A CRITIQUE OF CLASSICAL MANAGEMENT PRINCIPLES AND IDEAS IN EDUCATION

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Abstract
The main thrust of the paper is a critique on management ideas in education. The paper specifically takes a look at the applicability of the scientific management approach championed by Fredrick W. Taylor and the Administrative theory introduced by Henri Fayol (Theories that bother on classical school of management thought) to education. Topical issues such as: basic principles, contributions, limitations/criticism of each are also examined and synthesized. The author, in the paper, makes references to the work of others as well. He is of the opinion that, administration should be result oriented so as to achieve the goals of the organization. Hence, school administrators should not only imbibe values inherent in these theories, but they should apply such values in the day-to-day running of schools in order to enhance the quality of school output. This in turn will help to bring about a high level disciplinary attitude among staff with the determination to achieve.

Introduction
The school system has continued to grow with increasing complexity over the years. Whereas school heads, headmasters and principals - managed the internal affairs of most institutions single-handedly in time past, the influences of various groups are made to bear on their management strategies in the present. The partners in education (parents, community leaders, old students association, students, etc) have always played vital roles to ensure success in school administration in Nigeria. It is therefore imperative for school managers to effectively tap and harness the cooperative efforts of diverse groups for improved production in education industry. One of the ways to achieve this is to supplement the traditional requirement of teaching experience for school headship with sound administrative training. This requires an examination and synthesis of ideas from the various theories in the social and behavioural sciences among which fall the classical management theories. Classical School of Management consists of two separate perspectives, namely: The Scientific Management and the Administrative Management Theory. These form the focus of this paper.

Scientific Management Theory
Taylor (1912), could be credited with the pioneer work on the scientific approach to administration. In his work, 'The Principles of Scientific Management' (1911), he stressed that the overall output of a worker can be increased and improved upon through a scientific management process. In his submission, Taylor advocated for reduced work of production to enable an employer maximize his profit.

The main ideas of Frederick Winslow Taylor, now regarded as the father of Scientific Management, were later synthesized as 'Principle of Scientific Management'. In his man - as machine philosophy, Taylor wanted the regular jobs of an employee to be clearly defined by the employer for optimal utility. However, every material that is required for the successful execution of the defined tasks must be made available to the workers to enable them accomplish set standards of performance. The belief was that the employer could maximize both his earning and that of his employee by raising the worker level of efficiency. Thus, the workers were to be exposed to training relevant to their assigned task. The implication of profit maximization meant that the level of pay of a worker should be derived from the success he has achieved in performing his job.

Taylor (1912), advocates in his theory the following Principles:
1) Time study principle: All productive efforts should be measured by accurate time study and a standard time established for all works done. That is, there should be a clearly defined daily task.
2) Piece-Rate Principle: Wages or salaries should be proportional to output, and their rate based on the standard determined by the time. A worker should be given a highest grade of wages according to work capacity. That is, high pay should be tied to successful completion of the task.
3) Separation of Planning from Performance Principles: Planning should be the responsibility of the management and not workers. Management should determine methods of work and the best method to train workers.
4) Managerial Control Principle: The managers should be trained and taught to apply scientific principles of management, so that they can train the workers accordingly.
5) Functional Management Principle: That the industrial organization should be so designed as to avoid strict military principle in order enhance co-operation among the various specialist.
Critique - Scientific Management

Contributions: Taylor made a number of significant contributions to the development of management thought, among which are:

1) The task of the administrator and the teachers should be well defined to ensure accountability is very important in educational system when the teachers know the objectives of the school, they stand a better chance of performing them well.

2) It emphasized that the personnel should be assigned to the right types of job while training could be used to improve their efficiency. The organization of the school is such that qualified teachers and supportive personnel are assigned to the right types of jobs while training is used to improve the efficiency of the staff.

3) Taylor's idea of provision of appropriate tools and materials to the workers is also very relevant to schools. The teachers and the students need necessary equipment in order to promote their work.

Criticisms: Taylor reduced human beings (the workers) into mere rational machines. According to Musaazi (1982), such actions could constitute a barrier to innovations and the development of the worker's skills. This might mean a routine of the classroom teacher's job with little or no freedom to deviate even on issues of choice of teaching methods.

1) He was accused of being short-sighted of other psychosocial factors other than financial reward that can stimulate employees to work hard. Praise and other forms of non-pecuniary rewards can encourage the worker to increase his input.

2) The human feeling for employee, especially when he is in problem, is neglected by the scientific management principles of Taylor. For instance, a female teacher who is absent from duty to attend to a child that is critically ill in the hospital, needs help and not a reduction in pay as can be inferred from the work of Taylor. Depending on the situation, workers (teachers inclusive) need sympathy and genuine consideration when in difficulty.

3) That Scientific Management did not offer a theory of administration and organization, but a set of principles and simple injunctions for the administrator to follow.

4) That, Taylor's work is too simplistic and advances 'principles' that are too vague for utility. They are really nothing more than 'proverbs' truisms or 'common sense' and represent a premanagement bias (Urwick, 1971).

5) That they derived their principles through personal experience. Besides such derivations have not been validated by the application of the scientific method (Kumbrough and Nunnery, 1983).

In spite of the criticisms of the traditional era, much of what the classical theorists propounded can be found in large and complex organizations today. These include schools, colleges and universities.

Administrative Management Theory

The administrative management theorists looked for common or universal principles that characterized successful management. Among the prominent proponents of the universal principles movement were Henri Fayol (1949), Luther Gulick (1892) and Lyndall Urwick (1943).

Fayol (1925), was a French geologist and a Mining Engineer, an industrial executive and a teacher of administration. Fayol, concentrated much of his efforts on top management movement. He saw Taylor's work as complementary to his own field. Fayol has been aptly, referred to as the 'father' of what is called the Administrative Process.

Fayol (1925), was the first to present a breakdown of the functions of management, which he listed as:

1. Planning- this is the process of determining in advance, what is to be done including clarification of goals, establishment of policies, mapping out of programmers, and defining specific methods or procedures to adopt and fixing day-to-day schedules.

2. Organizing- this has to do with the establishment of a formal structure of authority through which work sub-divisions are arranged, defined and co-ordinated for the set objectives. Organization may also be said to principally concerned with the division of work into administrative units, allocation of duties authority and responsibility among the executives and workers in all the units of the establishment.

3. Directing- this is concerned more with getting the best out of every employee in the overall interest of the enterprise as a whole by giving instruction to ensure that the decisions and polices of the establishment are effectively and efficiently carried out.
4. Co-ordinating - this refers to interrelating of the function and activities of the different sub-units that make up the establishment. For instance, the heads of departments must meet regularly to discuss their individual activities and how they relate to those of the other sub-units and the objectives of the school.

5. Controlling - is the appraisal and examination of results, in the process, weakness and errors are uncovered and steps are taken to prevent their reoccurrence.

Fayol, was also among the first to formulate a universal list of good management principles as a guide to management actions. He first published these principles in France in one of his books in 1916 and the first English translation by International Management Institute in 1929. These principles (fourteen in number) are also referred to as classical principles of management. They are as follow:

**Division of Work:** This implies division of task and use of specialist. This leads to specialization and increased productivity and efficiency.

**Authority and Responsibility:** Authority connotes the right to give order. Authority must be equal to responsibilities and establish authority among participants.

**Discipline:** Employee needs to obey and respect rules that govern the organization. Good discipline results from effective leadership and understanding between the management and the workers.

**Unity of Command:** Employees should receive order from only one superior or super-ordinate.

**Unity of Direction;** An organization is more effective when everyone works towards the same objective.

**Subordination of Individual Interest to the General Interest:** This implies that interest of one employee or group should not take precedent over that of the organization.

**Remuneration:** Workers must be paid a fair wage for their services according to their performance.

**Centralization:** This refers to the degree to which authority is concentrated. This affords the management better control over the enterprise. Although in modern administration of school, there is increasing tendency to decentralized authority and decision-making.

**The Scalar Chain Principle:** This refers to line of authority from top management to the lowest rank member of the enterprise according to the unity of command. However, considering the difficulty of communicating directly in complex organization, Fayol suggested that members occupying the same level in the organizational hierarchy could directly without necessarily going through their super - ordinates.

**Order:** People and materials should be in the right place at the right time. That is, there should be systematic arrangement of functions for everyone in the organization.

**Equity:** This says that managers or school administrators should be kind, just and fair to their subordinate and in the decisions.

**Stability of Tenure of Person:** Employees must have job security. Time is required for an employee to get settled into their jobs and learn how to do it well. While job security should be the reward for good performance.

**Initiative:** All employees in the organization should be imaginative and creative within the limits of each staffs delegated authority and defined jobs.

**Esprit de Corps:** This implies that promoting harmony will bring unity and team work within the organization. Fayol's administrative principles have contributed immensely in specifying the role of the administration in organizational management. His principles also have created the way to theorizing in administration.

Fayol (1925), made a number of important contributions, to the evolution of management thought. Landers, (1977), has highlighted some of these contributions, which include:
1. Application of concepts of management, a separate body of knowledge, to all forms of group activity.

2. Developing the first comprehensive set of principles that could apply to any endeavours.

3. Giving impetus to the concept of teaching the skills of management, e.g. the development of management curriculum in colleges and universities.

4. Classical principles that can serve as guidelines for managerial decision-making.

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

Luther, Gulick (1892) - adopting and utilizing the analysis or work of Fayol explicitly described the functions of the chief executive within an organization. He summarised the work of the chief executive as POSDCORB, acronym for seven administrative procedures or activities, planning, organizing, staffing, directing, coordinating, reporting and budgeting.

Lyndall Urwick (1943), - A British consultant and a scholar, he is recognized as an outstanding authority in management. In 1943, he developed a summary view of the state of art reviewing, analyzing and synthesizing the works - the classical school of Management thought by Taylor and Fayol. In it, he identified twenty-nine principles of efficient management or elements of administration, which are well summarized by Sergiovanni, et al. (1980). These are investigation, forecasting, planning appropriateness, organization!, co-ordination, order, command, control, the co-ordinative principle, correspondence authority, the seeker process, assignment and correlating of functions, the span of control, definition - specialization function, determinative, applicative, interpretative, the general interest principle, centralization, appropriate staffing, espirit de corps, selection and placement, rewards and sanctions, initiative, equity, discipline stability.

The following ten principles which form part of Urwick's work on the theory of organization (1952) have been extensively quoted. The 'Work' was published in booklet forms at the request of teachers (Heyel, 1977). These are:

- Principle of the Objective
- Principle of Specialization
- Principle of Co-ordination and Unity of Effort
- Principle of authority
- Principle of responsibility
- Principle of correspondence, the span of control
- Principle of balance
- Principle of continuity

Administrative theory, like its counterpart, the human engineers or the scientific management, general individual differences and the importance of group dynamics in organization. The ideas of scientific management and the administrative school of thought are compatible and can be viewed as integral set.

Conclusion

An attempt has been made in the foregoing sections of this paper to examine critically the applicability of classical management principles and ideas to education. Specifically, the paper has taken a look at the scientific management approach championed by Fredrick W. Taylor and associates and administrative theory introduce by Henri Fayol and others. Also these two separate theories make up the classical school of management thought. School administrators often apply these theories as their daily effort toward efficient and effective administration of schools.

The classical management theories have implications for the school administrator as well as other staff involved with the task of school governance.

A school administrator should have a clear knowledge of the objectives of his organization. The classical management theories emphasized the fact that administration should be result oriented and achieve the goals of the organization. Administration must make adequate provision not only for the recruitment, selection and induction but also for the training and development of the employee.

Administrators should strive to ensure that the quality of school output justifies the inputs provided for schools. This calls for high-level discipline among staff and students with the determination to achieve.

Finally, the school administrator must recognize the fact that both students and staff have personal and organizational dimension, which they often strive to attain. He should therefore create the favourable working environment for each of them to meet both needs. He should realize that the style of his leadership is as important in moral building as his desire for staff and students compliance with rules and regulation of the school.

References


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