is the dynamic side of education. It deals with educational institutions - right from the schools and colleges to the secretariat. It is concerned with both human and material resources. The human elements include:

- (i) Children,
- (ii) parents,
- (iii) teachers and

(iv) Other employees in general - university of Board of Education at local, state and National levels of Governments. On the material side there are:

(a) Finance,

(b) Buildings and grounds,

(c) Equipment and instructional supplies.

Besides, there are ideas, laws and regulations and so on, having a bearing on the educational process. The blending of these 'parts' into a 'whole' is educational management.

- **Why Administration and Management are sometimes used synonymously?**



Administration is a component part of management. Administration is widely applied in associations and government services and non-profit organizations.

Management is usually applied when considering the executive functions and the expertise in government and civil service. But management encompasses much more than administration – it involves the work of analyzing and preparing complex policy documents for decision by political decision makers. Yes, management is basically concerned with the formation of plans, programs and policies while administration is principally responsible for the execution or implementation of these plans, programs and policies. Administrators are implementators while management is formulating program.

Administration, like management also involves such elements as planning, organizing, programming, staffing, budgeting, coordinating, reporting and evaluating, but on a smaller scale than management.

Organization and management are equally interchanged or jointly and inseparably applied occasionally. Organization refers to the structure or forms of an enterprise and the arrangement of all parts in a manner suitable for use in service.

Management includes all those in charge of the direction of the work of others, those who will see to it that the parts so arranged and structured are used in service to the best advantage.

Administration is also, an integral part of an organization. Here it is characterized as a service, an activity or a tool through which the fundamental objectives of the process may be more fully and efficiently realized. The school is an organization in the organization. For effective school administration, the administrator needs to be knowledgeable in the theories, techniques and principles of school administration as a guide for action when necessary.

## • Need and importance of Educational Management



In a democratic country like ours, educational management is a necessity. The purpose of educational management is to bring pupils and teachers under such conditions as will more successfully promote the end of education. Superior educational management, in fact, is basic to the satisfactory functioning of democracy.

Sir Graham Balfour writes very aptly, "the purpose of educational management is to enable the right pupils to receive the right education from the right teachers, at a cost within the means of the state, which will enable pupils to profit by their learning."

Some suitable, stable elements which are properly motivated and organized in the machinery become necessary to withstand and survive the changes and upheavals caused because of changes of governments. Error of judgment can be retrieved in a farm or factory but these can be fatal when concerned with the molding of ideas and values of society. An efficient and sound system of educational management is, in fact, the basis of a good democracy.

As education is a major area of governmental and public management involving millions of schools, teachers and pupils, it is imperative that it should have an excellent infrastructure in line with socio-political aspirations of a people.

Will it, therefore, not be expedient to draw on the gains of management science, with some adjustment here and there, towards the vast potential of this stupendous human activity? The answer to this and similar questions may be found in the succeeding pages where an attempt has been earnestly made by the compilers and editors of this book to synthesize management with teaching-learning.

Management, however, is a single activity, a unity, one continuous process that runs through its elements. The classification of functions is merely to facilitate identification of areas and steps which are mutually inclusive, as well as to promote better organization of resources.

As there is ample identity between the functions, aim and objectives of management and those of an educational process, the application of the law of the former to the body of the latter, for mutual Benefit of both, may be justified. The management movement must encompass teaching-learning process, as a scientifically designed classroom situation will certainly add to the performance of an educational activity.

### • **Levels of Management**



There are several types of managers. However, it is useful to divide them on the basis of three managerial levels.

There are three levels of management:

1. Top level management
2. Middle level management
3. Lower level management

Administrative level consists of top or upper level of management. Operative level consists of middle level and lower management. Lower level management includes supervisor and foreman. The level of management is depending upon the size of the organization. If there is large number of levels it will difficult to communicate and co-ordinate and control. So the levels must be restricted.

### • **Summary**



In this chapter, the writer has discussed many points: an introduction to education, its meaning and importance, administration, management, nature of management, its importance, management is an art, a science and a profession, Paul

Monroe: the human and material resources, why administration and Management are sometimes used synonymously, need and importance of educational management, and levels of management.

**After studying the first chapter, answer the following questions:**



- 1- Illustrate the Meaning of Education and its Importance in our life.**
- 2- Explain the meaning of Management and its Nature**
- 3- Management is very important in our life. Explain some of its characteristics.**
- 4- Management is an Art, a Science and a Profession, illustrate.**
- 5- State some points for the Need and importance of Educational Management.**

# Chapter (2)

## Evolution of Management Thought

## • Introduction:



Management started when man started living in groups. It relates to achieve certain objectives. According to George management begin in family, and after that it is expanded in tribes & finally the scope was increased up to urbanization. The reference of management was found in Babylonia (civilization on the bank of Nile river). After that Egypt provides us with an example of decentralized organization with little control. Management thoughts are shown in planning and organizing in the construction of Pyramids.

The ancient philosopher first recognized the need for proper methodology for employees' selection and training.

Greek provides extensive documentation of management principles. These principles of management are worldwide famous. It is considered as management is an art. It includes employees' selection, delegation of authority, time study, motion study etc.

Looking at the entire process of management thoughts, in the early period management was based on trial basis. There was no exchange of ideas and no practice of communication. Management is developing science. It grows accordingly to changes in the social & political & economic changes. There are five stages of evolution of management thoughts.



<https://drive.google.com/drive/folders/14azUmVpQEXXI4qBfvog3XPm5aHs5MSA3?usp=sharing>



- **Evolution of management thought**

**Table- 1**

**Evolution of management thought**

<b>Pre – Historical Period</b>	<b>Organized society</b>	<b>Industrial Revolution</b>	<b>Toward Consolidation Management as a science</b>	<b>Recent Development Administrative</b>
<b>Villages</b>	<b>church Military</b>		<b>Authority Responsibility Delegation Centralization Division of Work</b>	<b>Forecasting Controlling Problem solving P E R T CPM</b>

**1. Pre – Historical Period:-**



Management is as old as man. Awareness of needs & satisfaction of needs is the part & parcel of management. In the ancient time in the villages, head of the village plans for the villages. There was a good labor planning. Villages were isolated. The basic needs in the villages were satisfied by the persons in the villages. Responsibilities were distributed among the people to satisfy the basic needs.

**2. Organized Society: - (Church & Military)**



The next contribution to the development of organization & management was by roman church. 1500 years ago Chinese ruler advised government about management of human institutions. The German public gives contribution towards management thoughts.

During this period, management techniques were largely developed in administrative military & state administration.

### **3. Industrial Revolution:-**



This period is known as the period of scientific management. It is proved that management is related with enterprise & business. In this period lots of technological changes took place. With the industrial revolution the question of traditional management appears. The traditional management concept was replaced by professional management.

### **4. Towards Consolidation:-**



This stage marks the beginning of the work of investigation of principles of management i.e. division of work, authority, responsibility, discipline, scalar chain. These ideas were developed by 'Henry Fayol'.

### **5. Recent Development:-**



Recently management concepts are based on mathematical analysis. They are based on linear programming, operational research, PERT (Program Evaluation and Review Technique), CPM (Critical Path Method). These techniques are useful in decision making, controlling, problem solving etc. In today's competitive world these techniques are essential for controlling the cost that is why management is called as a separate profession.

## • Contribution of F.W. Taylor (Scientific Management)



Scientific management is a part of early management approaches. The chief contributor of scientific management is F. W. Taylor. He is known as Father of Scientific Management (1856 to 1915) was born in USA.

He did most of his schooling in France & Germany. He couldn't finish his graduation & join Midvale Co. (Steel Work). He worked there for 6 years. In 1884 he raised to the position of Chief Engineers, as mean while he obtained Master's Degree in Physics, Mathematics & Engineering.

In 1898, he joined Bethlehem Steel Co. where he did his experiment to increase the loading capacity of each worker with regards to material handling equipment. At first one worker was engaged in loading 12.5 tons of iron. But with the help of time & motion study he proved that one man can load 47.48 tons because of the change in the size of spade & systematic arrangement of instruments. With the help of proper planning organization can earn more profit. Initially the workers in that company are 500 to 600 because of this the strength of workers reduce to 140 and profit increased by 78,000 dollars.

### **Definition:-**

Scientific management is concern with exactly knowing what you want men to do & then see that they are doing in best & cheapest way.

## • Contribution of F. W. Taylor:-



1. At Midvale Steel Co. he improved proper distribution of work for each worker.
2. In Midvale Steel Co. he analyzed the work done by workers in specific job & allotted standard time.
3. He also made experiments on time study & motion study to decide the work load of each worker.
4. In Bethlehem Steel Co. he had made experiments with material handling equipment for increasing the capacity of each worker.
5. In 1901, he presented a paper on differential piece rate system.
6. In 1906, he published article on art of cutting metals.
7. In 1903, he presented important paper on shop management – In that he explained gang boss, speed boss, repair boss & inspector.
8. In 1911, he gave the principles of scientific management, for which he is remembered as 'Father of Scientific Management'.  
In that he has explained:-
  - a. Friendly relationship between workers & management.
  - b. Scientific education to the workers.
  - c. Scientific selection of workers so that each worker could be given responsibility for the task.
  - d. Development of the true science of management with proper analysis in the organization.

- **Mechanism of Scientific Management:**

**Table- 2**

**Mechanisms of Scientific Management**

Workshop Manager										
Planning Department						Production Department				
Route clerk	Time & Cost	Inst. card	Disciplinarian			Speed	Repair boss	Super visor	Gang boss	
Workers										

- **Mechanism: -**

**1. Separation of Planning & Doing:-**



Before Taylor's scientific management a worker used to plan about his work & instruments necessary for that. Supervisors' job was to see how the workers were performing. This creates a lot of problems. So Taylor has separated planning & doing authority.

**2. Functional Foremanship:-**



Separation of planning from doing resulted into development of supervision system. In this system 8 persons were engaged, out of that 4 persons were engaged in planning department. They are time & cost clerk, routine clerk, instruction card clerk & disciplinarian. In production process 4 personnel were engaged, they are speed boss, repair boss, supervisor & gang boss.

### **3. Job Analysis:-**



It is related with finding out best way of doing. It means that least movements in doing job. It will lead to complete production in less time & lesser cost. It includes: -

#### **A) Time Study:-**



It means determining time required to complete a job in a particular time. The movement which takes minimum time is the best one.

#### **B) Motion study:-**



It means study of movement while performing a job i.e. elimination of wasteful movement in performing a job, only necessary movements are engaged.

#### **C) Fatigue Study:-**



It shows the amount & frequency of rest required, while completing the work. After certain period of time workers feel fatigue & can't work with full capacity.

Therefore, they require rest in between. When rest is allowed they start working with full capacity.

#### **D) Standardization:-**



As far as possible standardization should be maintained in respect of instruments & tools, period of work, amount of work, working conditions, cost of production etc. these all things are fixed in advance on the basis of job analysis.

### **E) Scientific Selection & Training of Workers:-**



Taylor has been suggested that worker should be selected on scientific basis taking into account their education, work experience, attitude & physical strength.

### **F) Financial Incentives:-**



Financial incentives help to motivate workers in maximum efforts. Higher wages lead to increase in efforts. He applied differential piece rate system. According to him, workers have to complete the work within specified time and then only he will get wages at higher rate per piece & one does not complete a job get a lower rate. Wages should be based on individual performance & not on the position occupied.

### **G) Economy:-**



Techniques of cost estimated & control should be adopted. Waste should be controlled properly. Profit will be achieved with elimination of wastage. He explained how resources are wasted.

### **H) Mental Revolution:-**



Scientific management depends upon mutual co-operation between workers & management. Taylor say's great revolution takes place in the mental attitude of two parties under scientific management. He has given systematic design of work. Labor management, co-operation required a complete mental change on the part of both parties. The workers have specific duties towards management & vice-a-versa. The method of scientific investigation & knowledge should be accepted by both parties.

## • Criticisms:-



In the beginning Taylor's scientific management was considered as something very unique. But after some time it was subjected to several criticisms.

1. Taylor's scientific management was related to production management. It takes practical view of management & focuses attention only on the production management. Taylor's study of management has become the study of lower level management. He stressed on efficiency on lower level. He has neglected marketing, financial and decision making aspects completely.
2. Scientific management is applicable to large scale organization. It involves high expenditure. It is a luxury for small scale organization. It involves research, experiment & analysis. It is difficult for small scale organization.
3. It was also argued that devices of work analysis, time study & motion & fatigue study can't be applied in the practical life.
4. The idea of best way of doing a job was also criticized. Everyone has his own natural style of work & he can give best only if he is allowed to work in his style. The maximum efficiency will be attained by the group & not by individual worker.
5. Wages of workers are not increased in a direct proportion of productivity. It leads to exploitation to workers.
6. People are not ready to use the word 'scientific'. The scientific does not have any significance. Management is a social science and not an exact science.



## • Contribution of Henry Fayol (Administrative Management)



Henry Fayol has been considered as the real father of modern management. He was a French industrialist and graduated as a mining engineer in 1860. In 1908, Fayol contributed his famous “functional approach” to the management literature. Fayol’s writings were first published in 1908 in French, but up to 1918, it was not translated into English. His ideas were accepted after his death in 1925.

Henry Fayol has written a book for his contribution in which he has explained the problems managing & organization from top management point of view. He has used the term administration instead of management.

### Fayol found that activities of industries should be divided into 6 groups. i.e.

- **Technical** (production)
- **Commercial** (buying, selling and exchange)
- **Financial** (optimum use of capital)
- **Security** (protection of property)
- **Accounting** (including statistics)
- **Managerial** (all functions of management)



Fayol also stressed that managers should possess physical, mental, moral, educational and technical qualities to conduct operations of a business enterprise.

While giving management principles Fayol has emphasized on two things:-

A. The principles of management can be followed in every organization.

B. These principles are not fixed. They are flexible.

He has listed certain fundamental principles which are to be adopted by managers in dealing with sub-ordinates. **These 14 principles are worldwide applicable.**

### **1) Division of Work (specialization):-**



A business activity carried out by small scale may be managed & controlled by proprietor. As business expands, activities grow & need more people to control those activities. Organization is jointly managed by a group of person. Fayol has advocated division of work to take the advantage of specialization.

### **2) Authority & Responsibility:-**



Authority represents a power enjoyed by a person of his position in the organization. It may be for taking decision, spending money or in many other ways. Responsibility is obligation created upon a person for the use of authority, which is entrusted to him. These two terms are co-related. Fayol suggested that there must be balance between authority & responsibility.

### **3) Discipline:-**



All the personnel serving in an organization must follow discipline. Discipline is obedience, application of behavior & energy shown by an employee. Discipline may be self-employed or command discipline. Discipline can be obtained lower remuneration, dismissal, demotion of position. While applying such circumstances proper proof should be taken into account.

#### 4) Unity of Command:-



Each employee should receive order from single superior. In the organization structure it should be clearly stated that who is responsible to whom? & who should receive order from whom?

#### 5) Unity of Direction:-



According to this principle each group of activity with some objective must have one head. There is a difference between unity of command & unity of direction. Direction is concerned with planning & unity of command is concerned with reporting.

#### 6) Subordination of individual interest to general interest:-



In an organization individual interest should not be given any importance. The manager should always keep organizational interest before him & should determine such policies which will be beneficial to entire group & not just few personnel. It is responsibility to management to create common understanding between all.

#### 7) Remuneration:-



Every employee must be paid an adequate remuneration for his services. Remuneration should be fair & should provide maximum satisfaction to person who is working in the organization. Personal factors such as demand for labor, position of the labor & competition as well as cost of living index should be taken into account. General Economic Conditions should be considered while deciding the remuneration of an employee. In any case exploitation of the worker should be avoided.

### **8) Order:-**



Fayol has suggested that at one position one person should be appointed. Each person must have appropriated position in organization.

### **9) Centralization:-**



It means the extent to which authority should be concentrated in the hands of top level management. It may be centralized or decentralized. There are limitations of complete centralization & complete decentralization. Therefore, there should be proper balance between this two.

### **10) Scalar Chain: - (Straight line & Command)**



It shows the straight line of authority from highest level to lower level for communication. Scalar chain is the extract of organization chart & shows the responsibility or position of everybody in an organization.

### **11) Stability of Tenure:-**



Effort must be made to keep the employee stuck to organization so that the labor turnover can be low by keeping check on administrative cost of organization. Care must be taken to satisfy the staff otherwise there will be bad effect & loss of labor.

### **12) Equity:-**



Equity is combination of justice & kindness; equity in treatment & behavior is liked by everyone & it brings loyalty in the organization.

### 13) Initiative:-



Within the limits of authority & discipline manager should encourage their employees for taking initiative. Initiative is concern with thinking. Thinking leads to execution of plan. Initiative increases energy on the part of human being.

### 14) Espirit De Corps:-



This is a French term. It means manager is like a captain of a team who is responsible to maintain high moral between all workers. It may be possible by effective communication among all persons in organization. His understanding & differences in opinions should not be harmful. The best way of taking such situation is to establish dialogue between parties. Participation of workers in the process of decision making is important.

### • Difference between contribution of F. W. Taylor & Henry Fayol

Table- 3

Comparison between contributions of Taylor and Fayol

<b><i>F. W. Taylor</i></b>	<b><i>Henry Fayol</i></b>
1) <i>Place of origin:-</i> F. W. Taylor belongs to U.S.A.	Henry Fayol was a French man.
2) <i>Working Process:-</i> The work of F.W. Taylor was related on operative level, bottom level & & first line manager.	Henry Fayol started his theory from top level to lower level.

3) <i>Importance given by them:-</i> Taylor emphasis on work study, motion study, time study & fatigue study, differential piece rate (scientific management).	Henry Fayol gave importance to the activities of top level management i.e. controlling & planning.
4) <i>Difference in approach: -</i> Taylor stress on the efficiency of workers. He considered production management as important factor in the organization.	Henry Fayol gave importance to principle of management which can be applied universally.
5) <i>Their contribution: -</i> Taylor gave a scientific base to management.	Henry Fayol gave importance to management training.
6) <i>System of wage payment:-</i> Taylor advocated system of differential piece rate system.	Fayol did not mention anything about wage payment.
7) <i>Faith: -</i> Taylor had faith in scientific management.	Fayol had faith in administrative management.

**• Contribution of Elton Mayo (1880-1949)  
(Hawthorne Experiments)**



Elton Mayo can be called as the Founder of Human relations school. Mayo conducted experiments at the Department of Industrial research of Howard.

Mayo was of the opinion that an individual is not very important, his personality is important as a member of the group.

The human relations movement was evolved during 1920's in the U.S.A. Elton Mayo (1880-1949) laid the foundations for the human relations approach.

Hawthorne experiments was conducted from 1924 to 1932 at a plant of Western Electric Company, Chicago was manufacturing Telephone System Bell. It employed 30,000 employees at the time of experiment. The experiment was conducted in 4 phases.

**i. Illumination Experiment: - (Physical, conducting, lighting effect)**



It was undertaken to find out how change in the level of light & physical factor affects production. Higher illumination will help in increasing the production; decrease in illumination will lead to decrease in production.

**ii. Relay Assembly Test Room:-**



Under this study, two small groups of six female telephone relay assemblers were put in separate rooms under close observation and control. Frequent changes were made in working conditions such as working hours, rest periods, hot lunch etc. Over the two years-period, it was concluded that social or human relationship among workers exercised greater influence on productivity of workers than working conditions. This special attention and treatment given to workers developed a sense of group pride and belongingness which motivated them to increase their performance.

### **iii. Mass Interview Program:-**



During the course of experiment about 20,000 interviews were conducted from 1928 to 1930. For determination of employee's attitude towards company such as supervision, insurance plan, promotion, wages etc. & yes & no type of questions were asked. During the course of interview, it was discovered that worker's behavior was influenced by group behavior.

The program indicated that productivity can be increased if people allowed talking freely.

### **iv. Bank wiring observation room:-**



This experiment was carried from 1931 to 1932 with a view to analysis functioning of small group & its impact on individual behavior. The group was formed consisting of 14 male members, 9 wire men & two inspectors. Hourly wage rate was based on average output of each worker & bonus was based on the productivity of group of workers.

It was found that the group has established its own standards of output and social pressure was exercised.

## **• The main conclusions of Hawthorne Experiments are as follows:**

### **1) Social factor in output:-**



Worker is influenced by social factor & the behavior within the group. Man is a social animal. Only monetary incentives are not sufficient to increase the production but non-monetary incentives will also help to increase the production. Means, behavior within the



group will definitely increase the production. This acts as a motivating factor.

## **2) Group Influence:-**



Worker forms a group in the organization means, they develop informal relationship. They try to change their behavior & manager is considered as a part & parcel for that group & not as a manager.

## **3) Leadership:-**



Leadership is important for directing group behavior. But the formal relationship is not accepted by the workers. Informal relationship which is express in relay assembly test room & bank wiring observation room is lead to increase the efficiency of the workers.

## **4) Supervision:-**



Supervision is important for determining efficiency of output but friendly supervision helps to increase the productivity of the workers in the organization.

## **5) Communication: -**



In every organization communication is very important. Workers participation in the process of decision making helps in increasing the productivity. Workers must communicate freely with managers to explain their problem. Better understanding between manager & workers develops positive attitude.

### **• Criticism: -**

1. The Hawthorne experiment is criticized because there is no

scientific base. It is based on social relationship.

2. It was also pointed out that this experiment does not have any guarantee because it has limited scope.
3. The human relationship approach is criticized on the several bases. It is observed that this approach tries to soft corner of the requirement of the organization. No attempt was made to understand human behavior at work place.
4. As a result of the impact of human relation approach, human relation become fad and fashion with many people of the organization. They believe that happy workers are productive workers. This is not always true.
5. With the passage of time both managers & workers begin to realize disadvantage of the situation.
6. When decisions are made secretly is important which is not possible in the Hawthorne experiment.

However, human relationship approach should not be totally neglected. Human psychology is basically sound & should be properly understood.

### • **Various Approaches to Management**



Peter Drucker explained his theory on managerial problems. He has written the most important book, 'Practice of Management' & another one is 'The effective executive Management'.

He has explained the responsibilities & practice by the management & his thoughts are as follows:-

## 1) Nature of Management:-



Peter Drucker is against bureaucratic management & he emphasized the management with creative & innovative characteristic. Main object of management is lead towards innovation. It includes development of new ideas with old one for betterment of organization. For that he treated management as a profession & as a discipline. As a discipline management has its own tools, skill & techniques for achievement of goals. He has also explained management as a practice rather than science. Management is result oriented. He emphasized that manager should not have only technical skills but conceptual skills also. He must understand social & cultural requirements of an organization.

## 2) Management Function:-



According to Peter Drucker:

- A. Management comes into existence for specific purpose whether it is hospital, educational institute, transport, etc.
- B. Making work productive & workers active.
- C. Managing social responsibility.

Apart from these functions management has to perform several functions such as setting of objectives, decision making, motivation, etc. It covers 8 areas such as innovation, productivity, physical resources, financial resources, profitability, and managerial performance, attitude of management & public responsibility of management.

### 3) Management by Objectives (M.B.O):-



He introduced this concept in 1954. It also means management by result. M.B.O. included planning, setting, standard performance calculation (appraisal) & motivation. According to him it is not only a technique but it is a philosophy of managing. Now-a-days this concept has become more popular.

- **Management by objectives: (MBO)**

- **Meaning:-**



According to George “MBO is the process where superior & managers of an organization jointly defines its common goals, each individual area of responsibility in the term of results expected by him & use their measures as a guide for operating the unit & assuming contribution of each of its members.”

It is new dynamic concept. It is different from traditional management concept. This concept gives advantages of co-operation and was introduced by Peter Drucker. It is a technique in the hands of management.

- **Process of M.B.O.:**



The M.B.O approach is result oriented approach & based on the idea of effective participation of all the members for achieving objectives. It includes following steps: -

- 1) Defining Job:-**



Every employee is asked to define his job with the necessary details. The supervisor is also asked to do the same exercise

independently. The job specifies the responsibilities of each personnel for attainment of goals. It is finalized in the joint meeting of superior & sub-ordinates.

## **2) Setting Objectives:-**



In this stage the objectives to be achieved are decided by all concern parties & key results areas are also finalized. They are prepared on proper background for further action & results are achieved by the staff. In this process long term & short term objectives are finalized.

## **3) Developing Action Plan:-**



Such action plan is based on objectives & useful for suitable follow up for achieving objectives. The action plan gives clean direction to concern parties & brings unity in the whole organization. Action plan is prepared jointly.

## **4) Conducting Periodical View:-**



Periodical view is useful for execution of action plan. Such review suggests actual performance of the plan. If there is any deviation remedial action can be taken.

## **5) Performance Appraisal:-**



M.B.O. provides as a tool for performance appraisal to superiors. It helps to improve the performance of staff in future. Appraisal need to be done with trust & confidence.

## **6) Achieving the Objectives:-**



The important aspect of M.B.O. is to achieve the objectives within the definite limits. These are achieved with participation of all. For this understanding, communication & co-operation is required.

### **• Advantages:-**



#### **1) Result Oriented Approach: -**

MBO is result oriented philosophy. MBO is highly practical approach to management.

#### **2) Clarity of Goals: -**

MBO is goal setting method, in which the desired results are identified in anticipation of performance. All problematic areas are highlighted.

#### **3) High Morale of Employee: -**

Participation of superiors & clarity of goals help to increase the moral of employees in the organization. There is a two way-communication.

#### **4) Effective Planning: -**

M.B.O. program shares planning process. Planning process is standardized toward action plan.

#### **5) It Facilitates Control: -**

Since objectives are determined for achieving goals, better control over the performance can be done. Each individual performance is calculated & it is compared with standard one.

## **6) It facilitates Personal Leadership: -**

MBO helps individual manager to develop skills for personal leadership in the area of planning, controlling & organizing.

### **• Limitations of M.B.O.: -**



#### **1) It is time consuming process: -**

M.B.O includes setting of objectives & responsibility with careful consideration for every action. Therefore, it is time consuming process.

#### **2) It increases paper work: -**

Written communication e.g. policy, manual, instruction cards, questionnaire & reporting increases paper work.

#### **3) It creates organizational problem: -**

Participation of subordinate in setting objectives will create problem between superior & subordinate.

#### **4) Problem of goal setting: -**

M.B.O can function successfully only when measurable objectives are jointly set & they are agreed by all. Problems can be raise if objects are not set properly with particular responsibility.

#### **5) Conflicting objectives: -**

Sometime an individual's goals may be conflicting with others. In such a situation individual follows the path that is suitable for him. This tendency may result in lack of co-ordination. In different departments objectives cannot be coordinate together so the attainment becomes difficult.

### **6) Secret can't be maintained: -**

As M.B.O involves participation of superior & sub-ordinate, it is very difficult to maintain secrecy. Some important matters should be kept with top level management, because sometimes it is dangerous for the organization when there is leakage of information.

### **7) It is reward punishment approach: -**

M.B.O creates excess pressure on all executives. It is based on reward punishment philosophy. It carries tension on the minds of manager.

### **• Objectives of M.B.O.:-**



- 1) MBO is new philosophy in management. It aims at achieving organizational objectives with support of co-operation if entire manpower is available in business. It aims at involvement of all employees with effective communication.
- 2) In MBO effective participation of superior & sub-ordinates is necessary. Both have to work together. They have to set objectives jointly. Co-operation is the key of success in MBO process.
- 3) In MBO setting of goals is a joint activity. Goals are never imposed forcefully to anyone. They are decided by both parties.
- 4) In MBO efforts are made to achieve the results by giving reasonable freedom to lower level management. There is mutual understanding between superior & sub-ordinates while achieving objectives.



## • Summary



Scientific Management focuses on works and machine relationship. It is developed by F.Y. Taylor. He is known as the Father of Scientific Management.

Administrative Management emphasizes the Manager and the functions of management. Henri Fayol (1841- 1925) known as the Father of Modern Management.

Behavioral or human relations management emerged in 1920 and dealt with the human aspects of organizations. Elton Mayo, known as Father of Hawthorne Studies. The Hawthorne studies are significant because they demonstrated the importance influence of human factor on worker productivity.

Peter Drucker has varied experience from the fields which includes psychology, sociology, Law and Journalism. Drucker's contributions have made tremendous impact on the management practices. He has developed solutions to number of managerial problems.

**After studying the second chapter, answer the following questions:**



- 1- Fayol's Fourteen Principles of Management are worldwide applicable, explain.**
- 2- State some differences between the contribution of F. W. Taylor & Henry Fayol to management.**

- 3- Elton Mayo can be called as the Founder of Human relations school, illustrate his contributions to management.**
- 4- Explain the meaning and steps of the M.B.O. Process.**

# **Chapter (3)**

## **Administration and Educational Administration from a Historical Perspective**

## • Introduction



Administration is one of the most of all human endeavors. The Egyptians between 500 and 525 BC organized and administered sophisticated managerial skills in organization of the affairs of their large empires. It took 100,000 men, twenty (20) years to complete the pyramids.

The Babylonians, Romans, Phoenicians and the Greeks all managed their trading enterprises, military expeditions and governments with the required skills.

The Chinese are known to have had highly systematic administrative systems at about the same time as the pyramids were built. Near to us in time, the reputable civil services of Europe and Great Britain in the nineteenth century have all left an important legacy to the modern field of administration



<https://drive.google.com/drive/folders/14azUmVpQEXXI4qBfvog3XPm5aHs5MSA3?usp=sharing>

## • Public Administration



In the United States in the 19th century, the term “administration” was used in the context of government and the ideas it represented gave rise to the growth of public administration with the appearance of “The Study of Administration” by Woodrow Wilson (1887) – a 31 years Assist. Prof. Forty years later (1927), he wrote “Principles in Public Administration”.

This set the stage for the emergence of professional administration (as a study) after the industrial revolution of the 19th century in USA, UK, France and Germany.

### • **The Impact of Industrial Revolution**



At the end of 19th century, businessmen were stepping-up their efforts to increase profits from industries to mass production through the use of machines. Industrial giants like Henry Ford were the engineers and technically oriented scientists of the technological revolution. It was the era of the engineering consultants and the drive for efficiency.

Fredrick W. Taylor was an engineer at the Midvale and the Bethlehem steel companies – one of the top engineering consultants in American industry.

Taylor had read Woodrow Wilson's essay and had been influenced by it. In the attempt to solve practical production problems in factories all over America, Taylor developed his four "Principles of Scientific Management" (1911). Taylor's principles of scientific management aimed primarily at lowering the unit cost of factory production. In time, Taylor's ideas led to time-and-motion studies, rigid discipline on the job with minimal interpersonal contacts between workers, and strict application of incentive pay systems.

About this time of Taylorism, a French industrialist – Henri Fayol developed his concern on middle-management level of industry. Fayol had a top-management executive background. Unlike

Taylor, who viewed workers as factory machinery, Fayol focused his attention on the manager rather than on the worker.

Fayol separated administration from production. In 1916, Fayol wrote that ‘administrative ability can and should be acquired in the same way as technical ability, first at school, later in the workshop’. It was in his most notable work “General and Industrial Management” that Fayol became the first modern organizational theorist. It was Fayol who defined administration in terms of five elements: **Planning, Organizing, Commanding, Coordinating, and Controlling (POC3).**

We can view commanding and controlling as leading and evaluating results. Fayol further identified a list of **fourteen “principles” of management** among which were: **Unity of command, Authority, Initiative and Morale.**

And by this time, the Western world was becoming an organizational society. As giant industrial organizations grew in the early 1900s, so did government and other organizational aspects of life grow to friction in social, political and economic aspects. There was an increasing sense of conflict that the years before World War I were punctuated by frequent outbursts of this conflict such as labor unrest, revolution, and the rise of communism. It was in this setting that a German sociologist, Max Weber produced *Bureaucracy*, a most useful, durable and brilliant work on an administrative system. Weber saw hope that well-run bureaucracies would become fairer, more impartial, and more predictable than organizations that are subject to the caprices of powerful individuals.

Although Weber produced his work at about the same time Taylor and Fayol did (1910-1920), **Weber** was almost unknown in the English-speaking world until his works were translated in the 1940s. He received widespread attention in educational administration after the World War II.

American Taylor emphasized the principles that viewed administration as management. Taylor assumed that labor was a commodity to be bought and or sold: and that by scientific management, the manager could reduce to a minimum the amount of labor that must be purchased.

The Frenchman Fayol emphasized broader preparation of administrators whose tasks are presumably, different from those that engineers performed. German's Weber held that bureaucracy is a theory of large and complex organizations.

- **Impact of the Scientific Management Period (1910-1935)**



Taylor, Fayol, and Weber were giants in the pre-World War I years and led the way in the early efforts to master the problems of managing modern organizations. There is no precise and universally agreed-upon beginning or end of this era; however, the period from 1910 to 1935 can generally be thought of as the era of scientific management when school superintendents in the United States quickly adopted the values and practices of business and industrial managers of that time. Even, very close to the outbreak of World War II, the concept of scientific management called for the scientific study of jobs to be performed.

Gullick and Urwick (1973) synthesized the scientific management and **the universal management principles** to come out with management organizational elements described by the mnemonic POSDCORB. Meaning **Planning, Organizing, Staffing, Directing, Co-coordinating, Reporting and Budgeting.**

**Planning** is working out in broad outline the things that need to be done.

**Organizing** is the grouping of activities in an interrelated manner, assigning of responsibilities and gathering of resources together.

**Staffing** is the hiring and employing of suitable persons to occupy certain positions and to undertake certain activities and tasks in the organization.

**Directing or commanding** is getting the best out of every employee in the interest of the organization.

**Coordinating** is harmonizing and unifying all the operations of the organization. **Controlling** is the appraisal and examination of results obtained in the organization.

**Reporting** involves communication to both supervisors and subordinates, while **Budgeting** involves making of estimates of the future financial needs of the organization based on its goals.

As Gullick and Urwick attempted to synthesize (form) what is now known as the “classical” organizational concepts/ theory, the concept of **hierarchy** was central. Also known as the scalar principles (or “line and staff”). It contends that authority and responsibility should flow in a direct and unbroken a path as



possible, from the top policy level down through the organization to the lowest member.

**Unity of command** is another central classical organization by Gullick and Urwick. Essentially, this principle implies that no one in an organization should receive orders from more than one super ordinate.

Thirdly, the exception principle holds that when the need for a decision results frequently, the decision should be established as a routine that can be delegated to subordinates (in the form of rules, standard operating procedures, administrative manuals). Span of control prescribes (and thereby limits) the number of people reporting to a supervisor or administrator. This is the fourth principle.

- **The Human Relations Movement (HRM), 1935-1950**



A need to more precise about the effect of human factors on production efficiency was felt between 1935 to 1950. The **human relations movement** was a major movement in the development of the theory of administration. It was a reaction to the classical theories which, in trying to ensure efficiency, brought about the dehumanization of workers. Elton Mayo is probably the best known to educators. Others include Mary Parker Fellow, Roethlisberger and William Dickson. Studies were conducted on the importance of social, psychological and human factors on workers' productivity.

**The result showed among other that:**

- 1- Group and individual behaviors were important.

- 2- Attention should be focused on the supervisory climate and the type of supervision.
- 3- Informal relationship among workers was discovered.
- 4- Democratic approaches, involvement and participation in the decision-making process were found to enhance cohesive work groups.
- 5- Group cohesion, collaboration and the dynamics of the informal organizations were also revealed.

We can therefore recognize **two important impacts of the human relations movement on Educational Administration:**

- 1- Increasing efforts to democratize the practice of educational administration
- 2- There was growing emphasis on the utilization of concepts from the social sciences such as anthropology, psychology, sociology and the behavioral elements of economics and political science.

Five ideas or **notions can be derived** from the human relations movement:

- 1- Educational administrators should promote relationships between organizational members for mutual satisfaction. It is believed that improved teaching and learning is contingent on (dependent on) high staff morale and harmony.
- 2- Educational administration should be seen as a service activity that contributes to effective instructional programs; as a means and not an end in itself.
- 3- There should be increased emphasis among administrators for participative decision-making.

- 4- Within groups, there are identifiable informal subgroups.
- 5- Groups tend to confer (present) leadership on individuals.

The Human Relations Movement therefore ushered in the era of more democratic and participative style of administration. Administration sought to attend to the well-being of the workers and recognized informal relationship as a strategy for the achievement of organizational goals. New concepts like *morale*, *group dynamics*, *democratic supervision*, *personal relations* and *behavioral concepts of motivation* were integrated into school administration. It therefore brought about the *humanization of management* and a sense of *flexibility* in a bureaucratic enterprise like the school.

**However, several good criticisms trailed this movement:**

- 1- The comfort of workers led to the detriment (harm) of organizational goals.
- 2- The democratic process it advocated (favored) for led to laissez fair type of behavior of workers.
- 3- In the satisfaction of both individual's (group) needs and organizational goals, it did not resolve which one would succeed the other in the event of unresolved conflict between them.

Because of these criticisms, the behavioral Social Science Movement started.

## • The new Administration Behavioral Approach

### 1950-Date



Bureaucratic or classical concepts of organizations are sometimes said to focus on ‘organizations without people’. Emphasis was placed on formal organizational structure and hierarchical control of people viewed as fitting into that structure on the organization’s terms.

Human relations concepts, on the other hand, are often said to deal with ‘people without organizations. Early students of the dynamics of human behavior in groups mostly conducted their research in small groups (informal) rather than in work-oriented organizations. These appear to be on two extremes, one being ‘too-job-oriented’ and the other ‘too-person oriented’.

The behavioral or social science approach seeks to describe and predict human behaviors in the environment of formal organization. It is believed that a proper understanding of human behavior and the environment or situation will lead to a better integration of the job, the worker and the situation. This social science or behavioral movement was pioneered by a triumvirate of authors:

- 1- Chester Bernard (1886-1961) whose book – *The functions of the Executive*” was written in 1938.
- 2- Felix J. Reothlisberger and William J. Dickson in their 1939 book “*Management and the Worker*” and
- 3- Herbert A Simon whose “*Administrative Behavior*” book came out in 1947.

Chester Bernard selected and integrated concepts from the many schools of thought that had appeared since Wilson’s essay, and he

produced several new insights of his own. He viewed organizations as social systems or consciously coordinated personal activities or as forces. He reasoned that people come together in formal organizations to achieve things they could not achieve working alone. And so, he emphasized that the survival of organizations depends on two important concepts referred to as “Efficiency” and “Effectiveness”. Efficiency is the feeling of satisfaction one (personal-oriented) derives from one’s membership of an organization while Effectiveness is the organizational (system oriented) goal’s achievement. Efficiency and effectiveness must go together in an organization, he emphasized. As for Reothlisbergara and Dickson, their book- *Management and the Worker* emphasized the dynamic mutual interaction between formal and informal organizations. This was quickly endorsed by other social scientists and led to a “philosophy of management” concerned primarily with human relationships in formal organizations. Herbert Simon’s “*Administrative Behavior*” book stressed the importance of human behavior in administrative process like planning, decision-making, etc. It asserted that the most fruitful approach to understanding and improving administrative behavior is/was through a decision-making framework. He therefore analyzed organizational behavior from the decision-making perspective. These trios revealed a more psychological and sociological approach to administration and led to the Tri-Dimensional concept of Administration namely the man, the job and the social setting.

- **Summary**



This chapter discussed many points: Public Administration, the Impact of Industrial Revolution, Impact of the Scientific Management Period (1910-1935), the Human Relations Movement (HRM), 1935-1950, and the new Administration Behavioral Approach 1950-Date.

After studying this chapter, answer the following questions:

**After studying the third chapter, answer the following questions:**



- 1- Explain The Impact of Industrial Revolution on Management.
- 2- Illustrate the Impact of the Scientific Management Period on Management.
- 3- Explain The Human Relations Movement (HRM) and its contribution to Management.
- 4- Illustrate The New Administration Behavioral Approach and its contribution to Management.

# Chapter (4)

## Decision Making

- **Introduction**



Management is essentially a decision making process. In case of every section of management, a manager has to make a choice among alternative courses of action. Whatever a manager does, he does it through making, decisions. A manager by way of taking decisions directs the behavior of subordinate. So management is defined as an art and science of decision making. However, it may be noted that decision making is the means for carrying out managerial tasks and responsibilities. The efficiency of the organization depends upon the efficiency of decision making of its management.

A decision is an act or choice where the organization reaches to conclusion. What must not be done in a given situation is explained by decision making. It is a point where policies, procedures & objectives come into action. The main purpose of decision making is to direct human behavior.



<https://drive.google.com/drive/folders/14azUmVpQEXXI4qBfvog3XPm5aHs5MSA3?usp=sharing>

- **Definition:**



According to Melwin, “Administration is a decision making process & authority is a responsible factor for making decisions & ascertainment of decisions is carried out or not. In a business whether the enterprise is small or large, decisions are important. Terry – “Decision making is the selection based on some criteria from two or more possible alternative.” “Decision making is a rational



process including all those investigative, creative, diagnostic and evaluative activities which take place while making a decision.

### • Nature or characteristics of decision making



On the basis of above definitions, the main characteristics of decision making may be stated as follows.

- i. Decision making is a process of making a **rational** choice or selecting one of the various alternative courses of action.
- ii. Decision making is **necessary** only when **different** alternative **solutions** are available.
- iii. Decision making is a **purposeful** activity.
- iv. Decision making involves the **commitment** of resources and **reputation** of the organization.
- v. Decision making is always related to the **situation** or environment.

### • Features of Decision Making



1. Decision making is a process. It includes **choosing** of one best alternative among various alternatives. Object **choose** object **achieve** object
2. It may **change** according to change in the **situation**.
3. Decision making has a **purpose**.
4. It is **an intelligent** activity & depends upon the ability of the person.
5. Decision making is a **commitment** for **achieving** the object.
6. Decision making **leads** to **increase** the **profitability** of business.

## • Types of Decisions



### 1. Major Decision & Minor Decision: -

Decision may be major or minor. Major decision includes purchase of raw material, flow of production process.

E.g.: - Major decisions are: - Location of plant, schedule of production, etc.

E.g.: - Minor decisions are: - Purchase of stationary.

### 2. Programmed & un-programmed Decision: -

Decisions are classified on the basis of nature of problems. Programmed decisions are routine in nature. It does not involve any risk factor. It can be easily delegated. They are according to rules, regulations & policies. On the other hand, un-programmed decisions deal with unique problems which involve risk factor & high expenditure.

### 3. Group Decisions & Personal Decisions:-

Group decisions are known as 'Organizational Decisions' which are related with formulating of policies. These decisions are taken by BOD, Shareholders, MD & all committee members. On the other hand, Personal Decisions are taken by Manager as an individual & not as a member. Normally in sole proprietary organization, personal decision is taken.

### 4. Policy Decisions & Operating Decisions: -

Policy Decisions are taken by Top Level Management such as to give bonus to employee, expansion of plan, change of product line etc. On the other hand, operating decisions are taken by middle or lower Level management such as follow up production process, calculation of bonus etc.

## 5. Long Term & Departmental Decisions:-

In **long term** decisions, the period of decisions is **more** than 1 year. These decisions are taken by **top** level management. It involves **risk**. E.g. Plant expansion, diversification, replacement of machinery, change in technology etc. **Departmental** Decisions are related with **departments**. It is taken by Departmental **Heads** such as production department, sales department, purchase department, finance department.

## 6. Routine Decisions & Strategic Decisions:-

According to Peter Ducker, "**Tactical** Decisions are '**Routine** decisions. They have certain alternatives which are related to economic use of resources. **Strategic** Decisions are related to find out what resources are available how they can be use alternatively.

### • Process of Decision Making

---

**Defining the Problem**

**Collection of Data**

**Analysis of Problem**

**Finding the Causes of Problem**

**Identification of Resources**

**Development of Criteria for Successful Solution**

**Selection of Alternative**

**Implement Decisions**

**Follow Up**

---

### 1. Defining the Problem:-



Defining the problem is the problem half solved. Sufficient timing should be spent on defining the problem. It is very difficult to

define the problem. The manager is responsible for defining the problem.

E.g.: - Like a doctor, he has to take into account all the symptoms before giving a medicine. A manager must carefully diagnose the problem & should tackle it tactfully.

## **2. Collection of Data: -**

Information can be collected from internal sources as well as external sources. Right decisions depend upon the quality of information collected by the management.

## **3. Analysis of the Problems: -**

Subject to systematic study depth information should be collected & it should be classified properly. Information is based on facts, speculation & assumption. Normally 98% information should be based on facts, 2% on speculation, 0% assumption.

## **4. Finding causes of problems:-**

This is the most important aspect of understanding the problem. It is a complicated process to find out the exact cause is very essential.

## **5. Identification of Resources:-**

It is necessary to identify available resources & the use of resources for achievement of goals. The management must make the list of resources that are available for solving the problem.

## **6. Development of Criteria for successful Solution:-**

Criteria should not be established as early as possible. This criterion is useful for choosing the best alternative & diverts the resources accordingly. This criterion is divided into "must & want". The must criteria are satisfied first & want criteria later on.

## **7. Development of Alternatives: -**

Development of alternatives is most important step in the process of decision making. The effectiveness in decision making depends upon development of alternatives.

## **8. Selection of Alternatives: -**

In order to select the best alternative following points should be considered i.e. risk, economy, time, availability of resources.

## **9. Implementation of Decisions: -**

Implementation means putting the selective alternative into action. The process of implementation starts with assigning the responsibilities. Management must focus on the duties of the person. He must consider following points:-

- Effective communication
- Time for Decision Making
- Acceptance by employee.

### **• Styles of Decision Making**



There are various styles adopted by executives for taking decisions. The most commonly used styles are as follows.

### **1. Autocratic Decision Making –**

Autocratic executives think that their subordinates do not have necessary abilities to take correct decisions and they do not like to take responsibility, hence he prefers to take decision on his own. He does not feel that it is necessary to discuss the problem with subordinates and in order to avoid wastage of time he takes a decision and makes others to implement it. If anything goes wrong, he tends to criticize the process of implementation rather than rationality of the decisions.

## 2. Participative Decision Making –

A participative executive believes that subordinates are aware about the problems and have necessary skill and abilities to solve them. In order to take advantage of the expertise and talents of the subordinates in the process of decision making, he believes that participative decision tends to be more **realistic**, **practicable** and **acceptable** to the subordinates. On account of their participation it motivates them to implement such decisions effectively and efficiently.

## 3. Consultative Decision Making –

When executives face **complex** and highly **technical** problems they prefer to discuss the issues with **experts** in related fields and after consultation they prefer to take a decision. Sometimes they have to provide consultation to their subordinates for taking decisions.

### • Who Makes the Decision?



Technically, the **higher** authority, that is **top** management, makes the decision. But, in practice, it may have been delegated by convention or rules.

If the cost of correction is large and if the chances of being wrong are high, then delegation is not desirable.

### • Techniques Used in Decision Making



In the decision making process, three specific techniques have proved valuable. These are **marginal** analysis, **financial** analysis and the **Delphi** decision making techniques.

It has been observed that there is a current emphasis on competitive analysis. Various disciplines have contributed to research and development of application of mathematical techniques. The

significance of their contribution depends essentially on the management attitude behind them.

Techniques are only aid to judgment and not substitute for judgment. Experience, experimentation, research and analysis also come into play in making decisions.

Planning and control are closely inter-related and they determine the accuracy of decision making. Control function ensures that objectives are met. It specifically considers 'Progress' towards and achievement of the end result, evaluation of the process used and 'Validation' of the end result. Hence, in decision making is important to set up control system.

## • SUMMARY



Decision is an act of choice where the organization reaches to conclusion. The main purpose of decision making is to direct human behavior. This chapter has discussed some main points: Nature or characteristics, Features, types, styles, and techniques of decision making.

**After studying the fourth chapter, answer the following questions:**



- 1- Explain the main characteristics of decision making.
- 2- There are many Types of Decisions, illustrate each one and its opposite.
- 3- Illustrate the steps of the Decision Making Process.
- 4- Explain the Styles of Decision Making.
- 5- What are the Techniques Used in Decision Making?

# **Chapter (5)**

## **Educational Management, Levels, Functions, Skills, and Key Concepts in Egyptian Education Administration Context**



## • Introduction



We are living in an economic, technological, political, social era. In which planning is pre-requisite for the growth of organization.

In simple words, Planning is deciding in advance what is to be done for the future period of time. In this sense, planning is basic activity.

Almost everyone involves in planning to some extent.

E.g.: - A student plans his studies for coming examinations. College authority plans for smooth conduct of examinations. Political leader plans for his elections. Government plans to proper utilization of resources to achieve a desire economic growth.



<https://drive.google.com/drive/folders/14azUmVpQEXXI4qBfvog3XPm5aHs5MSA3?usp=sharing>

## • Functions of Educational Management



The process of educational management consists of five basic functions; a manager uses these functions **to achieve educational organization goals and objectives**. Most of the authors agreed on the following six functions of the educational management:

- Planning
- organization
- directing
- coordination
- controlling
- evaluation

**Some writers identify the major functions of management as discussed below:**

**1) Planning:**

It includes forecasting, formation of objectives, policies, programs, producer and budget. It is a function of determining the methods or path of obtaining their objectives. It determines in advance what should be done, why should be done, when, where, how should be done. This is done not only for organization as a whole but also for every division, section and department. Planning is thinking before doing.

**2) Organizing: -**

It includes departmentation, delegation of authority, fixing of responsibility and establishment of relationship. It is a function of providing everything useful to the business organization. There are certain resources which are mobilize i.e. man, machine, material, money, but still there are certain limitations on these resources. A manager has to design and develop a structure of various relations. This structure, results from identification and grouping work, delegation of authority and responsibility and establishing relationship.

**3) Staffing: -**

It includes man power planning, recruitment, selection, placement and training. People are basically responsible for the progress of the organization. Right man should be employed for right job. It also involved training of personnel and proper remuneration.

**4) Directing: -**

It includes decision making, supervising, guidance etc. It reflects providing dynamic leadership. When the manager performs these functions, he issues orders and instructions to supervisors. It also

implies the creation of a favorable work, environment motivation, managing managers, managing workers and managing work environment.

#### **5) Communication: -**

Communication provides the vital link in any organization. Every successful manager has to develop an effective system of communication. Communication means exchange of facts, ideas and information between two or more people. It helps in building up high moral.

#### **6) Controlling: -**

It is a process of checking actual performance against standard performance. If there is any difference or deviation, then these differences should be detected and necessary steps should be taken. It involves three elements:

1. Establishing standard of performance.
2. Measuring actual performance with establishment.
3. Finding out reasons for deviation.

Management includes planning, organizing, staffing and decision making, motivation, communication, co-ordination and so on.

**The other functions of management are as follows:**

#### **Functions of Management**

#### **7) Motivation: -**

In a well organization unforeseen problems are created. It becomes necessary for the workers to have a leader; to whom they can consult for the guidance. One must help the worker to solve their problems. The manager is the leader for them. So he should accept the problems, should appreciate the workers for the work done by them. He has to act as a well motivation source for he workers.

## 8) Decision Making: -

It is the process in which a lot of actions are involved and lots of alternatives are available. A manager has to choose right alternative for attainment of his goals. There are many decisions which include marketing decision, cost price decision and capital investment decision.

## 9) Forecasting: -

Correct sales forecasting is essential for manufacturing organization. This helps in production, by making available right workers and right material at right place and at right time. It also helps manager for purchasing of raw materials, equipments and labors. Many times production is made in advance to meet future demands and forecasting is essential because of short supply of raw material, lack of proper control, to fix up sales targets and to meet future financial needs. It also helps to give ideas about expansion of business; and for giving training to the personnel of the organization.

### • Levels of Management:



There are several types of managers. However, it is useful to divide them on the basis of three managerial levels.

There are three levels of management:

1. Top level management
2. Middle level management
3. Lower level management

Administrative level consists of top or upper level of management.

Operative level consists of middle level and lower management.

Lower level management includes supervisor and foreman. The

level of management is depending upon the size of the organization.

- **Managerial Skills**



**1) Conceptual Skills:-**

Conceptual skills are the **abilities** to think about the creative terms understand and visualize the future, to organize and translate observation into ideas & concepts. **Conceptual skills are essential to identify and diagnose the problems.** This will **be** helpful in determining the goals.

**2) Analytical Skills: - [Decision making]**

Analytical skills mean ability to work out a complex problem or situation into component. Analytical skills are required for solving problems and decision making. This is also helpful for evaluation of performance and arriving at judgment.

**3) Human relation Skills: -**

Human relation skills represent the ability to understand the **behavior** of people, their problems, their **needs**, working **conditions** and **motivation** to people. These skills are essential in directing the **people** for better coordination.

**4) Administrative Skills: -**

It involves the **implementation** of **plan** and use of available resources to get the desired output that is profit and to regularize a performance in orderly manner. It is also helpful in **co-ordination** of activities.

**5) Technical Skills: -**

These skills are essential for first line managers. He requires **knowledge** of a job, **ability** to apply the methods and techniques of

job. He is responsible for providing **technical guidance** and instructions to subordinates.

#### **6) Computer Skills: -**

Computer knowledge is essential for today's manager i.e. knowledge of hardware & software. Hardware is technical term & software is ability to adopt the system in an organization to attempt goals. In modern days, computer is widely used in organization. Hence today's' manager should possess the knowledge of computer. This is helpful in decision making. It also helps to increase the productivity in the organization.

#### **7) Communication Skills: -**

Communication is systematic process of telling, listening and understanding. This skill requires the ability of listening and speaking in an effective manner. The manager is responsible for getting the things done by others. He should be expert in oral and written communication. Communication skill is essential for getting success. It is depending upon the manager who achieves the results with efforts of others. Co-ordination can be attained with the help of proper communication. Success is depending upon proper communication.

#### **• Educational Management Field Study Areas**



**Educational management has three major field study areas; they are:**

- **Human resource**, through the **student**, the educational **personnel**, and the **stakeholder** and community as an education service user.
- **Learning resource**, such as **tools** through the planning which will be used as a **media** or **curriculum**.

- Facility and finance resource, as supporting factors which make the education held well.

There are seven factors which can be conceptualized in the synthesis of knowledge in Educational administration.

- Functions
- Skills
- Ethics
- Structure
- operational areas
- context
- issues

- **Management & Administration**

Table 1 shows a comparison between Management & Administration as follows:

**Table-4**

**Comparison between Management & Administration**

<b>Basis For Comparison</b>	<b>Management</b>	<b>Administration</b>
<b>Meaning</b>	An organized way of managing people and things of a business organization is called the Management. Or Management is concerned with the implementation of the policy.	The process of administering an organization by a group of people is known as the Administration. Or It is concerned with policy making; it determines the goals to be achieved.

<b>Authority or management level</b>	Middle and Lower Level. It relates to middle and lower level management.	Top level. It relates to apex or top level management.
<b>Implementation of the policies :</b>	It is directly concerned with the implementation of policies.	It is not directly concerned with the implementation of policies.
<b>Role</b>	Executive	Decisive
<b>Functions:</b>	Its functions are executive.	Its functions are legislative.
<b>Main functions:</b>	Motivation and controlling	Planning and organizing
<b>Area of operation</b>	It works under administration.	It has full control over the activities of the organization.
<b>Sector: Applicable to</b>	It is mostly used in the private sector. Profit making organizations, i.e. business organizations.	It is mostly used in government or public sector. Government offices, military, clubs, business enterprises, hospitals, religious and educational organizations.
<b>Decides</b>	Who will do the work? And How will it be done?	What should be done? And When is should be done?



<b>Work</b>	Putting plans and policies into actions.	Formulation of plans, framing policies and setting objectives
<b>Focus on</b>	Managing work	Making best possible allocation of limited resources.
<b>Key person</b>	Manager	Administrator
<b>Represents</b>	Employees, who work for remuneration	Owners, who get a return on the capital invested by them.
<b>Illustrations</b>	General manager, managing director, director etc.	<b>Collectors, commissioner, Vice chancellor, registrar, sales tax and income tax officer etc.</b>

### • Possible Job Titles for the Career of School administrators



There are many Job Titles for the Career of School administrators, as follows:

- Assistant Principal, Dean, Education Administrator
- Principal, Provost, Superintendent

### • Maslow's Classification of Human Needs



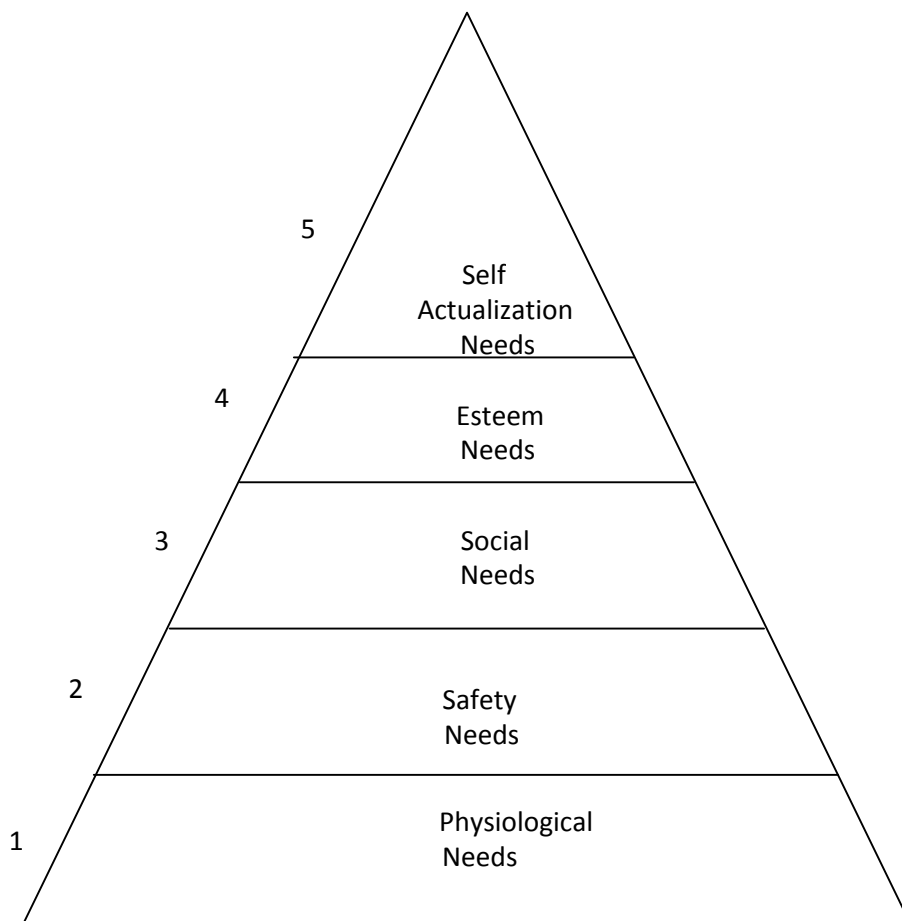
Maslow Classified Human needs into five Levels:

1. **Physiological** Needs are the needs of the human body that **must** be satisfied to maintain existence. Necessities of life such as food, water, shelter, etc.
2. **Safety** or Security Needs are of job security, protection from

physical danger and economic safety.

3. **Social** needs refer to **acceptance** by peers, belongingness, love, affiliation, etc.
4. **Esteem** Needs are of self-confidence, self-respect, achievement, status, independence, recognition, etc.
5. **Self-actualization** is the **highest** need level. It is also known as **competence** and **self-fulfillment** need. This has to do with self-respect, personal growth and development, indeed, the total development of an individual.

### Maslow' Organizational behavior



**Chart- 1**

### **Maslow's Classification of Human Needs**

In all, needs achievements are influenced by the **satisfaction** of a **lower** need. Once the lower need is satisfied, the next stage becomes active.

Maslow's need theory provides a framework for understanding personnel needs. However, critics argue that it lacks evidence that the satisfaction of a given need reduces or increases the importance of next higher need level.

Twelve years after Maslow's hierarchy of Need, Herzberg attempted to enlarge, refine and extend the ideas of Maslow and McGregor, and perceived man as belonging to two categories of needs; namely, 'motivator and hygiene' factors.

### • **The School as a Social Organization**



Schools are formal institutions where the younger members of the community are exposed to the values, skills and attitudes that make them useful to themselves and the society. The school is a social institution. It is an agent of social progress. Social organizations are human structures designed to achieve common goals.

Social organizations exist through time and on a continuous basis. They have longer lives span than the operating individuals. The school as a social organization is an extension of the larger society. It has forward and backward linkages with the society.

Ajayi and Ayodele (2001) quoted Adepuju (1998) as having identified five key concepts which guide the operation and existence of the school as a social system as:

- 1. Interaction:** The school system interacts with the elements within and outside the system. It cannot operate in a vacuum.
- 2. Interrelationship:** A 'mutual' relationship exists between the school system and each of politics, economy, culture and prevailing technology around where the school is located.
- 3. Interdependence:** The strength of the social, economic, legal and political environment is a function of the survival of the school.
- 4. Cultural Entity:** As a social institution geared towards social progress, the school possesses its own values, customs and ways of doing things.
- 5. Internal structure:** The school is formed in such a way that is allows formal and informal structures, channel of communication and authority – subordinate relationship.

- **The School as a Bureaucracy**



A German Sociologist: Max Weber (1992) laid down a number of principles of the bureaucratic model of organizational management. These principles will aid in a proper understanding of the school as a social system. Let us “deal” with a few:

- 1. Division of Labor:** This is one of the most fundamental principles of bureaucracy. It is based on functional specialization. It prescribes precise and detailed description of duties and assignments of responsibilities of each position or office. Behavior, mode of production and relations within the organization are defined and regulated.
- 2. Hierarchy of Authority:** This is the organization or arrangement of offices where each lower office is under the

control and supervision of a higher one. There is an established superiority and subordinate format.

- 3. Impersonality:** The administrator or holder of office is impersonal in his official dealing. Particularization and personal interests are discouraged.
- 4. Documentation:** All events and activities must be recorded, and all office holders are expected to follow recorded rules, regulations and procedures.

### • Implications of Bureaucracy in the School System



The school is established by the society to educate its ones. The school system is characterized by clear hierarchy of authority in terms of principal – staff – students' relationship. It is therefore characterized by strict rules and regulations. Although, the bureaucratic principles may infuse rationality and organized procedures into the school system, strict adherence to bureaucratic principles may adversely affect the efficiency of the system. Since the school is a social system and service organization, it cannot afford to operate a close system. Thus, the application of impersonality attributes has to be done with caution. Again, since the school deals mainly with the production of human goods which are subject to individual differences, the bureaucratic tenets have been found to be too-rigid-based on rational rules and regulations. The school system must be dynamic and flexible.

- **Key Concepts in Egyptian Education Administration context: Centralization Vs. Decentralization**

- **Definition of Centralization**



A pivot location or group of managerial personnel for the planning and decision-making or taking activities of the organization is known as Centralization. In this type of organization, all the important rights and powers are in the hands of the top-level management.

In earlier times, centralization policy was the most commonly practiced in every organization to retain all the powers in the central location. They have full control over the activities of the middle or low-level management. Apart from that personal leadership and coordination can also be seen as well as work can also be distributed easily among workers.

However, due to the concentration of authority and responsibility, the subordinate employee's role in the organization is diminished because of all the right vests with the head office. Therefore, the junior staff is only to follow the commands of the top managers and function accordingly; they are not allowed to take an active part in the decision-making purposes. Sometimes hotchpotch is created due to excess workload, which results in hasty decisions. Bureaucracy is also one of the disadvantages of centralization.

- **Definition of Decentralization**



The assignment of authorities and responsibilities by the top level management to the middle or low-level management is known as **Decentralization**. It is the perfect opposite of centralization, in which the **decision-making powers** are delegated to the **departmental**, **divisional**, **unit** or **center** level managers, organization-wide. Decentralization can also be said as an addition to Delegation of authority.

At present, due to the increase in competition, managers take the decision regarding for the delegation of authority to the subordinates. Due to which the functional level managers get a chance to perform better, as well as freedom of work, is also there. Moreover, they share the responsibility of the high-level managers which results in quick decision making and saving of time. It is a very effective process for the expansion of the business organization, like for mergers and acquisitions.

Decentralization lacks leadership and coordination, which leads to inefficient control over the organization. For an effective decentralization process, open and free communication in the organization must be there.

- **Key Differences between Centralization and Decentralization**



The points given below are noteworthy, so far as the difference between centralization and decentralization is concerned:

2. The unification of powers and authorities, in the hands of high-level management, is known as **Centralization**. Decentralization means dispersal of powers and authorities by the top level to the functional level management.
3. Centralization is the systematic and consistent concentration of authority at central points. Unlike, decentralization is the systematic delegation of authority in an organization.
4. **Centralization** is best for a small sized organization, but the large sized organization should practice decentralization.
5. **Formal communication** exists in the centralized organization. Conversely, in decentralization, communication stretches in all directions.
6. In **centralization** due to the concentration of powers in the hands of a single person, the decision **takes time**. On the contrary, decentralization proves better regarding decision making as the decisions are taken much closer to the actions.
7. There are full leadership and coordination in Centralization. Decentralization shares the burden of the top-level managers.
8. When the organization has inadequate control over the management, then centralization is implemented, whereas when the organization has full control over its management, decentralization is implemented.



- **Comparison between Centralization and Decentralization**

**Table- 5**

**Comparison between centralization and decentralization**

<b>BASIS FOR COMPARISON</b>	<b>CENTRALIZATION</b>	<b>DECENTRALIZATION</b>
<b>Meaning</b>	The retention of powers and authority with respect to planning and decisions, with the top management, is known as Centralization.	The dissemination of authority, responsibility and accountability to the various management levels, is known as Decentralization.
<b>Involves</b>	Systematic and consistent reservation of authority.	Systematic dispersal of authority.
<b>Communication Flow</b>	Vertical	Open and Free
<b>Decision Making</b>	Slow	Comparatively faster
<b>Advantage</b>	Proper coordination and Leadership	Sharing of burden and responsibility
<b>Power of decision making</b>	Lies with the top management.	Multiple persons have the power of decision making.

Implemented when	Inadequate control over the organization	Considerable control over the organization
Best suited for	Small sized organization	Large sized organization

### • SUMMARY



The term management is used to refer to the special body of knowledge and practice as the separate discipline or subject of study in which people can obtain through training and specialization. In one sentence management is the art of directing and inspiring people.

Management is the art of knowing what you want to do and then seeing that it is done in the best and cheapest way.

Management functions are planning, organizing, staffing, directing, communication and controlling. Management is treated as art, science and profession.

The functions of management are: Planning, Organizing, Forecasting, Decision making, Staffing, Direction, Motivation, Communication, and Controlling.

### After studying the fifth chapter, answer the following questions:



- 1- Illustrate the Functions of Educational Management.
- 2- Explain the three Levels of Management.
- 3- Illustrate the Managerial Skills.
- 4- Compare between Management and Administration.

- 5- Explain Maslow's Classification of Human Needs.
- 6- Explain the meaning of centralization decentralization.
- 7- State five differences between Centralization and Decentralization.

## **Fifth: References**

- Adesina, S. (1990). Education Management. Enugu: Fourth Dimension Publishers.
- Adesina, S. (1981). Introduction to Educational Planning. Ile-Ife. University of Ife Press Ltd.
- Aina, S. (1992). Personnel Management in Nigeria. Ikeja: F. Communication.
- Ajayi, I. A. & Ayodele, J. B. (2001). Introduction to Educational Planning, Administration and Supervision. Lagos: YPPS.
- Amadi, Eric, C. (2005). Planning an English Education. Port Harcourt: Firstborn Link Services.
- Bush T, Glover D. School leadership: Concepts and evidence.2003.
- Bush T. Theories of educational leadership and management. Sage; 2003 Oct 8.
- Cunningham WG, Cordeiro PA. Educational leadership: A problem based approach Columbus. OH: Pearson. 2006.
- Davies B, editor. The essentials of school leadership. Paul Chapman Educational Publishing; 2005 Feb 9.
- Daignan PA, Macpherson RJS. Educative Leadership: A;1992.
- Fayol, H. (1949). General and Industrial Management. London: Pitman Press.
- Griffiths, D. E. (1964). The Nature and Meaning of Theory. Chicago: University Press.
- Gullick, L. & Lyndall, U. (1959). Science of Administration. New York: Random House Inc.
- Herzberg, F. (1959). The Motivation of Work. New York: John Wiley and sons Inc. 2nd ed.
- Hoy, W. & Miskel, C. (1987). Educational Administration: Theory, Research and Practice, 3rd ed. New York: McGraw-Hill.

- JAMB (1999). UME Brochure: Guidelines for Admission to First Degree Courses in Nigeria Universities, 1999 – 2000 Session.
- Johnston C, Caldwell B. Leadership and organisational learning in the quest for world class schools. *International Journal of Educational Management*. 2001 Apr 1;15(2):94-103.
- Kimani GN. *Educational Management*. Nairobi: African Virtual University. 2011.
- Koko, M. N. (2005). *Human Management (A Practical Approach)*. Port Harcourt: Harey Publication Coy.
- Manila, B. B. (2003). *Fundamental of Educational Planning and Administration (Concepts, Issues and Practices)*. Port Harcourt: Pearl Publishers.
- Maslow, A. H. (1943). A Theory of Human Motivation. *Psychological Review* Vol. 50.
- Nte, A. R. (2003). *Foundation of Educational Management*. Port Harcourt: Minson Publisher.
- Nwaoku, N. A. (2005). *Educational Management in Nigeria – Theory and Practice*. Aba: Assembly of God Press.
- Okah, R. I. (2005). *Educational Management in Nigeria (a Functional Approach)*. Port Harcourt: Davis Printing & Packaging Company Ltd.
- Okoroma, N. S. (2000). *Perspectives of Educational Management, Planning & Policy Analysis*. Port Harcourt: Minson Publisher.
- Sapre P. Realizing the Potential of Education Management in India. *Educational Management & Administration*. 2002 Jan;30(1):101-8.
- Sergiovanni TJ, Burlingame M, Coombs FD, Thurston PW. *Educational governance and administration*. Englewood Cliffs, NJ: Prentice- Hall.1980.