

**UGANDA MARTYRS UNIVERSITY**

**MA –EDUCATION AND DEVELOPMENT**

## **Human Resource Management in Education**

**Critique of the Characteristics and Advantages of the Classical Management Theories in  
Managing Human Resource Based Organization using the Human Relations Approach**

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**Monday 26<sup>th</sup> October 2009**

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## Introduction

In this article, I will present a brief historical background of management. I will describe the classical management theories and human relations theory. I will then focus on classical management theories examining and critiquing them one by one using the human relations approach of management. In conclusion, I will give my own academic position as regards the application of classical management theories and human relations approach to management. I will take schools as the human resource based organization for my critical analysis.

The practice of management can be traced back to 3000 B.C. the first government organ developed by Sumerians and Egyptians.<sup>1</sup> Formal study of management is relatively recent. The early study of management as we know it today began with what is now called the classical management theories.

The classical theories/perspectives of management emerged in the 19<sup>th</sup> century and early 20<sup>th</sup> century and it emphasized a rational, scientific approach to the study of management and sought to make organizations efficient operating machines. It was grounded in management experiences from manufacturing, transportation and communication industries which were heavily staffed by engineers. They were mainly based on pyramidal hierarchical structures and autocratic management, clear chain of command with short span of employee control and the metaphor ‘machines’ was popular to all. The metaphor of the ‘machine’ made organizations to view human beings as machines that later affected the organizations’ managerial principles, modes of operation, treatment of workers and communication in the organization. From our day-to-day life we know machines very predictable, they rarely deviates from the norm, needs replacement of defective parts with other “standard” parts is prominent and specific rules exist regarding repair and specific roles. Organizational application of the metaphor machine on workers there for demanded that workers behave predictably to what management expects of them and workers operating outside expectations are replaced. This was fleshed by strict control of workers absolute chains of command, predictability of behavior and unidirectional downward influence.

Human relations approach of management is a human resource perspective of management which focuses at needs of the employee. It came after two major events; stock market crash of 1929 and the Second World War. The ashes of the Second World War implied negative impact on economy, technology,

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<sup>1</sup> Ducker, F. Peter, 1994. *The Practice of Management*; London. Butterworth Heinemann Ltd.

transport system, agriculture and consumer goods. The social fabric of the society changed, trade unions emerged, industries placed emphasis on production of goods, and new labour saving machines also began to appear. Human relations approach came up basically as a reaction to the classical management approach to fill the gaps created by them. It seeks to recognize and directly respond to social pressures for enlighten treatment of employees. Satisfaction of employees' basic needs is prominent so as to increase workers productivity, for example, Maslow (1908-1970) suggested a hierarchy of needs, ranging from physiological needs, safety, belongingness, esteem and finally self actualization needs. In essence, human relations approach sees the organization as a cooperative enterprise wherein the worker's morale is a primary contributor to productivity, and so seeks to improve productivity by modifying the work environment to increase morale and develop a more skilled and capable worker.

*Human relations theory is largely seen to have been born as a result of the Hawthorne experiments which Elton Mayo conducted at the Western Electrical Company. However, the so called "Hawthorne Effect" was not foreseen by the study. Instead, the Western Electrical Company wished to show that a greater level of illumination in a working area improved productivity, hence encouraging employers to spend more money on electricity from the company. As such, they carried out a study of how productivity varied with illumination levels. However, the results of the study showed that any changes in light levels tended to increase productivity levels, and the productivity level also increased significantly within the control group. This was completely the opposite of what Mayo expected, and created an entirely new branch of management theory. The core aspect of Human Relations Theory is that, when workers were being observed and included in the research, they felt more important and valued by the company. As a result, their productivity levels went up significantly.<sup>2</sup>*

This represented a significant departure from many of the classical theories because of their notion that management needed to control workers, and remove their autonomy at every step. Instead, it showed that by engaging with workers and considering their requirements and needs, company's could benefit from increased productivity.

*Another important part of human relations theory came from another one of Mayo's experiments: the bank wiring experiment. This experiment involved monitoring the production of a group of workers who were working as a group to produce electrical components. This investigation showed that, as believed by Taylor and Ford, the group as a whole decided on the level of production, purposely failing to produce their maximum output in spite of the potential bonus which was offered by management. This indicated that factors such as peer pressure, and the desire for harmony within the group, overrode any economic considerations which the workers held. This study also first drew management theorists' focus to the informal aspect of the organization, and the important role that it played in productivity. However, Mayo argued that managers needed to encourage good communication with workers and develop a connection with*

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<sup>2</sup> Elton Mayo and Human Relations Theory: <http://www.ukessays.com/mba/management/human-relations-theory.php> [retrieved on 25th October 2009].

*their employees, which runs counter to Taylor and Ford's claims that managers needed to focus on organizational goals and completely control the workers. Mayo argued that Taylor and Ford's techniques would boost productivity, but only to a certain level. In order to go above this level, workers needed to feel that they were valued more than simply on a monetary basis.*<sup>3</sup>

The concept that managers need to become involved with workers at a more individual level is at the core of human relations theory and it is what differentiates it from scientific management theory. The vast majority of management literature since these competing theories emerged has been dominated by two points of view. The first is that workers will not support management attempts to get them to be more productive, and hence management needs to take control of the working process itself, hence leading to scientific management approaches. The second is that productivity is largely determined by social and group norms, and by tapping into these norms and fulfilling their workers' needs, managers can encourage employees to motivate themselves to work harder and be more productive.

Under classical theory of management, there are three subfields; scientific management, bureaucratic management and administrative principles.

### **Scientific Management Approach**

Scientific management approach upholds the use of precise procedures developed after careful study of individual situations. As a subfield of the classical management perspective, it emphasized scientifically determined changes in management practices as solution to improving labour productivity. Frederick Taylor (1856-1915) came up with the scientific theory basing on the need to increase productivity in USA especially where skilled labour was in short supply. His idea was to expand productivity by raising workers efficiency.<sup>4</sup> The areas of major focus to Taylor were scientific selection of and training of the workers, proper monetary remuneration for fast and high quality work, through division of labor, and responsibilities between workers and managers.

Characteristics of scientific management approach were mainly; developing standard methods of performing each job (using empirical method to decide what matters), equal division of work and responsibility between workers and managers, selecting and training workers with appropriate abilities for each job, workers are trained in standard method, Supporting workers by planning their work and

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<sup>3</sup> Elton Mayo and Human Relations Theory: <http://www.ukessays.com/mba/management/human-relations-theory.php> [retrieved on 25th October 2009].

<sup>4</sup> Cole, G. A., 1993. *Management Theory and Practice*. 4<sup>th</sup> Ed. London; DP Publication Ltd.

eliminating interruptions, Providing wage incentives to workers for increased output; proper remuneration was for fast and high-quality work, the emphasis is on labour productivity and above all, the assumption that human beings can work like machines is also a characteristic of the theory.

Scientific theory of management yields salient advantages like demonstrating the importance of compensation for performance, It identifies and demonstrates the importance of personnel selection and training, mass production of some products especially in the early days of the theory in (1870s to 1910) and also, while using this theory wastages are minimized in terms of resources and time.

### **Critique of scientific management theory**

Although scientific management theory maximizes efficiency and productivity its main limitation was ignoring human aspects of employment this can be identified in the arguments below.

Failure to consider the informal organization: In their stress on formal relationships in the organization, classical approaches tend to ignore informal relations as characterized by social interchange among workers, the emergence of group leaders apart from those specified by the formal organization, and so forth. When such things are not considered, it is likely that many important factors affecting satisfaction and performance, such as letting employees participate in decision making and task planning, will never be explored or tried. Scientific theory ignores the social context of work since its goal was majorly on increasing production of workers as if they were machines. Scientific theory leaves the impression that the organization is a machine and that workers are simply parts to be fitted into the machine to make it run efficiently. Thus, many of the principles are concerned first with making the organization efficient, with the assumption that workers will conform to the work setting if the financial incentives are agreeable. In reality in a work place as Beardwell (2001) said, “human beings are core element of the organization, without them, the organization cannot exist.” In affirmation, Laurie (1999) explains that in whatever kind of organization, managers should pay attention in motivating the employee in all ways because they are the ones to promote the goals of the organization, therefore, the human aspect of workers are very important, teachers in schools are not machines their social groups are very important; they can be constructive and also destructive. This means that what Maslow identified as the need for belonging is to be permitted. Elton Mayo after the Hawthorne research discovered that individual workers cannot be treated alone, but must be seen as members of a group. In a school setting also staff and students’ informal groupings should be recognized this helps them in encouraging one another to continue with the struggle.

Scientific theory of management does not acknowledge variance among individuals. It assumes that everybody can be motivated by using monetary incentives. Human relations tell us that the needs of individuals are different. Maslow presents in the hierarchy of needs that; some people can be motivated by catering for their physiological need while other long for the esteem and self actualization needs. In a school setting therefore, the Headteacher as the human resource manager should be aware of the impulses that motivate different individuals basing on age, sex, aptitudes and interests. Some more important motivators are none monetary, for example, appreciation. This rejuvenates zealous concentration of the employees.

It tends to regard workers as uninformed and often times ignore their suggestions. The theory kills the innovativeness of workers, it makes jobs unchallenging but just a routine boring set of procedures. In a school situation for example, the human resource manager, the Headteacher who takes his staff as inert people tends to be the sole decision maker for them and always would not take their suggestions. This makes teachers and other staff to lose interest in performing their duties. The Headteacher who takes his teachers as being innovative and creative, treats them more comfortably, he gives avenues for flexibility and provides them exposures to new researched knowledge. This helps them to raise their self esteem and the job seems easier. Teachers will have inner directed (self driven) attitude basing upon ones skills, knowledge in approaching problems/challenges. Taking from McGregor's assumption of theory Y that human beings are creative and innovative, management of schools should adopt policies and strategies that can allow innovativeness and participation, for example, challenging teachers and workers to plan for their departments. This increases their zeal to accomplish what they have laid in the school plan.

Martin Hahn a South East Asia scholar critiques classical theory on the basis of Reliance on experience that many of the writers in the classical school of management developed their ideas on the basis of their experiences as managers or consultants with only certain types of organizations. For instance, Taylor's work came primarily from their experiences with large manufacturing firms that were experiencing stable environments. It may be unwise to generalize from those situations to others - especially to young, high-technology firms of today that are confronted daily with changes in their competitors' products, education institutions are therefore not exceptions to this. Scientific theory, for example, are rigid and do not allow shift changes in administration and management machinery as expected in education system, here, contingency approach is rather application.

Selection and training of staff even today is still highly valued. Headteachers in the school setting often identify the need for the human resources and plan for their recruitment and training. This helps to get the right number and type of people for particular positions. During the staff training, Taylor emphasizes the scientific procedures to be followed in production process with the aim of maximizing production; he however failed to realize that other values and social norms very necessary for workers. The Headteacher in a school should induct the staff fully to the school not only emphasizing his roles but also equipping him with some values, customs that are necessary for social integration. This helps the employee to have soft landing (smooth beginning) in the environment, quick settlement and adjustments. There should also be further training (staff development) to help in keeping the staff informed of new useful concepts for their quality performance, for example, through refresher courses, further studies and seminars. It motivates the teachers to perform even better.

Scientific management theory comes along with the piece-rate payment- payment according to the work load. This however cannot easily be applied in a school situation because the teachers role for example, is not only in the school, he/she should be a model wherever he/she is.

### **Bureaucratic Management Approach**

This is a subfield in classical management approach developed by Max Weber (1864-1920). Weber focused on dividing organizations into hierarchies, establishing strong lines of authority and control. He suggested that organizations develop comprehensive and detailed standard operating procedures for all routinized tasks. It emphasizes management on an impersonal rational basis through elements such as defined authority and responsibility, formal record keeping and separation of management and ownership. This was because during the late 1800s many European organizations were managed on personal, family like basis. Employees were loyal to a single individual rather than to organizational goals. The employees therefore owned the organizations and used resources for their own gains. Organizations that are based on rational authority would be more efficient and adaptable to change because continuity is related to formal structure and position rather than to particular persons who could die.

Worth noting is that today the term bureaucracy has been demonized and negatively perceived to mean what Richard daft (1993) describe as organizations with endless rules and red tape, that is, an excess of paper work and rules. On the other hand, bureaucratic procedures provide a standard way of dealing with

employees. Everyone knows what the rules are and is equally treated. This helped many organizations to become very efficient. Bureaucracy is a concept in sociology and political science referring to the way that the administrative execution and enforcement of legal rules are socially organized.

Bureaucratic theory of management is characterized by well-defined division of administrative labour among persons and offices, sets of binding rules, a system of personnel recruitment based on technical qualification which is assessed by examination or according to training and experience, clear hierarchy among offices in the organization, records of administrative actions or decisions and impersonal relationship between the employer and the employees.

The advantages associated with bureaucratic theory of management are immense and cutting across large and some small organizations today for example, record keeping of all administrative acts and decisions provide organizational memory and continuity overtime. Bureaucracy helps in separating Management from ownership of the organization this controls mismanagement. Standard operating procedures govern all organizational activities to provide certainty and facilitation of coordination. Rules uniformly applied to all employees shape procedure for reliable and predictable behaviors with social harmony in the organization, for example, professional code of conduct today. Commands are centralized to give unity on command and direction. Division Labour is categorically emphasized in bureaucracy.

### **Critique of bureaucratic theory of management**

Under division of labour, each person knows his authority and responsibility which are legitimized as official duties. All responsibilities in an organization are specialized so that each employee has the necessary expertise to do a particular task. This helps to avoid confusion in the school. Efficiency is realized since teachers are allocated to where they are best at, this promotes expertise. The Headteacher should ensure that all the departments are set and the departmental heads know their responsibilities. However, it can create lack of motivation and the quality of labour decreases while absenteeism may rise. Too much growing dependency may rise; here a break in production may cause problems to the entire process. There is also loss of flexibility; workers have limited knowledge while not many jobs opportunities are available. These may discourage the teachers and other workers in the school.

Competences under bureaucracy is ascertained in that people are recruited, basing on their qualifications and incase of promotion, relevant experiences are considered, this also calls for the organization of

specific courses to update knowledge and skills of the people. This concept is a very important item in mainstreaming quality performance in work places even today. Taking the school setting, the human resource manager should select employees using transparent and reliable methods, for example, interviews and should look at the credentials and capabilities of the people. This will increase productivity because the right people will be employed in right positions, for example, as teacher, bursar, nurses and cooks.

Impersonal relationship that is stressed by bureaucratic theory is not very adequate in managing the human resources in organizations or schools, for example, situations of nepotism, corruption and other degenerations at lower levels will escalate yet management by walking around (MBWA) in a school could help to reduce such a situation. Impersonal relationship can also create a recruitment and promotion system not based on meritocracy but rather on oligarchy. This mismanagement comes because the leader is not often seen. Besides, management should be by Persuasion. Bureaucratic theory assumed that people were lazy and unmotivated, and that they only worked for a wage. Mayo and Barnard banked on the theory that people were much more complex than that. Mayo did not see organizations as made up of wage-maximizing individuals. Rather, he stressed the importance of interpersonal relations. He proposed that some of the most important things people get out of work are the social networks they develop. To say that work is not a place for personal friendships is wrong.

Bureaucratic theory aims at achieving high productivity, making behaviors predictable, and achieving fairness among workers and between managers and workers; yet they fail to recognize that several unintended consequences can occur in practice. For instance, a heavy emphasis on rules and regulations may cause people to obey rules blindly without remembering their original intent. Oftentimes, since rules establish a minimum level of performance expected of employees, a minimum level is all they achieve. Perhaps much more could be achieved if the rules were not so explicit. Overspecialization makes individual officials experience their routine duties as no challenging, for example, a teaching who has been made to teach senior one over a very long period of time may become bored with the routine duty and subject content that he/she may not be able to get new challenges like further reading and preparation, this can affect this/her performance badly. The contingency theory and Maslow's hierarchy of needs in response to such problems call for meritorious promotions to challenging duties and adequate resource development.

Call for consistency by bureaucratic theory creates disregard for dissenting opinions, even when such views suit the available data better than the opinion of the majority. In some cases, Headteachers in the schools have great rigidity and inertia of procedures, which slows decision-making or makes it even impossible when facing unusual cases, and similarly delaying change, evolution and adaptation of old procedures to new circumstances. This affects the staff, parents and pupils' attitude towards the school since their ideas are not taken and decision-making is too slow even for basic things like procuring teaching learning materials. In some cases, students can even strike. If the Headteacher perceive his staff as cooperative people, he should be more willing to share, listen and work with them. He treats them with care and decency, involves them in decision making. He gives them opportunities for group work, recognizes their work and ensures favorable conditions of services. They then have more morale even in responding quickly to the Headteacher, monitoring closely the progress of the learners and build self driven attitudes. Not allowing people to use common sense, as everything must be as is written by the law. Contingency approach to management is always ignored by bureaucracy in that it limits the phenomenon of group thinking, loyalty and lack of critical thinking regarding the organization in particular critical situations causing inability to change and realization of limitations, in a way, it can lead instead to the treatment of individual human beings as impersonal objects.

Hierarchical flow of power and authority; All positions within a bureaucracy are structured in a way that permits the higher positions to supervise and control the lower positions. This clear chain of command facilitates control and order throughout the organization. In the school system, the organogram/organization chart shows the flow of authority from top to bottom, this clearly shows how the lower positions are being supervised by the higher ones. It helps in accountability and report giving. This can also motivate the workers because stipulates clearly each individuals roles and authority. Sometimes also junior's teachers feel more motivated if they were assigned a duty by the Headteacher. It should however be noted that this can also can make work of the lower level worker very difficult incase of inhumane supervisors, this may discourage workers to some degree. Herzberg's motivation theory suggest that the Headteachers should ensure that supervision are made interactive and supporting other than fault finding, this would create an enabling environment for employees.

Control by rules in bureaucracy is very essential to Weber in producing more work. Today, we see that Bureaucracy creates more and more rules and procedures, these rules have both positive and negative effects. In a school setting, rules help to mainstream behaviors of both the pupils and the staff. Rules create uniformity, stability, coordination of activates and continuity in operation regardless of changes in

the status of employees. It redirects their focus to the school goals and also it regulates their behavior to establish morally acceptable behavior in the society. It is applicable in the schools in that it enhances the staff and students knowledge of the rules and regulations and how to apply them in their daily lives. It creates harmony among workers and pupils as far as relationships are concern, good school climate is enhanced. The complexity of the rules rises in that in some cases rules become ends in themselves other than means to an end. This jeopardizes a lot of the workers creativity. McGregor's theory Y suggests that human beings need opportunity of freedom from coerced participation. Besides, bureaucratic theory does not cater for unanticipated consequences, it emphasizes rules and tight supervision for ensuring compliance it does not think of the consequences of these, for example, reduction in the amount of personalized relationship in the organization and an internalization of rules of the organization, here the rules that would have been means to an end become ends themselves.

Michel Crozier wrote *The Bureaucratic Phenomenon* (1964) as a re-examination of Weber's (1922) concept of the efficient ideal bureaucracy in the light of the way that bureaucratic organizations had actually developed. Whereas for Weber, bureaucracy was the ultimate expression of a trend toward the efficient, rational organization, Crozier examined bureaucracy as a form of organization that evokes slowness, the ponderousness, the routine, the complication of procedures and the maladapted responses of the bureaucratic organization to the needs which they should satisfy. He examined a number of culturally specific examples of bureaucratic organizations in an attempt to understand why bureaucracies so often became dysfunctional. Crozier describes A bureaucratic organization is an organization that can not correct its behavior by learning from its errors. To Crozier not only a system that does not correct its behavior in view of its errors; it is also too rigid to adjust, without crises, to the transformations that the accelerated evolution of the industrial society makes more and more imperative.<sup>5</sup>

An employee into this case is personally free and appointed to his position on the basis of competence, he/she exercises the authority delegated to him/her in accordance with impersonal rules, and his or her loyalty is enlisted on behalf of the faithful execution of his official duties. Appointment and job placement are dependent upon his or her technical qualifications. administrative work is a full-time occupation and work is rewarded by a regular salary and prospects of advancement in a lifetime career An official must exercise his or her judgment and his or her skills, but his or her duty is to place these at the

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<sup>5</sup> Crozier, Michel. 1964. *The Bureaucratic Phenomenon*. Chicago, Chicago University Press.(p. 198)

service of a higher authority; ultimately he/she is responsible only for the impartial execution of assigned tasks and must sacrifice his or her personal judgment if it runs counter to his or her official duties.

### **Administrative principles:**

This is another subfield of classical management theory that focuses on the total organization other than the individual workers. Henri Fayol (1841-1925) in his most significant work, “**General and Industrial Management**” discussed 14 general principles of management, several of which are parts of management philosophy today. Fayol according to Gary (1980), dealt primarily with the question of organization structure but his prescriptions touched on employee compliance as well. With respect to structures, he leaned towards recommending a more centralized, functionally specialized organization in which every one and every thing had a precisely defined place.

### **The 14 Principles of Administration**

1. **Division of work:** *Reduces the span of attention or effort for any one person or group. Develops practice or routine and familiarity.*
2. **Authority:** *The right to give orders. Should not be considered without reference to responsibility.*
3. **Discipline:** *Outward marks of respect in accordance with formal or informal agreements between a firm and its employees.*
4. **Unity of command:** *One man one superior!*
5. **Unity of direction:** *One head and One plan for a group of activities with the same objective.*
6. **Subordination of Individual Interests to the Common Interest:** *The interests of one individual or group should not prevail over the general or common good.*
7. **Remuneration of personnel:** *Pay should be fair to both the worker as well as the organization.*
8. **Centralization** *Is always present to a greater or lesser extent, depending on the size of the company and the quality of its managers.*
9. **Scalar chain** *The line of authority from top to bottom of the organization*
10. **Order:** *A place for everything and everything in its right place; i.e. the right man in the right place.*
11. **Equity:** *A combination of kindness and justice towards employees.*
12. **Stability of personnel tenure:** *Employees need to be given time to settle in to their jobs, even though this may be a lengthy period in the case of some managers.*
13. **Initiative:** *Within the limits of authority and discipline, all levels of staff should be encouraged to show initiative.*

*14. Esprit de corps (Union is strength): Harmony is a great strength to an organization; teamwork should be encouraged.<sup>6</sup>*

A school as a human resource based organization which has school administration, teaching staff, nonteaching staff and auxiliary staff, the 14 principles of Taylor's are useful in some situations.

Division of labour: Henry Fayol has stressed on the specialization of jobs. He recommended that work of all kinds must be divided and subdivided and allotted to various persons according to their expertise in a particular area. In a school setting, in attempt to create a good challenging working climate, subdivision of work makes it simpler and results in efficiency each teacher in attached to a specific department with clear job description. It also helps the school employees in acquiring speed, accuracy in their performance. Their specialization leads to efficiency. This makes teaching and learning activities more orderly arranged with everyone place in his/her area of competence. To avoid breakdown in the system incase one specialist is absent; managers should ensure that all workers are trained and are flexible/all-round. This gives continuum to the organization activities and also challenges the employees to be creative, innovative and flexible, hence commanding morale.

Authority: Authority refers to the right of superiors to get exactness from their sub-ordinates whereas responsibility means obligation for the performance of the job assigned. Headteachers as human resource managers in the school should be aware that Authority and responsibility are co-existing. If authority is given to a person, he should also be made responsible. In a same way, if anyone is made responsible for any job, he should also have concerned authority. There should be a balance between the two i.e. they must go hand in hand. Authority without responsibility leads to irresponsible behavior whereas responsibility without authority makes the person ineffective.

Principle of one boss-unity of command- demands that a sub-ordinate should receive orders and be accountable to one and only one boss at a time. In other words, a sub-ordinate should not receive instructions from more than one person because, it undermines authority, weakens discipline, divides loyalty, creates confusion, delays and chaos, escaping responsibilities, duplication of work, overlapping of efforts. In managing a school as a human resource based organization, dual subordination should be

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<sup>6</sup> Carl A Rodriguez. (2001). Fayol's 14 principles of management then and now: A framework for managing today's organizations effectively. *Management Decision*, 39(10), 880-889. Retrieved October 19, 2009, from ABI/INFORM Global database. (Document ID: 259620311).

avoided unless and until it is absolutely essential. Unity of command provides the enterprise a disciplined, stable and orderly existence. It creates harmonious relationship between superiors and sub-ordinates.

Unity of direction: Fayol advocates for one head one plan which means that there should be one plan for a group of activities having similar objectives. Related activities should be grouped together. There should be one plan of action for them and they should be under the charge of a particular manager. According to this principle, efforts of all the members of the organization should be directed towards common goal. Without unity of direction, unity of action cannot be achieved. In fact, unity of command is not possible without unity of direction. It is related to the functioning of departments, or organization as a whole. It is necessary for sound organization like a school. This is because it avoids duplication and wastage of efforts or resources. The school without a goal may not motivate its employees to because the focus is not there. Unity of direction is a pre-requisite for unity of command. Taking McGregor's assumption of theory Y, creativity and innovativeness is widely spread in people; it is not necessarily the work of the manager. Fayols' unity of direction helps to show a direction towards which all workers in the school seek to attain with their various creativities and dynamic skills.

Equity, that is, combination of fairness, kindness and justice is the treatment Fayol recommends if devotion is to be expected of the employees. It implies that managers should be fair and impartial while dealing with the subordinates. They should give similar treatment to people of similar position. They should not discriminate with respect to age, caste, sex, religion and relation. This essentially creates and maintains cordial relations between the managers and subordinate. The human resource manager in a school should remember that the hall mark of Human relations approach is to give a human face to managers in handling the most valued and complicated organizations' assets, the people. Transparency and shared decision making is encouraged for motivating employees and showing equity to them in both monetary and participation terms.

Order: This principle is concerned with proper and systematic arrangement of things and people. Arrangement of things is called material order and placement of people is called social order. Materials should be safe, in appropriate and specific place to be effectively used for specific activities; this enhances efficiency and effectiveness even in a school setting. Items for use should be readily accessible to teachers and workers. This makes their work simpler and motivating. Social order is about selection and appointment of most suitable person on the suitable job. Each person should occupy a given space in

the organization with clear set roles. This enables the workers to unleash their full potentials while performing their duties, for example, subject teacher, director of study, deputy and Headteacher.

According to Fayol, Discipline means sincerity, obedience, respect of authority and observance of rules and regulations of the enterprise. This principle applies that subordinate should respect their superiors and obey their order. It is an important requisite for smooth running of the enterprise. Discipline is not only required on path of subordinates but also on the part of management. In human relations approach, respect is not only commanded from the subordinates in 'a one way traffic' format, manager should also respect the opinions and dignity of the subordinates. Discipline can be enforced if there are good superiors at all levels, there are clear and fair agreements with workers with sanctions judiciously applied.

Initiative: Fayol says that workers should be encouraged to take initiative in the work assigned to them. It means eagerness to initiate actions without being asked to do so. Fayol advised that management should provide opportunity to its employees to suggest ideas, experiences and new method of work. It helps in developing an atmosphere of trust and understanding. People then enjoy working in the organization because it adds to their zeal and energy. They can suggest improvement in formulation and implementation of school activities. They can be encouraged with the help of monetary or non-monetary incentives. In affirmation, the human relations theories say that employees should be given freedom to participate/act since they are not inert but largely endowed with common sense and rationality.

Fair Remuneration: To Taylor, the quantum and method of remuneration to the workers should be fair, reasonable, satisfactory or rewarding. As much as possible it should satisfy both employer and the employees. Wages should be determined on the basis of cost of living, work assigned, financial position of the business and the wage rate prevailing. Logical and appropriate wage rates and methods of their payment reduce tension and differences between workers and management. This creates harmonious relationship and pleasing atmosphere of work. Fayol also recommended provision of other benefits such as free education, medical and residential facilities to workers. This theory however, assumes a mighty motivation push by monetary reward. The assumption made by Fayol was not based on scientific tests but on value judgments that expressed what they believed to be proper life-styles and attitudes toward success. These assumptions fail to recognize that employees may have wants and needs unrelated to the workplace and they don't just work for money. Some teacher are in school because they want to belong to the class of teachers and be adorned by the social status they enjoy other than the money.

**Stability of Tenure:** Fayol emphasized that employees should not be moved frequently from one job position to another i.e. the period of service in a job should be fixed. Therefore employees should be appointed after keeping in view principles of recruitment and selection but once they are appointed their services should be served. According to Fayol, time is required for an employee to get used to a new work and succeed to doing it well but if he is removed before that he will not be able to render worthwhile services. Stability of job creates team spirit and a sense of belongingness among workers which ultimately increase the quality and quantity of work. In accordance with Maslow's hierarchy of needs, school employees especially in private schools need job security. This makes them settled to perform to the best of their ability. In many private schools today, teachers are employed on part-time basis, this makes them very unsatisfied and would be on the lookout to other schools scheming jobs because they want permanent jobs. To note also is the fact that these worker on fulltime should be given frequent trainings and refresher courses to keep them challenged and focused to the school goals.

**Scalar Chain:** Fayol defines scalar chain as 'the chain of superiors ranging from the ultimate authority to the lowest'. Every orders, instructions, messages, requests, explanation etc. has to pass through Scalar chain. This is good for orderliness but it delays quick decision making.

**Espirit de' Corps:** It refers to team spirit, harmony in the work groups and mutual understanding among the members. This inspires workers to work harder. Fayol cautioned the managers against dividing the employees into competing groups because it might damage the moral of the workers and interest of the undertaking in the long run. To inculcate team spirit there should be proper co-ordination of work at all levels, Subordinates should be encouraged to develop informal relations among themselves, efforts should be made to create enthusiasm and keenness among subordinates so that they can work to the maximum ability, efficient employees should be rewarded and those who are not up to the mark should be given a chance to improve their performance, subordinates should be conscious of whatever they are doing because it is of great importance to the business and society. This also calls for face to face communication. Team spirit is affirmed by Maslow in what he called 'belonging needs.' Managers should infuse team spirit and belongingness and evoke misunderstanding to allow people enjoy working in the organization and offer their best towards the organization.

**Centralization and De-centralization:** Centralization means concentration of authority at the top level. It is a situation in which top management retains most of the decision making authority. From McGregor's theory X, centralization is highly emphasized with advocacy for careful supervision, detailed direction

which demand for complete compliance from workers, and the use of threats, for example, on termination of workers to evoke wrong behaviors.<sup>7</sup> In such a situation, teachers and workers would have no say on even what affects them since issues are channeled from top to bottom. They are used as tools and used exclusively to increase productivity at their expense which eventually leads to low morale. They will not have the school goals/vision and mission at heart since they are demoralized by the type of management.

Decentralization means disposal of decision making authority to all the levels of the organization. In other words, sharing authority downwards is decentralization. According to Fayol, degree of centralization or decentralization depends on a number of factors like size of business, experience of superiors, dependability and ability of subordinates. In an affirmation, McGregor's theory Y of the human relations approach emphasizes the need for decentralization in that, if workers share responsibility and have some authority, they feel that they have freedom for self control, self direction, freedom to act/participate responsibility and recognition of their achievement.<sup>8</sup> This motivates them because they feel treated as mature people. In the school, increase in the role of subordinates tends to motivate them, they feel that their services are recognized and their competences are valued. In a classroom environment, the teacher can implement decentralization by making learning participatory and learner centered. This increases their productivity on the basis of motivation this wholly applies in the school sphere.

Fayol just like the contingency theory suggests that absolute centralization or decentralization is not feasible. An organization should strike to balance the two. Centralization and decentralization should be done with a lot of care because, it can also demotivate the employees, for example, in the school situation, if the Headteacher over centralizes his administration, other teachers and employees may feel neglected and form a bad cabal group. In decentralizing power, there should be consideration of competences and duties should be well spread to everyone. Overloading a few individuals with duties and 'mal nourishing' others can cause discontent which may make them unsatisfied.

Fayol also identified five basic functions of management; planning, organizing, commanding, coordination and controlling. These if effectively managed would crown up all the 14 principles of management and they underlie much of the general approach to today's management theory.

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<sup>7</sup> Passi, F.O., et al. *Educational Administration; Foundations of Education*. Kampala: Makerere University. p 73

<sup>8</sup> Ibid p.74

## **Conclusion:**

To classical management theories, the ideas of Promoting principles of specialization, standardization, and predictability strict rules & regulations regarding how work is accomplished, and categorizing who could speak to whom and when, and managing through fear is important. The gabs created here are; creativity and intelligence are underutilized, dissatisfaction increases, motivation and commitment to tasks, communication effectiveness and satisfaction decreases.

It is difficult to reconcile the relationships between classical management theory and human relations theories of management because the classical management theories of asks questions Like: How is the work divided? How is the labor force divided? How many levels of authority and control are there? How many people are there at each level? What are the specific job functions of each person? While the Human Relations school of thought studies work groups of people asks such questions as the following: What roles do people assume in the organization? What status relationships result from various roles? What are the morale and attitudes of the people? What social and psychological needs do people have? What informal groups are there within the organization?

Organizations are often influenced by external conditions that fluctuate over time, yet classical management theories present an image of an organization that is not shaped by external influences. In defense of classical theorists there are two things to consider. First, the work force was not highly educated or trained to perform many of the jobs that existed at the time. It was not common for workers to think in terms of what "career" they were going to pursue. Rather, for many, the opportunity to obtain a secure job and a level of wages to provide for their families was all they demanded from the work setting. Second, much of the writing took place when technology was undergoing a rapid transformation, particularly in the area of manufacturing. Indeed, for many writers, technology was the driving force behind organizational and social change. Thus, their focus was on finding ways to increase efficiency. It was assumed that all humankind could do was to adapt to the rapidly changing conditions. Finally, very little had been done previously in terms of generating a coherent and useful body of management theory. Many of the classical theorists were writing from scratch, obliged for the most part to rely on their own experience and observations. Thus their focus is understandably narrow. This however is not an excuse for modern managers in schools and other organizations, yet also, there is no smart theory of management that they can adopt wholly. Modern mangers should therefore be more and more open and flexible to provide enabling working environment to the workers like teachers today's schools.

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