

# **INNOVATION AND CHANGE IN EDUCATIONAL MANAGEMENT DEVELOPMENT**

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## FOREWORD

The landscape of education is in a perpetual state of flux, driven by technological advancements, evolving societal demands, and a globalised world that necessitates constant adaptation. In this dynamic environment, the twin forces of innovation and change are not merely buzzwords but essential pillars for the growth, relevance, and effectiveness of educational institutions. This book, "INNOVATION AND CHANGE IN EDUCATIONAL MANAGEMENT DEVELOPMENT," is conceived from the conviction that understanding and effectively managing these forces are paramount for educational leaders and aspiring professionals in the 21st century.

This volume aims to provide a comprehensive exploration of innovation and change within the specific context of educational management. It delves into the theoretical underpinnings of these concepts while simultaneously offering practical insights and addressing the unique challenges faced by educational systems, particularly within the Nigerian context. The book is designed to be a valuable resource for educational administrators, policymakers, researchers, and students of educational management who seek to navigate and lead transformative initiatives. The quality of education for all.



Prof. Patience Ndidi Egboka,

## INTRODUCTORY NOTE

"INNOVATION AND CHANGE IN EDUCATIONAL MANAGEMENT DEVELOPMENT" offers a comprehensive exploration of the dynamic interplay between innovation and change in educational management. This book is designed to equip educators, administrators, and policymakers with the knowledge and skills necessary to navigate the ups-and-downs of educational development.

Through 12 in-depth units, this book covers key topics such as understanding innovation, adopter categories, environmental aspects, resistance to change, and management succession. It also covers the specific challenges and opportunities of innovation and change in Nigerian educational systems, particularly in the university sector.

By examining the concepts, theories, and practical applications of innovation and change, this book provides valuable insights and strategies for effective educational management. Whether you're a seasoned educator or an emerging leader, "INNOVATION AND CHANGE IN EDUCATIONAL MANAGEMENT DEVELOPMENT" is an essential resource for driving positive transformation in educational institutions.

Kingsley Kenechukwu Obiekwe, PhD

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**UNIT 1:****UNDERSTANDING THE CONCEPT OF INNOVATION****Concept of innovation**

Innovation is an “elusive concept” (Lloyd-reason et al., 2002) that is more often used than clearly defined. Thus, innovation is often used synonymously with “reform” or “change”. The word innovation is derived from the Latin “Innovatio” (renewal or renovation), based on novus (new) as in novelty. The definition of an action as innovative depends on the social setting to which it refers; an innovation does not necessarily need to be “new” to the individuals that apply it or to other social contexts (Rogers, 1995). Such a positional definition of innovation has been adopted, amongst others, who argue that “innovation occurs when individuals produce novel solutions and members of the relevant domain adopt it as valuable variations of current practice.

A definition of innovation explicitly or implicitly contains – among other things – assumptions about: gradual change versus radical breakthrough, objective judgment of innovativeness versus social construction, and the alleged link between innovation and success or improvement. Some authors (Moore, 2005; Bessant, 2005) explicitly reserve the term “innovation” for radical, permanent change and real breakthroughs. They prefer to use the term “continuous improvement” for smaller steps, while not judging one of the types to be superior to another. The simplest definition of innovation is taking a new idea into implementation.

Innovations are changes that do occur in most aspect of the social system, be it in education, commerce, government, religion, culture or political organizations aimed at improving the system. Sometimes, occasioned by man's

thirst for variety and improvement, some innovations emanate from within the system when the old order becomes less efficient and ineffective or from the outside when there is a desire to provide answers to some in-system problems. Jung (2007) noted that “to innovate is to re-examine our ways of seeking and doing things, to look over the fences (the geographical and mental fences) to be active, to reinvent constantly our vision and approaches”. He further noted that to innovate is to be alert, to live consciously, to create and to enjoy creating and by doing so, to share innovative experiences with others. Okwo (2006) described an innovation as “a new technique, method or approach deliberately designed and developed to improve effectiveness and efficiency in a given setting.” Innovations are characterized by careful planning, and high sense of creativity. To innovate does not always involve a complete break from existing order. It could come in the form of modification, restructuring or even re-organization of an existing system to ensure greater effectiveness and efficiency (Achunine, 2006).

Innovation is aimed at curtailing wastes, using men and materials to effect better productivity, as well as saving time and energy. Applying Innovation within the context of education simply means the introduction of changes in ideas, structure, techniques, methodologies and technologies designed to improve educational processes and outcome Mengesha (2002) broadly described innovation in education as a dynamic policy, a programme, a project, a method, a technique, a pattern or a design, formulated, planned, devised, created or invented to bring about a change in the educational policy, programme, structure and operation in a given system of education so that the system:

- Meets the changing needs of the individuals and the society at large effectively and or;

- Increases the efficiency of the various resources item plays in the performance of its task.

It involves a deliberate and purposeful effort to bring about a change of some sort in education to improve it. Education as a system was shown in the past to adapt new changes owing to what observers would call the conservative nature of teaching and teachers. More recently the situation is changing fast as societies wishing to catch up with the developed world have a choice than to embrace new ideas and technologies and transmit same through the schools.

At the level of the education system, innovation can be viewed from two perspectives. A first aspect refers to the identification of solutions, opportunities, strategies, by which the objective of the educational process is achieved. A second perspective refers to the approach of innovative teaching methods meant to develop students in a modern way as efficient. Innovation refers to both the educational process itself, to the development of new teaching methods based on new digital technologies, as well as to how interested parties, teachers, students, relate to news in the field.

### Components of innovation in education

To fully understand innovation in educational management, it's important to break it down into its key components. These elements together help define the scope and depth of any innovative change. Let's look at the primary components:

#### Subject

Every innovation in education starts with a subject or a specific focus area. This could be a particular aspect of the educational system such as curriculum design, teaching methods, assessment processes, or school management practices. Identifying the right subject is crucial because it shapes the

direction of innovation and its relevance to the challenges faced by the education system.

### New ideas

Innovation thrives on new ideas. These ideas may stem from research, technological advances, or creative thinking that challenges the status quo. New ideas often come from thinking outside traditional boundaries—whether that means introducing gamified learning, adopting digital tools, or creating alternative ways of measuring student performance. It's this burst of creativity that allows education to evolve and adapt.

### Application

For an idea to be considered truly innovative, it must be applied in a real-world context. This is the transition from theory to practice, where the concept is tested and implemented within the educational environment. The application could involve piloting a new teaching method in a classroom, integrating an online learning platform into the curriculum, or introducing a novel administrative tool to streamline school operations. Effective application is what turns an idea into a tangible improvement.

### Significant change

At the heart of innovation is the idea of significant change. This doesn't necessarily mean a complete overhaul of existing systems, but rather improvements that result in better outcomes. A new teaching technique might significantly enhance student understanding, or a management strategy might reduce school administrative costs. It's the level of change and the outcomes it generates that determine the innovation's success.

## Feasibility

No matter how good an idea may sound in theory, it's essential to evaluate its feasibility. In educational management, feasibility involves assessing whether the proposed innovation is realistic given the current resources, policies, and infrastructure. An innovative idea might be fantastic, but if it's too costly, complex, or difficult to implement, it risks failing to deliver on its promise.

## Characteristics of innovation in education

To measure the effectiveness and potential impact of innovation, we look at several key characteristics that determine whether an innovation will be adopted widely within the educational system. These characteristics help both educators and administrators evaluate the value of an innovation before committing to its full-scale implementation. Let's take a closer look:

### Relative advantage

Relative advantage refers to the perceived benefits that an innovation offers over existing practices or solutions. If an innovation provides clear improvements—whether in terms of efficiency, engagement, or learning outcomes—it is more likely to be embraced by educators and students. For example, a new online learning platform that allows students to access materials anytime and anywhere may be seen as a relative advantage over traditional, in-class learning models.

### Compatibility

For an innovation to be successfully adopted, it must be compatible with the existing culture, values, and infrastructure of the educational system. An innovation that clashes with established teaching philosophies, classroom norms, or administrative practices is less likely to gain acceptance. For

instance, introducing a tech-driven learning method in a school that lacks the necessary technological infrastructure might not be feasible or effective.

### Simplicity

Innovations that are easy to understand and use tend to be more successful than those that require steep learning curves or complex implementation strategies. If an innovation is perceived as complicated or difficult to integrate into the classroom or school management practices, it may face resistance from educators and administrators. A simple, user-friendly interface or process can make a big difference in how an innovation is adopted.

### Trialability

Trialability refers to the ability to test or experiment with an innovation on a smaller scale before committing to a full implementation. If educators or administrators can trial an innovation in a limited setting—such as a few classrooms or a pilot project—they can evaluate its effectiveness and make adjustments before rolling it out more widely. This helps reduce risks and increases confidence in the innovation's potential.

### Observability

The results or outcomes of an innovation should be observable to show its value. If the positive effects of an innovation can be easily seen—whether through improved student performance, greater engagement, or more efficient management—others are more likely to adopt it. The more tangible the results, the easier it is to convince stakeholders of the innovation's merit.

### Factors influencing innovation in education

Innovation doesn't occur in a vacuum. Several factors influence whether an innovation will succeed in educational settings.

Understanding these factors can help education leaders better plan and implement changes. Let's explore the key factors:

### Cost

Cost is often one of the biggest hurdles to implementing innovation in education. Innovations that require significant investment—whether for new technology, professional development, or infrastructure—might be difficult for schools to afford, especially in resource-constrained environments. However, the long-term benefits of innovation can often outweigh the initial costs, making it a worthwhile investment.

### Complexity

The complexity of an innovation can influence its adoption. Innovations that are too complicated or require significant changes to existing systems can be intimidating and met with resistance. Education systems are often already burdened with rigid structures and protocols, so introducing an overly complex innovation can lead to frustration and pushback.

### Visibility

The visibility of an innovation—meaning how well it is known and promoted—can also play a role in its adoption. If an innovation is widely recognized and has demonstrated positive results, it's more likely to be adopted by other institutions. Visibility is often built through success stories, case studies, and word of mouth from early adopters.

### Divisibility

Divisibility refers to how easily an innovation can be implemented in parts rather than all at once. Innovations that can be introduced gradually or on a small scale are often easier to manage and test. This makes it easier for educational institutions to make incremental changes and evaluate the

effectiveness of the innovation before committing to a full rollout.

### Compatibility with existing practices

As mentioned earlier, the compatibility of an innovation with existing educational practices is critical. Innovations that align with current teaching methods, curriculum, or school management practices are more likely to be adopted. Resistance is often a result of innovations that require major changes to established practices, making compatibility a key factor in their success.

### Utility

Finally, the utility of an innovation—the degree to which it provides value or solves a problem—is a major influence on its success. Innovations that address specific challenges faced by educators or students, such as improving student engagement or streamlining administrative tasks, are more likely to be embraced. The more useful an innovation is in solving real-world problems, the more likely it is to be widely adopted.

### Types of innovation

Four types of innovation, these are:

1. Product innovation

A product innovation is the introduction of a good or service that is new or significantly improved with respect to its characteristics or intended uses. This includes significant improvements in technical specifications, components and materials, incorporated software, user friendliness or other functional characteristics. The term “product” refers to both goods and services. New products differ significantly in their characteristics or intended uses from products previously produced by the firm.”

Significant improvements can be made through changes in materials, components, and other characteristics to boost performance. Product innovations in services can include improvements in how they are provided (e.g. efficiency, speed), the addition of new functions or features to existing services, and the introduction of new services.

2. Process innovation

A process innovation is the implementation of a new or significantly improved production or delivery method. This includes significant changes in techniques, equipment, and software. Process innovations can aim to reduce unit costs of production or delivery, to improve quality, or to produce or deliver new or significantly improved products.

3. Marketing innovation

A marketing innovation is the implementation of a new marketing method involving significant changes in product design or packaging, product placement, product promotion, or pricing. These are intended to better meet customer needs, open up new markets, or newly position a firm's product on the market.

4. Organisational innovation

An organisational innovation is the implementation of a new organisational method in the firm's business practices, workplace organisation or external relations. organisational innovations can be intended to increase a firm's performance by reducing administrative costs or transaction costs, improving workplace satisfaction (and thus labour productivity), gaining access to non tradable assets (such as non-codified external knowledge) or reducing costs of supplies.

## Stages of innovation

Innovation could be of four stages. These four stages of innovation are:

1. Research and development: Basic research and conceptual development, the stage at which innovative ideas and concepts are born.
2. Demonstration: This stage “consists of building one or more target systems of increasing scale to prove the technical and potential commercial viability of the technology. This is the point of invention, which then leads to the transition to innovation.
3. Early deployment: This stage involves scaling up manufacturing capacities and learning to reduce costs (manufacturing, system installation, and operations and maintenance) to be competitive with conventional technologies. The term “early deployment buy-down” refers to the process of paying for the difference between the cost of an innovative technology and the cost of its competitors. This is the point at which a business case can be validated and might begin to attract levels of capital sufficient to permit initial production and marketing”.
4. Widespread dissemination: The large-scale deployment of the innovative product; investors can expect to see the beginning of returns on their investments.

## Factors that lead to successful innovation

A number of countries are leading the way in terms of creating national innovation systems. Denmark, Finland and Iceland have already put in place a number of measures, organisations, and financial packages to support and promote innovation. From these and other examples, a number of elements of an innovation system can be identified. The key is to have a well-functioning knowledge system that is able to

learn quickly, aware of its changing environment, and is able to test out new models.

The first of these is leadership and organisational culture. Leaders can send strong messages about the importance of innovation and help to create a culture in which innovators are valued, recognised, and rewarded, and where innovation is seen as an integral part of everyone's job. Such leadership may come from ministers, senior officials, business leaders, and others, but it is also critical in establishing an innovative culture in which people in lower levels of hierarchy are supported to take risks.

Second, there needs to be effective supply or direct "pushes" for innovation. Such supply depends on various enabling factors: sources of finance for early stage ideas to be developed and experimented with; free space, either within or outside larger institutions, where creative ideas can be developed; more formal support structures, sometimes with intermediary organisations playing a critical role in linking promising ideas to potential uses; and research capacity to develop evidence. Finance may come in the form of funding and support, equivalent to the research and development support in science.

Third, there needs to be effective demand or "pull" factors for innovation. This demand can come either directly from the public (e.g. service users, patients, and learners) or from purchasing and commissioning bodies seeking better performing and better value models. Networks to share spread and diffuse innovations comprise another crucial element in the innovation system. Crudely, such intermediaries can link innovators with people who may have the skills, support, and means to turn their idea into a product or service. Such networks also play an important role in linking the micro level (e.g. school and further education) with the macro level (e.g. the Department for education and Labour).

Finally, innovation is much more likely to occur if there exists either a widely held view that current models are underperforming or failing or a widely held view that such models have ceased to adequately respond to the likely pressures of the environment or of competitors. The evidence that smaller countries have proven more innovative – in their view, because of a greater awareness of the threats of a rapidly shifting external environment – is striking. Social innovation is a field that is developing in terms of research and understanding, and it is doing so in tandem with parallel fields: social enterprise and entrepreneurship; public sector improvement and change; design, including user-led; and, in its growing role in enabling innovation, technology.

These factors must be aligned if this idea is to grow into a successful model, product, or service. Thus, below we synthesise the necessary conditions for putting innovative products, services and models into practice sustainably and on a large scale.

- “Pull” in the form of effective demand, which comes from the acknowledgement of a need within society by organisations, consumers, or commissioners with the financial capacity to address it. These might include employers seeking new types of skills (e.g. an ability to work in teams and software programming knowledge).
- “Push” in the form of effective supply, which comes from: first, the generation of innovative ideas (by creative individuals and teams, potential beneficiaries, and users often inspired by anger, suffering, or compassion); second, the development of those ideas into demonstrably workable forms; and third, their communication and dissemination.
- Effective strategies that connect “pull” to “push” and find the right organisational forms to put the innovation into practice.
- Learning and adaptation to ensure that the innovation achieves social impact and continues to do so as the environment changes.

Many promising innovations have floundered because critical elements were missing. For example, a need might be widely recognised but not by organisations with power and money. Moreover, these factors all work in more distinct ways when compared with innovation in the private sector. This is especially the case with both “push” and “pull” factors, which will be shaped – within the public sector – by political priorities, budgetary demands, and public opinion.

Principles of innovation

An effective innovation system will comprise the following principles:

- **Knowledge creation** – the evidence base: new ideas are the lifeblood of innovation, so space for idea generation and design of new approaches that draw the insights of front line workers, such as teachers, trainers, learners, and business leaders, are essential to the innovation process. Here, there is a role for open discussions, prizes, small funds, competition, and contestability.

- **A commitment to implementation:** the evidence base can also be improved by committing resources to a series of more formal tools for testing innovative ideas in practice. Inevitably, innovation involves costs to generate ideas, test them, and then to adapt them according to experience.

- **Transferring Knowledge** – networks, federations, etc.: an innovation system implies connectivity, which can be achieved through links such as networks, federations, and partnerships. Collaboration among schools, government, and business is critical in generating and spreading innovation as it allows greater access to knowledge, capabilities, and resources, space for creative thinking, and opportunities for testing and trialling.

- **A culture of innovation:** an organisational culture that is supportive of innovation is necessary to embed and mainstream innovation. Such a culture has to be underpinned by individuals with the requisite skills and mindsets for innovation, strong leadership at all levels, and innovation

champions to help foster and support the development of new ideas. a culture of innovation would entail space for experimentation and risk, an acceptance that sometimes things will fail, and an awareness that rapid learning can stem from failures as well as from successes.

- Replicating and scaling up: as well as organisational cultures, there are also crucial processes to scale up, replicate, and spread successful innovations. this is where strategic budget setting and performance management can be vital.

- **Analysis and learning:** Finally, there needs to be constant assessment, analysis, and learning since unexpected results are likely. Currently, many organisations are developing the evidence base through the use of case studies. usually, these case studies will highlight successful practice. it is, however, equally important to learn from failures to make sure that lessons are learnt and not repeated.

### Stimulating factors of innovation

At the level of the educational process, there are a multitude of factors that can generate the stimulation of creativity. Understanding, increasing the capacity to interpret and integrate them determines the innovative level of education. Among the main factors that can determine the stimulation of creative activity in the educational process can be listed:

- a. Increasing the level of information and training in modern teaching methods

The development of personal creativity and knowledge in the field is an effective way of assigning modern teaching methods. This fact can lead to the stimulation of the creativity of the entire collective of teachers. Information about creative, innovative methods in education is both the qualities and capacities of each individual, but also the offer on the educational market. To inform and then train

yourself in the field of creativity and novelties in the field must be a permanent education requirement.

b. Increasing the motivation to accept new methods

Making discussions, conferences, manifestations that promote the importance of integrating into their own activity of creative teaching methods, represent factors that can cause this news to assimilate. The acceptance of each teacher of ideas according to which by assimilating news in the field is growing and improving the image of the university internally and externally, it can also be an effective way to develop creativity.

- c. Integration of the concept of creativity stimulation in the strategy of the educational institution. The adoption of the methods of stimulating creativity in the educational process is a complex phenomenon that must be in a multitude of approaches. In itself, innovation in education must be viewed not as an objective to be achieved but as a condition of modern educational process, permanently adapted to the global requirements of society. In order to integrate the concept of creativity stimulation in the strategy of educational institutions, it is necessary to develop integrative strategies, with a role in promoting innovative methods in teaching, managing and transmitting information. At the institutional level, the implementation of creativity in education must manifest and rely on the ability of organizations, universities in allocating the resources necessary to address the educational process through the prism of modern methods. The implementation of strategies for developing creativity in the general strategy of universities has the role of creating a creative environment throughout the institution.

- d. The ability to identify and apply innovative methods in the educational process

In general, progress in teaching methods is based both on the ability of teachers to be receptive to the news in the field and to the institutional ability to ensure the necessary tools. Most of the creative methods are based on technical news. These must be supported by new programs, courses, teaching techniques as well as new methods of approaching the interpersonal relationships. The use of interactive teaching methods, the use of interactive boards, the implementation of digital educational methods, are only some of the methods that, by their implementation, can become stimulating factors of innovation in education.

#### Inhibitors of innovation

At the opposite end of the factors that generate creativity, those determining factors of stagnation, inhibition of development and creativity can be identified. Among them can be listed:

- a. Lack of initiative in the field

The way in which the teachers as well as the management of the universities approach the innovative activity is closely related to the way they have an initiative in the field. An innovative approach to teaching methods cannot take place without a change in the way of thinking and attitude towards innovation. The reluctant reactions to the new have directly related to the personality traits of the teachers but also to the way in which the university management addresses the innovative process.

- b. Insufficient allocation of resources

The development of a modern educational process, based on modern teaching techniques and methods, must be

supported by a constant and well managed allocation of resources. When this work does not manifest itself, regresses, decreases of the progress made initially and a reluctant approach from the teachers can occur. Insufficient allocation of the necessary resources can lead to a defensive attitude from all involved parties, both teachers and students.

- c. The lack of an organizational culture that favors the occurrence of innovation in education

The management of the educational institution plays an important role in the development of an organizational culture that promotes innovation. Often the lack of involvement from the management of the organization leads to a stagnation of development, a defensive approach from the teachers and implicitly of the students. The formation of an organizational culture favourable to the development of teaching methods based on innovation is based on the professional motivation of teachers. When the degree of professional satisfaction is low and the level of interest to the new, innovative approach in teaching activity can be decreased.

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**UNIT 2 :****IDENTIFICATION OF ADOPTER  
CATEGORIES AND THEIR  
CHARACTERISTICS****Identification of the Adopters Categories**

The people of a social system adopt innovations at different rates. Amongst the people, while some of them are always on the lookout for new innovations or technology, others in same system only accept innovations after much persuasion and benefits of the innovation have been told to them. Again, in same system, some other people adopt innovations when everyone in the system have adopted the innovation. Based on this different rate of adoption of innovation otherwise regarded as innovativeness, five categories have emerged. They include: innovators, early adopters, late adopters, early majority, late majority and the laggards. These adopter categories are explained below:

a) **Innovators:** The innovators are the first group of people to adopt an innovation. They actually do not wait for the innovation to be tried before they adopt. They do constitute 2.5% of the individuals in a social system to adopt an innovation. The innovator's interest in new ideas leads them out of a local circle of peer networks and into more cosmopolite social relationships. Communication patterns and friendships among a clique of innovators are common, even though the geographical distance between the innovators may be considerable. Several qualities or prerequisites are demanded for someone to be noted as an innovator. These include: Control of substantial financial resources is helpful to absorb the possible loss from an unprofitable innovation. The ability to understand and apply complex technical knowledge

is also needed. The innovator must be able to cope with a high degree of uncertainty about an innovation at the time of adoption. Though an innovator may not be respected by the other members of social system, the innovator plays an important role in the diffusion process.

b) Early adopters: The early adopters are the first to use the technology but they are NOT the first to try the technology/innovation. In representation, they constitute about 13.5% of the individuals in a system to adopt an innovation. Early adopters are a more integrated and are therefore closer to the people of the social system than the innovators. Early adopters as it were are people who have high level of education and participate in quite a number of formal organizations. Whereas innovators have urban contacts (cosmopolitanism), early adopters live within the local communities. The early adopters has the greatest degree of opinion leadership than other adopter categories in most systems. Potential adopters look to early adopters for advice and information about the innovation.

This adopter category is generally sought by change agents as a local missionary for diffusing and speeding the diffusion process. Due to some unique characteristics possessed by the early adopters, they serve as a role-model for many other members of a social system. The early adopter is respected by his or her peers and is the embodiment of successful, discrete use of new ideas. The early adopter decreases uncertainty about a new idea by adopting it, and then conveying a subjective evaluation of the innovation to near-peers through interpersonal networks. All of these characteristics they possess make them to command a good level of respect from their contemporaries in the same society.

c) Early majority: This group of adopters make up about 34% of the individuals in a system to adopt an innovation. The early majority adopt new ideas just before the average member of a

system. The early majority interacts frequently with their peers, but seldom holds positions of opinion leadership in a system. The early majority's unique position between the very early and the relatively late to adopt, makes them an important link in the diffusion process.

This category of adopters makes up one third (1/3) of the members of a system. They provide interconnectedness in the system's interpersonal networks. The early majority may deliberate for some time before completely adopting a new idea. They follow with deliberate willingness in adopting innovations, but seldom lead.

d) Late majority: Just like the early majority, the late majority are as well people who make up 34% of the individuals in a system to adopt an innovation. This category does follow the early majority in the adopter's category. The late majority adopt new ideas just after the average member of a system. Like the early majority, the late majority make up one-third of the members of a system. This category of people agrees to adopt an innovation due to the result of increasing network pressures from peers. Innovations are approached with a skeptical and cautious mind set, and the late majority do not adopt until most others in their system have done so.

The weight of system norms must definitely favour an innovation before the late majority is convinced. The pressure of peers is necessary to motivate adoption. Their relatively scarce resources mean that most of the uncertainty about a new idea must be removed before the late majority feel that it is safe to adopt. The late majority are not oriented to their social system. They are isolates, traditional bound and do not encourage any adoption. Their participation in community social systems or organizations and activities is very low. They are low in their education, change agent contact and media exposures.

e) Laggards: The Laggards are the very last to adopt an innovation. They are usually isolates and suspicious of the innovation and the change agents who come with the change. They make up the last 16% of the individuals in a system to adopt an innovation. They possess almost no opinion leadership. Laggards are the most traditional minded of all adopter categories; many are near isolated in the social networks of their system. Similar to the late majority, the laggards' participation in community social systems or organizations and activities is very low. They are low in their education, change agent contact and media exposures. The point of reference for the laggard is the past. Decisions are often made in terms of what has been done previously. Resistance to innovations on the part of laggards may be entirely rational from the laggard's viewpoint, as their resources are limited and they must be certain that a new idea or innovation will not fail before they can adopt. The innovators and laggards are generally regarded as deviants in the society because while the innovators under-conform, the laggards over-conform to societal norms, traditions, customs and other accepted pattern of behaviours.

#### Listing of the Characteristics of the Adopters Categories

The different categories of the adopters have been differentiated based on the characteristics they possess. Some of the characteristics of the different categories are shown below as postulated by Rogers (1995):

- i. The Innovator: The innovators are the people who are characterized accordingly; (i) They are venturesome (ii) High risk takers (iii) They are usually younger in age (iv) They are highly educated (v) They have good exposure with the outside society (vi) They are highly social members of the society (vii) Operates larger farms and are therefore rich people in the

- society (viii) They are in close contact with the social media from where they get latest information on agricultural practices
- ii. Early Adopters: (i) Integrated part of the local social system, (ii) Greatest degree of opinion leadership in most systems, (iii) Serve as role model for other members or society, (iv) Respected by peers, and (v) Successful in their farming operations and also rich in farm income
  - iii. Early Majority: (i) Interact frequently with peers, (ii) Seldom hold positions of opinion leadership, (iii) One-third of the members of a system, making the early majority the largest category, (iv) Deliberate before adopting a new idea;
  - iv. Late Majority: (i) They form one-third of the members of a system, (ii) Pressure from peers, (iii) Economic necessity, (iv) They are usually skeptical, and (v) They are also cautious;
  - v. Laggards: (i) Possess no opinion leadership, (ii) They are isolates in the society (iii) Point of reference in the past, (iv) Suspicious of innovations, (v) Innovation-decision process is lengthy, and (vi) Their resources are limited.

### Conditions that facilitate innovation

These are as follows:

- Bring new ideas into the organisation, encourage staff to attend conferences and workshops, to join professional groups, and to bring in outside experts who have different or new opinion about issues.
- Provide seed funding, which can be applied to initiate new projects. initially, this funding might be limited to buying-out staff time to allow them the time to progress their ideas to some form of innovation or concept plan.

- Select and promote those partnerships that allow the organisation to develop its skills and knowledge, and to have staff work closely with partners through shared working arrangements, job rotations, and exchanges of staff.
- As an organisation, identify whole-of-enterprise issues that can best be resolved through cross-functional teams with members from various business divisions in the organisation.
- encourage the broad concept of communities of practice, including time for staff to meet informally and socially with others from inside and outside the enterprise to facilitate the sharing of knowledge and practical experiences.
- Build the expectation among staff and members of the institution's board of management that staff will be putting new ideas and projects to the board for consideration, debate, and potential endorsement.
- Define and publicise a simple process which staff can work through to propose new ideas for initial consideration.
- include within organisational websites details about innovations being considered, and invite those from both inside and outside the organisation to email comments and advice about how the idea might be further progressed.
- implement recognition programs that publicly support and celebrate innovative solutions to teaching and learning and to partnering and related activities.
- Encourage innovative ideas from students through the sponsorship of enterprise competition in which students can compete for cash and in-kind support to take their innovations to market.

### Stages of innovation diffusion

These are:

- Knowledge: knowing what the innovation is, how it works, and why it works.
- Persuasion: forming a personal or professional attitude toward the innovation.

- Decision: deciding to reject or adopt it on a partial basis for assessing its usefulness.
- Implementation: putting it into use, experiencing problems with uncertainty about its outcomes, re-inventing it for various reasons, and integrating it into ongoing practices.
- Confirmation: seeking reinforcement for previous decisions, which may involve reversing this decision because of conflicting messages.

#### Conditions that facilitate implementation and barriers

An important question is what factors facilitate or make it more difficult to innovate. The work of Ely (Ely 1999, 1990) systematised a range of conditions that facilitate innovation and has been widely used in educational research. These include:

**Dissatisfaction with the status quo:** refers to an emotional discomfort resulting from the use of current processes or technologies that are perceived as inefficient, ineffective, or not competitive. This affective state is either self-induced or results from organizational awareness or leadership campaigning for the need to change.

**Adequate Time:** refers to the willingness for organizations to provide paid time for users to learn the new skills or procedure to use the innovation, as well as the user's willingness to devote time to develop these new skills. It also represents individuals' belief that they can successfully adapt to the change.

**Resources:** refers to availability and accessibility to resources needed to implement the innovation. Resources include finances, hardware, software, materials, personnel, and technological support.

**Knowledge and Skills:** refers to users possessing, and/or acquiring through training, the needed skills and knowledge to employ the innovation.

**Rewards and Incentives:** refers to either intrinsic or extrinsic rewards that result from using the innovation and vary from

user to user. external rewards are provided to intended users as means to motivate them to employ the innovation.

Participation: refers to the level of involvement stakeholders have in the decision-making process – from design to evaluation – to adopt and implement an innovation. Participation may take the form of user group representatives if it is difficult to get feedback from all potential users.

Commitment: refers to “visible” support – beyond verbal commitment (e.g. through the development of strategic plans, dedication of resources, etc.) – by the upper level leaders or powerbrokers. the key to this condition is the users’ perceptions of the powerbrokers’ commitment to the implementation of the innovation.

Leadership: refers to the level of ownership and support given by the leaders who will manage the daily activities of those using the innovation.

### Barriers to innovation in education

Zalman and Duncan (1977), provide an influential analysis of the conditions hindering innovation. they identify 18 factors, comprising four major categories of barriers that focus on increasingly smaller units of reference:

- Cultural barriers: cultural values and beliefs, cultural ethnocentrism, incompatibility of a cultural trait with change, “saving face” (“i can't do that; i'd never live it down”)
- Social barriers: group solidarity, rejection of outsiders, conformity to norms, conflict among different factions, group introspection (inability to see problems objectively);
- Organisational barriers: threat to power and influence, organizational structure (e.g. need to reform more than one department), behaviour of top-level administrators, climate for change in organization opposed to change, technical barriers for resistance;
- Psychological barriers: perception (e.g. inability to envision change), homeostasis (innovative change can be

uncomfortable), conformity and commitment (e.g. “this is not the way people do things in my profession”), personality factors (e.g. “this change is not right for who i am”).

### Innovation process in education

#### Identification of needs.

The innovation process begins with identifying an area where improvements can be made, e.g. a lack of skilled workers in a particular sector. two aspects of this stage are important for a systemic analysis of innovation: the drivers of change and the stakeholders involved. Drivers of change: a number of factors affect this stage, such as diverse policy pressures, media, and public perceptions. Such factors, or drivers of change may, come from within the country (internal drivers) or from abroad (external). In some case studies, international, external drivers had an important role in the innovation process. Stakeholders involved: this stage may involve various stakeholders, including government officials, international organisations, employers' organisations, education institutions, researchers, etc. there may be great variation among innovations in the range of stakeholders involved and in the ways in which they are involved.

#### Development of the innovation.

After the identification of a need (e.g. a lack of skilled workers), the following step is to develop the innovation that will address the need (e.g. a grant scheme to attract young people into a specific education programme). this stage implies the process of elaborating the innovation, e.g. elaboration of a new curriculum, a particular grant programme, or a network of institutions.

#### Implementation.

An innovative initiative may be implemented initially on a small scale, through a pilot aiming to “try out” the innovation

before proceeding to its large-scale implementation. When a pilot is used, it is typically followed by a preliminary evaluation, which assesses preliminary outcomes. If the preliminary outcomes meet the initial expectations (i.e. the innovation seems to bring the expected results), the innovation may be scaled-up, i.e. transferred from small-scale to large-scale. If the preliminary evaluation shows that the innovation does not bring the intended outcomes, it may be necessary to return to previous stages, such as the development of the innovation. Alternatively, the innovation may be immediately implemented on a large scale without a previous pilot.

### Outcomes

The outcomes are the impacts or consequences of the innovative initiative, for instance changes in completion rates as the consequence of a project targeted at potential drop-outs. In this model, outcomes are represented as a “product” rather than a process, since the outcomes represent the results of the innovation. There may be an “implementation gap” (Newton, 2001), defined as the difference between planned outcomes of policy and the outcomes of the implementation process. Possible reasons for such a gap include a theoretical mechanism that does not work in practice and an ineffective implementation process.

### Monitoring

Monitoring can be defined as the continuous surveillance of the implementation and/or progress of an initiative. It tracks progress against a predetermined schedule and aims to provide stakeholders with regular feedback and early indications of progress or lack thereof in the achievement of planned outcomes (unFPa, 2004). Three key questions may be asked about monitoring from a systemic analysis perspective: how was the process monitored? What were the criteria used? What were the findings?

## Evaluation

Evaluation is a judgement of whether the initiative has met its intended outcomes. It assesses the outcomes of an innovation (e.g. changes in completion rates) against the objectives set at the beginning of the process (e.g. reduce drop-out by a given percent). The questions arising regarding this stage are similar to the ones mentioned in the case of monitoring: how was the process evaluated? What were the criteria used? What were the findings?

The distinction between monitoring and evaluation may not be obvious in practice. The two processes are often related and use the same tools. For example, evaluation often uses information from monitoring in addition to other data sources to judge the results. However, an important difference between the two techniques is that monitoring is a continuous process that tracks ongoing or incremental progress, while evaluation is a one-off or periodic judgement of results.

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**UNIT 3:****INNOVATION IN EDUCATION MANAGEMENT  
IN SCHOOLS**

The significance of innovation in education management in colleges

- a. Contribute to the improvement of the quality of education and teaching: Colleges are important positions for cultivating talents, and the completion of this task mainly depends on the effective development of education and teaching activities. Therefore, colleges must pay enough attention to the quality of education and teaching in the process of development. Only in this way can colleges complete this fundamental task better. The innovation of education management is a simple measure to improve the quality of education and teaching. For the overall students in colleges, there are big differences in terms of their learning foundations and abilities in all aspects, and the professional abilities of the teaching staff are also different, so it is difficult to achieve unified improvement. However, the education management work is different. It only needs to innovate the education management concept and optimize the education management method to improve the quality of education and teaching. Because when colleges innovate education management work according to the actual situation, the educational management concepts and methods implemented will be more in line with the needs of teachers and students, teachers can achieve greater professional growth, and students' learning and development needs can also be met, the quality of education and teaching can naturally be well improved.
- b. Contribute to meeting the objective needs of social development for talents: The innovation of education

management in colleges can not only improve the quality of education and teaching, but also meet the objective needs of social development for talents. With the continuous development of society, the scale of colleges in our country has been expanding, and higher education has gradually moved towards mass education. This requires colleges to innovate the education management methods adopted in the past. Only in this way can they keep up with the development of today's society, export more high-quality talents for the society, and better serve the construction of society and the development of the country.

### Effective strategies for the innovation of higher educational management

Innovate the concept of education management: In order to carry out various education management work more smoothly and efficiently, it is necessary for the education management personnel of colleges to have an advanced and correct management concept. Therefore, in the process of innovating educational management in colleges, one of the first tasks to be completed is to innovate educational concepts. Advanced educational management concepts can not only promote the cultivation of higher-quality talents in colleges, but also improve the teaching level. Therefore, college education administrators must actively change their own educational management concepts and promote the implementation of various educational management tasks. University administrators need to always adhere to the basic principle of people-oriented, and innovate the educational management concept according to the actual situation of the current development of colleges and society. First of all, college administrators must pay enough attention to the construction of teaching staff. In the cultivation of talents in colleges, teachers are not only the transmitters of professional

knowledge, but also an important leader in the formation of students' character. Therefore, managers must establish a high-quality teaching staff through various methods. In addition to recruiting some high-quality "double-qualified" teachers, they also need to do a good job in the training of existing teachers, so as to effectively improve the level of the entire teaching staff. Secondly, managers also need to pay attention to teaching and students, implement the people-oriented concept into every detail of education management, strengthen the assessment of teachers' teaching and students' learning, on the one hand, promote the improvement of teaching quality and the deepening of teaching reform. On the other hand, it can effectively improve the learning effect and comprehensive quality of students. Finally, college administrators must pay attention to cultural construction and fully understand cultural construction. In addition to constantly improving the construction of infrastructure, they also need to regularly organize students to carry out various cultural activities to create a good campus cultural atmosphere, so as to better implement the fundamental task of cultivating talents.

Highlight the main position of students in education management: In the past, when colleges carried out educational management work, they did not pay attention to the prominence of the main position of students. Students have always been in a passive position, and it is difficult to participate in the educational management of colleges. Because of the lack of feedback from students on educational management work, it is difficult to effectively improve the scientific nature of educational management work[3]. For this reason, in the process of innovating education management work, colleges must pay attention to the prominence of the main position of students, let students also effectively participate in education management work, and optimize education management work scientifically and reasonably

according to students' feedback. For example, in the process of building an educational management system, colleges should organize students to participate in the discussion on the construction of the educational management system, because students are the focus of the educational management work in colleges. Therefore, colleges need to actively collect students' suggestions and opinions when building an educational management system, and organize education managers to conduct in-depth discussions on students' suggestions and opinions. In this way, the management system constructed by colleges in the innovation of educational management work can better meet the needs of students.

Give full play to the important advantages of information technology in education management: With the comprehensive popularization of information technology, the advantages of information technology in various fields are becoming more and more prominent. When colleges innovate education management, they also need to give full play to the important application advantages of information technology, so as to improve the efficiency and quality of education management. With the continuous expansion of colleges, the number of college students continues to increase, which also brings new challenges to education management, and the workload and difficulty of work increase at the same time. If colleges continue to use manual methods to implement management, the efficiency of their management will naturally be low, which will inevitably have a serious impact on the quality of education management. For this reason, when colleges innovate their educational management work, they can establish an information management system through the use of advanced information technology means, and use this system to comprehensively collect relevant data and information, and process these data and information efficiently. At the same time, colleges can also construct an

education management risk model through the application of information technology, so as to implement individual education management with differences. At present, we have entered the era of "Internet plus". Colleges can use "Internet plus" technology to analyze the innovation and entrepreneurship management work of college students in depth, and use big data technology to monitor the employment situation of college students, to point the way of innovation of higher education management. For example, colleges can use information technology to innovate the information-based education management system to count the data of each student, and dynamically monitor and analyze the students' learning and development through the construction of risk models. If there is any abnormality, the model will generate an early warning. After receiving the early warning, managers can innovate and optimize education management in a targeted and timely manner, so as to carry out education management work more effectively.

Personalized development of education management: In the process of innovating education management work, colleges must closely follow the development of the current era, understand the changes and development needs of college students in the new era, and understand that the changes in the methods adopted by college teachers in carrying out educational and teaching activities in the new era and the needs for teachers' development are not possible to use unified tools and standards to measure educational and teaching activities[5]. When colleges innovate educational management work, they must pay attention to the individual characteristics and interests of students and teachers, and motivate teachers and students through the implementation of individualized strategies, so as to mobilize teachers' teaching enthusiasm and students' interest in learning to promote that both teachers and students can gain satisfaction in educational and teaching activities. Colleges should also tap

the potential of teachers through the development of personalized education management work, and encourage teachers to reform education and teaching methods more vigorously, so as to cultivate talents in line with the current social development trend. In addition, colleges should actively create a good educational environment for teachers and students, use the educational environment to encourage and support teachers and students, promote mutual respect between teachers and students, and establish an equal and harmonious relationship between teachers and students.

#### THEORIES OF INNOVATION DEVELOPMENT:

##### Diffusion of innovation theory

In 1962 E. M. Rogers proposed diffusion of innovation theory. It explains how sometimes ideas or products accelerate and spread in a certain society. The outcome of such diffusion is that people, as members of the society, accommodate new ideas, modus operandi, or products. Adaptation implies that a person does anything else from before (e.g. purchasing or using a new item, learning a new behavior, etc.). Thus, a person must accept the mentioned things as something innovative (Diffusion of Innovation Theory, 2019). It is because of this, according to E. M. Rogers, diffusion is possible, as "the process by which an innovation is communicated through certain channels over time among the members of a social system" (Rogers, 1962: 5). It is crucial to point out that the adaptation of innovations in the society cannot occur at the same time; rather, it is a development in which some individuals are more receptive to innovations than others. Note that human beings who perceive innovations quickly are significantly different from those who perceive these innovations more slowly. When advancing innovation to a focus group, it is exceptional to see its characteristics that will facilitate or impede the support of innovation. In this context, scientists distinguish the following

categories of people based on their ability to adapt to innovation:

- innovators. These are persons who are eager to be the first to test innovations. They are ready for fresh ideas and concerned in them, prepared to risk. To interest this category, one doesn't need many efforts;

- Early adopters, or persons who adapt quickly to innovation. They have leadership qualities and play key roles. They realize the importance of development and easily accept innovations. As a result, they don't need for extra information to make sure such changes are required but are attracted to new product management guides;

- Early majority, or people who are quick to accept innovations. They can be seldom leaders but accept new ideas earlier than average citizens. Taking into account this fact, they usually want to see proof that innovation is working before they are ready to accept it. Successful examples and proof of innovation effectiveness can convince this category to innovate;

- Late majority, or people who are slow to accept innovations. They are questioning changes. Besides, such people will accept innovations only after the majority tries them. Just success stories can convince this category to implement innovations;

- Laggards, or people who do not keep up with innovations. They follow the traditions, and are old-fashioned, question changes, and are the most difficult category to innovate. Statistics, intimidation, and pressure from other people may convince them (Diffusion of Innovation Theory, 2019). In the context of diffusion, adaptation of innovations is carried out during the following stages: 1) understanding of innovation necessity; 2) decision to admit (or refuse) innovation; 3) primary application of innovation for its future testing; 4) further use of innovation. Accordingly, it is possible to identify five principal elements that deal with innovation development.

Moreover, each element promotes the need to innovate. So, there are the following items:

- Relative advantage describes a condition when innovation is seen as superior to the thought, program, or item it replaces;
- Competitiveness means how innovation meets the experience and demands of possible users;
- Complexity is to what extent innovation can be difficult to interpret and/or apply;
- Ability to test denotes the possibility to test innovation experimentally before a decision is made to adapt it;
- The ability to identify a result deals with a situation when innovation shows visible outcomes (Diffusion of Innovation Theory, 2019).

### Evolutionary theories of innovations

Evolutionary theories of innovation were developed in the field of economics (Nelson, Winter, 1982; Dossi et al., 1988). From these theories, innovation is considered as a path-dependent process in which it is developing through the interaction between different subjects and then is tested in the market. These interactions and market tests largely determine which of the developed products are successful, thereby influencing the future path of economic development. The work *Models of Man* (1982) by H. Simon on the theoretical foundations of decision-making and problem-solving has had a significant impact on the development of scientific discourse concerning innovations and the emergence of design thinking methods that use creativity to solve complex problems (Verganti, 2009). According to K. Iwai, the essence of any evolutionary theory is Darwinism, i.e. the strongest survives and disseminates its distinctive features due to the increasing speed of reproduction. Concerning evolutionary theories, mechanism for the selection is developed through the difference in growth rates between high-profit and low-profit companies (or between lowprofit capital funds and low capital

stocks) (Iwai, 2000). Moreover, the author mainly argues that there are two ways that a company can follow to improve its technologies – innovation and imitation. The company can thrive in applying new and better technology through its research efforts. Also, it can increase its effectiveness by applying the more suitable technology of other companies. Then the technology development can be defined through the dynamic interaction of innovation and imitation (Iwai, 2000). So, we will consider the imitation process. It is undeniable that technological information is not only social good that is freely accessible to businesses. However, it also cannot be only private. As K. Arrow states, “information in any productive way is bound to reveal it, at least in part” and “mobility of personnel among firms provides a way of spreading information the mobility of personnel between enterprises provides a way to disseminate information” (Arrow, 1962: 615). Even if the ownership belongs to proprietors of new technology, they can only create a part-time barrier, “since there are obviously enormous difficulties in defining in any sharp way an item of information and differentiating it from other similar-sounding items” (Arrow, 1962: 615). Thus, the new technology will be inevitably distributed to companies due to their imitation activities. And its secret is leaked faster, as more and more companies start to use this technology for production. There is always an element of the stripe effect in the dissemination of new ideas or things (Iwai, 2000).

#### Linear models of innovations

A special place among many theories of innovation belongs to linear models of innovations and their alternatives, for example, the linked-chain model (Kline, Rosenberg, 1986). Linear models of innovations were developed to streamline the innovation process conceptually, nevertheless, they distort the process somewhat, presenting it simply as an explicit linear

process. According to this model, the development of innovations can be represented as the following algorithm  
 Research -----Development----- Production-----  
 Marketing

The authors of this model say that the innovation process starts in conditions of uncertainty, rapid changes, and therefore can occur in several directions. Moreover, researchers identify the main direction of innovation development, so-called “central chain of innovation”, which begins with a project, goes through the stages of development, production, and marketing. It deals with stages that describe the linear models. At the same time, there are other ways of feedback, which indicate the directions of cooperation with stakeholders in the process of designing, developing, producing, and disseminating innovations, taking into account the needs of the market and the individual needs of consumers.

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**UNIT 4:****THE ENVIRONMENTAL ASPECTS OF INNOVATION****The Role of the Economy**

Economy is the product of business activity while business enterprises are influenced by economic development. Business generally operates in a dynamic environment, this perhaps explains why business communities are shaped by their environment and are equally shaping their environment. What is important is to decide where the environment ends and business begins no matter the level at which it operates whether local, national or international.

The economic activities of the environment will determine the strategies to be adopted by the business and the type of goods and services to be provided. The goods, services and employment provided by the business enterprises contribute to the income, capital assets and the economic growth of nation. Economics are often compared using their gross domestic product (GDP) from the sum total of the next outputs of each sector of the economy to structural changes in business.

Innovation as key "change factor" is closely limited to economic growth. It is the means through which economic regeneration occurs. Kondratieff (1985) is of the opinion that economic activities exhibit regular long-term cycles of growth and depression followed by a further period of growth. Each cycle is characterized by a particular form of economic activity. The key to the economic recovery is innovation. According to Schumpeter (1939) innovation occurred when the economic climate appeared more favourable. It acts as a stimulus for entrepreneurial activity. Mensch (1979) is of the opinion that innovation occurs in the depths of depression, when profits are so low that entrepreneurs are stimulated into risk-taking ventures.

According to Needle (1974) there is a considerable debate concerning the relationship between innovation and economic growth at the level of both national economics and firm. Several theories have been based around innovation as a prerequisite for economic growth and more especially its role in leading economics out of depression. Despite the plausibility of several of these claims, it is difficult to measure the precise impact that innovation has upon the economy and establish clear causality. As with many aspects of business, the isolation of a single factor such as innovation can present a misleading view of the complex nature of business interactions. Nevertheless, the importance accorded by government innovation as the stimulus for economic growth has resulted in considerable state intervention in this area.

Studies have indicated the under listed areas as linking innovative activities with economic performance.

- That investment in R&D, particularly those relating to technical change are the major cause of improvements in productivity and output;
- That companies with a high and resign investment in R&D perform better than those where R&D expenditure is falling;
- That there is a correlation between patent applications and GDP and between patent applications and manufacturing output;
- That there is a correlation between the number of registered patents and export performance;
- That customers appear willing to pay more for goods of superior technical quality.

### The Role of the State

The state is the body which has monopoly over taxation, the money supply and the legitimate use of violence (John Scott, 1979). The state interacts with business through its management of the economy. The role of the state in business is generally seen as being facilitative, supportive and directive.

The facilitative role of government includes:

- Offering financial incentive; tax holidays, tax relief for new industries, infrastructure provisions, import duty relief to attract some business;
- Subsidizing some commercial ventures that are capital intensive;
  - Providing credit facilities to indigenous industrialist;
  - Encouraging rural and small scale indigenous industries;
  - Assisting business firms in the areas of the attraction of overseas capital and technical know-how.

The directive or supervisory and regulating role includes:

- Limiting business freedom by laws and regulations;
- Making businesses obey the laws of the society;
- Maintaining a free market place;
- Encouraging free and fair competition and keeping the market place free of abusive practices;
- Making sure that businesses achieve result that an unfettered free market will not produce;   · Enforcing numerous regulations controlling the additives that may be used on food products;
- Controlling the disposal of hazardous waste;
- Regulating new drugs coming into the market via food and drug administration.

The supportive roles include:

- Providing data and information needed for decision making;
- Preparing and disseminating weather forecasts;
- Purchasing products;
- Maintaining a stable system of laws and justice.

Motivations are hinged on:

- The belief that innovation and entrepreneurship are major factors in economic expansion and export competition;
- The fact that innovation is both long term and high risk;

- The belief that intervention is necessary for political and strategic as well as for social reasons.

### Types of State Intervention in Innovation

State intervention occurs in the following areas:

- Procurement
- Subsidies
- Education and training
- Patent and licensing
- Restrictive and enabling law
- Import controls

#### Procurement

Many R&D activities such as those affecting defence industries, aeroplane, electronic and computer are largely funded by the state. State involvement in such key areas means that government must procure necessary materials for research and ultimately production.

#### Subsidies

Subsidies may come in form of investment, grants and tax concession. Such policies are aimed at encouraging growth and development as well as meeting the welfare needs of the people.

#### Education and Training

The State invests in education and pure sciences so as to stimulate innovative activities that will benefit both the economy and society. Higher institution of learning like the universities and polytechnics are known to be engaged in primary research and knowledge based activities.

#### Patents and Licensing

A patent is a legal device which enables the holder to maintain a monopoly in an invention for a stated period. The primary

aim is to encourage new developments by offering protection to the patent-holder against others copying the invention.

### Restrictive and Enabling Laws

The State enacts laws which are aimed at controlling manufacturing standard as relates to safety and pollution. The end is not socially desirable but has an effect on business performance.

### Import Control

Restriction on imports from other countries will have a beneficial effect in stimulating research in the home country or intensify the search for substitute product or process.

### Problems with State Intervention in Innovation

The major problems associated with state intervention in innovation are:

- Over reliance upon state funding will have serious repercussion as this may overburden government expenditure;
- Inability of government employees to make decisions in highly technical and scientific areas;
  - The inability of government employee to make decision which is in the best interest of the business community as a whole;
- Intervention may be misdirect;
- The direction of state intervention may raise conflict within the agencies of the state as well as raising certain ethical issues;
- Hinders the freedom of individuals to pursue their own research goals.

### Elements of Diffusion of Innovation

The four main elements involved in diffusion of innovation and the elements are as follows:

- The Innovation
- Communication Channels

- Time period
- A Social System

### Role of Elements in Adoption of Innovations

i. The Innovation: An innovation is an idea, practice, or object that is perceived as new or an improvement over the existing one by the individual or members of a social system. If the idea seems new, it is an innovation. The innovation may represent a slight modification of a significant departure from, the existing idea or practice. The “idea” constitutes the central element of an innovation which often manifests itself in a material or behavioural form. Most agricultural innovations manifest a material form, which includes improved implements, high-yielding and disease resistant seeds, hardy and fast-growing fish, bio-fertilizers, botanical pesticides and herbicides. Some innovations manifest themselves in behavioural forms such as improved cultural practices, farm ideas, etc.

A good or needed innovation will quickly be adopted by the adopter, while an innovation whose needs are not too important or pressing would take a longer time to be adopted by the target audience. It therefore suggests that innovations that address farmers or people’s immediate needs should be more pursued or of interest.

ii. Communication: Channels Communication is the exchange of ideas, skills between persons or other living things. A communication channel is the means or medium by which messages get from one individual to another. Communication channels can be through person – to – person (interpersonal communication), through group contact or through mass media.

Mass media channels are all those means of transmitting messages from one source to its target. Such medium involves the use of gadgets like radio, television, newspapers magazines, pamphlets, etc which enable a source of one or a few individuals to reach an audience of many individuals.

On the other hand, Interpersonal channels involve a face-to-face exchange between two or more individuals. Interpersonal channels are more effective in persuading an individual to accept a new idea, especially if the interpersonal channel links two or more individuals who are similar in socio-economic status, education, or other important ways. But the method can only involve communication between few persons at a time.

Group Contact method is another method where communication is carried out through an established group. The group is usually made up of few persons with almost if not same socio-economic characteristics and it is this group that are been addressed with the innovation

iii. Time period: The third element in diffusion process is time period. Time is involved in diffusion of an innovation to get to its target audience. Generally, all the following concepts require time factor to have them achieved:

- The innovation – decision process - Innovativeness - Innovations rate of adoption

The innovation – decision process is the mental process through which an individual or other decision-making unit passes from first knowledge of an innovation to forming an attitude towards the innovation, to put up a decision to adopt or reject the innovation, to implement or not to implement the new idea, and to confirmation of this decision. We conceptualize five steps in this process. They are: knowledge, (ii) persuasion, (iii) decision, (iv) implementation, and (v) confirmation. An individual seeks information at various stages in the innovation – decision process in order to decrease or reduce uncertainty about innovation's expected consequences. The decision stage leads to adoption, a decision to make full use of an innovation as the best course of action available, or to rejection. We shall discuss this in the future unit under the adoption process. What is most basic about the innovation –decision process is that each of the stages require

an ample quantity of time period for good decision to be made whether to adopt or not to adopt an innovation. Costly mistakes can be made by the adopter if not given or taken proper time to make his/her decisions to or not to adopt the innovation.

Innovativeness is seen as the degree to which an individual or other unit of adoption is relatively earlier in adopting new ideas than other members of a social system. In this circumstance, time is also a factor. The time is considered as either long or short. A situation where an adopter takes a short time to adopt an innovation, such an adopter is described as being more innovative. While that adopter that takes more time before he/she decides to adopt is described as being less innovative.

Rate of adoption is the relative speed with which an innovation is adopted by members of a social system. The rate of adoption is usually measured by the length of time required for a certain percentage of the members of a system to adopt an innovation. It is a system perspective rather than an individual as a unit of analysis. There are differences in the rate of adoption for the same innovation in different social system. So the rate at which a social system adopts an innovation is either slow or fast. The rate of adoption is fast when it takes the people of the social system a short time to adopt. On the contrary, rate of adoption is slow when it takes the people a long time to adopt an innovation. Adopt. The various criteria that influence adoption rate will be later.

iv. **Social System:** A social system is defined as a set of interrelated units that are engaged in joint problem solving to accomplish a common goal. The members or units can be individuals, informal groups, organizations, or sub systems. The sharing of common objectives binds the system together. Diffusion occurs within a social system.

The social structure of the system influences what innovation/technology that is needed by the people and in the

form the innovation/technology that is needed. The social structure also influences how and what information is disseminated to meet their needs. Knowledge of the social structure is important to consider while studying diffusion of innovation. A village as a social system is made up of a variety of individuals and groups with distinctive statuses, roles, norms and goals all of which functionally relate to each other to attain its major goals and objectives. The structure of a social system constitutes a set of boundaries within which innovation diffuses. The differences in the adoption of agricultural innovations at the village level can often be explained in terms of their differences in structural characteristics.

The degree to which a village is structurally homogeneous or heterogeneous, affects the rate of diffusion of agricultural innovations within its boundaries. The information can be distributed through formal (Government) and informal communication structures (peers, groups etc.).

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**UNIT 5:****UNDERSTANDING THE CONCEPT OF CHANGE****THE CONCEPT OF CHANGE**

Change in some way is the necessary aspects of human life. The dictionary meaning of change as a noun is- \_making or becoming different, difference from previous state, substitution of one for another, variation. The term change refers to an alteration in a system whether physical, biological or social. An organizational change is the alteration of work environment in the organisation. Organizational change may have following features:

1. When change occurs in any part of organization it disturb the old equilibrium of organization
2. Any change in organization can effect either whole organization or some part of organization directly or indirectly.
3. Organizational change is a continuous process.

Change can be described as the adoption of an innovation, where the ultimate goal is to improve outcomes through alteration of practices (Carlopio 2008). According to Fullan (2002) change is a process of learning new ideas and things. It is learning to do and learning to understand something new. Of all these definitions, people are given an idea that change is a process of improving your practice. The process of change is complex with many different types of change possible. Furthermore, there are number of different strategies, with the success of implementation being highly variable. Handling change is not easy and can sometimes be a painful process. Therefore implementation is the most important procedure in the change.

Applying the concept of change in education is shaped by the unique nature of educational system and the organization. The motivational force for change in education can be traced to either, demands for the school to respond to

the socialization needs of the society; or use of the schools to solve some social problems. Bassey (2009) pointed out that, the federal government of Nigeria motivated change in its tertiary institution especially the Universities by stating that research findings should be used to assist national development, based on national development, based on nations developmental goals. Also change in educational policies in Nigeria is also another form of change which must be well managed by the educational policy makers for knowledge integration. For instance, the 1977 National policy on education revised in 2004 is an effort by Nigeria to make education more relevant to the needs of the society for all round national development.

### Forces of change

Changes affecting an organization are basically the result of its environment. Both, external as well as internal factors play a huge role here. Hence, managers need to understand all types of changes possible under these two classifications.

### External factors

These factors always lie outside an organization. Neither the organization itself nor its members are responsible for them. However, they always feel the effect of these factors. The general environment has social, economic, legal and political and technological dimensions. Any of these can introduce the need for change. In recent years, far-reaching forces for change have included developments in information technology, the globalization of competition, and demands that organizations take greater responsibility for their impact on the environment. Some of these factors include:

(1). Technology: When there is a change in technology in the organizational environment and other organizations adopt the new technology, the organizations under focus become less cost effective and its competitive position weakens. Therefore,

it has to adopt new technology, its work structure is affected and a new equilibrium has to be established.

(2). Marketing conditions: Since every organization exports its outputs to the environment, an organization has to face competition in the market. There may be two types of forces which may affect the competitive position of an organization – other organizations supplying the same products and, buyers who are not buying the product. Any changes in these forces may require suitable change in the organization. These changes from the organizations to bring those products which meet buyer's requirement.

(3.) Social changes: Social changes reflect in terms of people's aspirations, the needs, and their ways of working. Social changes have taken place because of the several forces like level of education, urbanization, feeling of autonomy, and international impact due to new information sources. These social changes affect the behavior of people in the organization. There, it is required to make adjustment in its working so that it matches with people.<sup>2</sup>

(4). Political and legal changes: Political and legal factors broadly define the activities which an organisation can undertake and the methods which will be followed by it in accomplishing those activities. Any changes in these political and legal factors may affect the organization operation.

### Internal factors

Sometimes changes can also occur internally. An organization and its own members are responsible for these changes. For example, the top management of a company might decide to diversify its business. This decision will lead to several changes in which the company functions.

1. Changes in the managerial personnel: Besides environmental changes there is a change in managerial personnel. Old managers are replaced by new managers, which necessitated because of retirement, promotion, transfer or

dismissal. Each new manager brings his own ideas and way of working in the organization.

2. Deficiency in existing organization: Sometimes, changes are necessary because of deficiency in the present organizational arrangement and process. These deficiencies may be in the form of unmanageable span of management, large number of managerial levels, lack in co-ordination between various departments, obstacles in communication, multiplicity of committees, lack of uniformity in policy decisions, lack of cooperation between the line and staff, and so on.

3. Nature of the work force: The nature of work force has changed over a passage of time. Different work values have been expressed by different generations. Workers who are in the age group of 50 plus value loyalty to their employers. Workers in their mid-thirties to forties are loyal to themselves only. The youngest generation of workers is loyal to their career. The profile of the workforce is also changing fast. The new generation of workers has better educational; they place greater emphasis on human values and questions authority of managers. The employee turnover is also very high which again put strain on the management.

4. To avoid developing inertia: In many cases, organizational changes take place just to avoid developing inertia or inflexibility. Conscious manager take into account this view of organization that organization should be dynamic because any single method is not the best tool of management every time. Thus, changes are incorporated so that the personnel develop liking for change and there is no unnecessary resistance when major change in the organization are brought about.

5. Changes in Work Climate: Changes in the work climate at an organization can also stimulate change. A workforce that seems lethargic, unmotivated, and dissatisfied is a symptom that must be addressed. This symptom is common in organizations that have experienced layoffs. Workers who have

escaped a layoff may find it hard to continue to be productive. They may fear that they will be laid off as well and may feel insecure in their jobs.

### Types of Change

Change that takes place or happens in organizations are of different types and variously relate to the change in different ways. While some of the changes are borne out of the change itself, some changes are leading to the change, still others are emanating from the change.

Some of the types of change are:

- i. **Happened Change:** This kind of change is the type that happens without expecting it, that is why this type of change is described as being unpredictable in nature and it usually takes place due to the impact of the external factors.
- ii. **Reactive Change:** This is the kind of change that takes place when the targeted people are giving their response to the change. Reactive change can be positive or negative report of the change. Most importantly, reactive change gives a line of action that would be followed going by the nature of response given. The response may call for adjustment in the execution strategy or make it remain it was.
- iii. **Anticipatory Change:** This is a type of change that has to do with expectations from the change. At this point the results is not known but expected to be a good one. However, it goes, it will give a new line or a continuation of same line of action.
- iv. **Planned Change:** Planned as the name implies, is a type of change that is planned to achieve by the executors of the change programme. This is the desired targeted change that is actually wanted by the programme executors.

- v. Incremental Change: This is another type of change that is planned and the results are not all expected to come at once. Just like the name sounds, the results or expectations are expected in small bits and then expected to increase gradually and with time.
- vi. Operational Change: Operational change are those changes that could be planned for and be found to be functioning and ready for use. Operational change is targeted to solve particular problems at hand because it is developed after a problem has emanated. Operational change is developed to solve existing problem(s).
- vii. Strategic Change: This is a plan of action that is designed to a particular issue at hand or an anticipated issue. Strategies are built in to see how the change can address the problems at hand. In this case, different strategies are applied to accomplish or drive different change in the society.
- viii. Directional Change: This is one particular type of change that has a focus to solving particular problem. Such a change is not a multipurpose change but a change that is designed and made to approach particular issues.

### Factors Affecting the Rate of Change in a Society

Change regularly takes place in societies and the rate at which this change occurs and the magnitude at which these change takes place varies from one society to another society. The changes that take place are caused by different factors that are either within or outside. The factors include:

- i. Physical environmental factors: the physical environmental factors are those factors that include climate changes, wind, soil erosion, floods, earthquakes, etc. When any of these factors occur

or take place, they cause some level of change among the people of the society. In as much as they affect lives when they occur, man must adjust or give way when they occur, thus causing a change in man. The extent or magnitude of occurrence will determine the level of change that will be exhibited by man.

ii. Migration and population changes: Migration is the movement of people from one place or locality to another. When people move from one place to another, they move from their culture, traditions, values and customs. As they get to other places, they meet new cultures, tradition, values and ways of life which they would have no choice but to begin to cope with. By so doing they will begin to change in their ways from what was to new ways.

iii. The culture and structure of the society: Every society has its own culture and they as well have a system of that has its peculiar structure. A person in one kind of society with a peculiar culture and structure would have adapted to that style of his/her place. A kind of movement to another place with a different culture and structure will though find it difficult to change but would have no choice and adjust thereby bringing a change to what he/she was used to before.

iv. Occurrence of great men: Some societies have great men and, that is talking about men that have strong mission, vision, strong heart and charisma. Where such men exist, they have a way of driving change and bringing changes into their society and the people will have no choice but to adjust or change and begin to live with the change until they themselves will now change. Example of such occurs in African Countries like Nigeria, Ghana, Libya, etc. Even at local levels, some kings have caused their people to accept change and thereby change the people along the line.

v. Prevailing attitudes and values: A society is either liberal or rigid to external forces. As earlier mentioned, every society has its own culture, norms, traditions, values, etc. A society that is liberal to open access of external culture, values, traditions, norms, etc will quickly find its system changing fast unlike that kind of society that is rigid to external forces.

vi. Perceived needs: There is usually a need being driven by every society. The types of changes which a society emphasizes are determined by the needs it perceives. When something they perceived as a need is brought to them, they will just adopt it. In adopting the perceived need, it will make the society to shift to that direction. A society where the people are keen on producing a particular crop like cassava, the people will be interested in innovations that are on cassava and most of the people soon will be leaving the other crops they were producing to the cassava.

vii. Relative isolation and contact: While some communities are in contact with other communities, others are in isolation, that is, located far from others. Those communities that are close to themselves are very likely to change and want to be like the community that is near to them. Sooner or later, there don't seem to be major changes between these near communities. On the other hand, communities that are in isolation are rigid and don't change easily. If at all, their change is very slow.

### Process of Planned Change

There are two basic forms of change in organizations: Planned change and unplanned change. a. Unplanned Change: Not all change is planned. Unplanned change is imposed on the organization and is often unforeseen. Responsiveness to unplanned change requires tremendous flexibility and adaptability on the part of organizations. Examples of unplanned changes are changes in government regulations and changes in the economy. Planned Change: Planned

change is a change resulting from a deliberate decision to alter the organization. It is an intentional, goal-oriented activity. The goals of planned change are: First it seeks to improve the ability of the organization to adapt to changes in its environment. Second, it seeks to change the behavior of its employees. A planned change is a change planned by the organization; it does not happen by itself. Once managers and an organization commit to planned change, they need to create a logical step-by-step approach in order to accomplish the objectives. The various steps involved in planned change are;

1. Identifying need for change
2. Elements to be changed
3. Planning for change
4. Assessing changes forces
5. Action for change
6. Feedback.

1. Identifying need for change: The first steps in planned change is to identify when change in the organization is required because change for sake of change may produce much stronger resistance while useful and necessary changes may get support from people . The planned change process begins when company leaders realize that the organization requires changes to achieve success. This can occur because of challenges within the organization or because of outside factors in the market or society. Identification of planned for change depends on Gap Analysis, that is the gap between desired state of affairs and actual state of affair.

2. Elements to be changed: What elements of the organization should be changed will be largely decided by need and objectives of change. This can be done by diagnosing the problems cased because of which the change is necessary. Change is required in three major elements of the organization: Organization structure, technology and people .The nature and extent of change in these elements will

depends on the type of problem being face by the organization.

3. Planning for change. A t this stage, manager should plan about how to change can be brought in the light of the above two process. Planning for change includes who will bring change, when to bring change, and how to bring change. Change may be introduced through change agent.

4. Assessing change Forces: The planned change is not automatic, rather there are many forces in individuals, groups and even in the organization which resist such changes. Unless the cooperation of people is not ensured, any change process will not proceed. For this purpose management has to create an environment in which change will be accepted by the people. In a group process, there are some forces favoring and some opposing change to maintain equilibrium. Two types of forces emerge and at the status quo, both are in balance a) Forces prompting the change — forces that direct the behavior away from the status quo — —Driving forces|| b) Forces hindering the movement away from the status quo — Restraining forces.

5. Action for change: Action for changes comprises three stages- unfreezing, changing and refreezing 1) Unfreezing: Unfreezing means that old ideas and attitudes are set aside to give place to new ideas. It refers to making people aware that the present behavior is inappropriate, irrelevant, inadequate and hence unsuitable for changing demands of the present situation. According to EDGAR SCHIEN the following four elements are necessary during this unfreezing phase:-

1. The physical removal of the individuals, being changed from their accustomed routines, sources of information and social relationships.

2. The undermining and destruction of social support.

3. Demeaning and humiliating experience to help individuals, being changed, to see their old attitudes or behavior as unworthy and think to be motivated to change.

4. The consistent linking of reward with willingness to change and of punishment with willingness to change.

2) Changing: Unlike unfreezing changing is not uprooting of the old ideas, rather the old ideas are gradually replaced by the new ideas and practices. In changing phase new learning occurs. The necessary requirement is that various alternatives of behaviour must be made available in order to fill the vacuum created by unfreezing phase. During the phase of changing, individuals learn to behave in new ways, the individuals are provided with alternatives out of which choose the best one. KELMAN explains changing phase in terms of the following elements:-

Compliance: it occurs when individuals are forced to change either by reward or by punishment.

Internalization: it occurs when individuals are forced to encounter a situation and calls for new behavior.

Identification: it occurs when individuals recognize one among various models provided in the environment that is most suitable to their personality.

3) Refreezing: Refreezing is on a job practice. The old ideas are discarded, and new ideas are accepted. Refreezing reinforced attitudes, skills and knowledge. He practices and experiments with the new method of behaviour and sees that it effectively blends with his other behavioural attitudes. FERSTER and SKINNER have in this connection introduced the main reinforcement schedules, namely- Continuous and Intermittent reinforcements. Under continuous reinforcement, individuals learn the new behaviour within no time. And intermittent reinforcement, on the other hand, consumes a long time, but it has the greatest advantage of ensuring a long-lasting change.

6. Feedback: Management of change requires feedback and follow-up actions to ensure that change programme is progressing in right direction without producing any dysfunctional effect. Problem created by change should be

tackled immediately so that it gives better results in the organizations. Feedback received from the initial attempted of change programme may use d to modify the subsequent programme.

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## UNIT 6:

### RESISTANCE TO CHANGE

Resistance to change is the act of opposing change and creating obstacle in path of change. Resistance to change is caused due to disagreement. Employees strictly sticking into traditions, beliefs and different mentalities create the greatest resistance for change. Sources of resistance to change can be categorized into two sources: individual and organizational. Individual Factors for Resistance to change There are many factors responsible to resistance to change at the individual level. Degree of forces or resistance depends on how people feel about the change. Following are individual factor for resistance to change.

1. Problem of adjustment: The most important factor for resistance is the problem of adjustment. Each individual tries to maintain a sort of equilibrium, both at formal level and informal level. When change takes place, it requires people to make adjustment so that they can cope with new situation. People do not want to disturb their equilibrium status due to fear of discomfort, difficulties and dissatisfaction.
2. Economic Reasons: People feel that change will affect them unfavourably. The economic reasons to fear change usually focus on one or more of the following:
  - Fear of technological unemployment.
  - Fear of reduced work hours and consequently less pay.
  - Fear of demotion and thus reduced wages.
  - Fear of speed-up and reduced incentive wages. Changes in job tasks or established work routines can also arouse economic fears if people are concerned they won't be able to

perform the new tasks or routines to their previous standards, especially when pay is closely tied to productivity. 3. Obsolescence of scale: change may result in obsolescence of skills especially when altogether a new method of working is adopted. With the adoption of new technology of working, old techniques become useless and consequently old skills become obsolete. People think that change in technology will create threats to their job. Their value and importance in the organization will reduce due to change. 4. Emotional factor: There are many emotional factors which also generate resistance to change. Many emotional factors like feeling, emotions, attitude etc. will become reasons for resistance to change.

**Fear of the Unknown:** Change often bring with it substantial uncertainty. Employees facing a technological change, such as the introduction of a new computer system, may resist the change simply because it introduces ambiguity into what was once a comfortable situation for them. This is especially a problem when there has been a lack of communication about the change.

**Ego Defensiveness:** Sometimes people resist change because it is ego deflating. Ego defensive people always resist such a change. Everyone has some ego which one tries to maintain. Ego is the state of a person's way of behaving, thinking, and feeling. Any attack on these, actual or perceived by the person, will be resisted.

**Group Norms:** People also resist change because the group to which they belong resists it. Though each person interprets change individually, often he expresses it through the group. He follows the group norms. The degree and extent of group pressure on individual to resist the change will depend on two factors.

First, how loyal an individual is towards the group. If he is loyal to the group, he will resist the change even though it may be beneficial to him:

Second, how the group perceives it as a separate class than change agent: higher is the difference between two, higher will be the degree of resistance and its impact on individuals. For example, if managers and workers see them as distinct classes and perceive their interests-differently, there will be more resistance to change by workers and individual workers will resist it vehemently.

**Social Displacement:** Introduction of change often results in social displacement of people like breaking of informal groups and relationships. When the friendship with fellow-members is interrupted, there is a possibility for the employees to experience psychological let down. Therefore, they dislike new adjustment, breaking up of present social relationships, reduced social satisfaction, and feeling of outside interference in the form of change.

Many emotional problems relating to change are difficult to overcome because these are based on non-logical considerations rather than the rational considerations. People's perception of the likely impact of change is affected considerably by their personal factors and group factors to which they belong rather than technical aspect of change. Thus, the degree of resistance to change will be determined by the effect of change on people's need satisfaction and the way the change agent brings the change.

### Organizational Factors responsible for Resistance to Change

Beside individual factors, the organization also may resist change. Some of the organizations are so designed that they resist innovation and change. For example, organizations that perform a narrowly prescribed assortment of functions oppose change. They create strong defence against change. This is the reason why many organizations fail to change over a period of time, though this phenomenon may be disastrous to them.

Major organizational factors for resistance to change are as follows:

1. **Threat to Power and Influence:** A change is likely to be incorporated successfully if it has the blessing and support of top management. When people, at the top level, consider change as a potential threat to their position and influence, they resist it. A change is likely to produce new power equilibrium with more emphasis on knowledge and new skills. This new equilibrium may reduce the amount of power and influence of people at the top which may not be liked by them. Therefore, they may resist any such change.
2. **Organization Structure:** Some forms of organization structure are more resistant to change, for example, bureaucratic structure. A bureaucratic structure where lines of communication are clearly spelled out, jobs are precisely defined, works against change. Since all these are prescribed rigidly, there is very little scope of making changes. Moreover, the flow of information from top to bottom level is stressed. Therefore, there is every possibility that an information initiating or necessitating change may be screened out at the higher level itself because change does not suit the present organization structure. Unless the person at the top is highly dynamic, change will always be resisted.
3. **Resource Constraints:** Many organizations resist change because of resource constraints. It is to be noted that all organizations have limited resources because resources are limited by their basic nature. However, some organizations may feel resource constraints more than others. In such a case, the organizations may not like to incorporate change because it involves some additional cost at least in the beginning.

4. Sunk Costs: Organizations may also resist change because they have invested in fixed assets and other resources. These costs cannot be recovered unless the assets and resources are put to productive use. When change is incorporated, many of these resources become useless. This may be true for assets as well as for persons also. For example, earlier it has been seen that change may result in obsolescence of skills. However, an organization will have to bear the cost because it cannot dispense with these people. Similarly, assets cannot be replaced because of change in technology. Naturally, the organization will like to continue with the old system.

#### Overcome Resistance to change

Unless resistance to change is eliminated properly, the change may not be beneficial to the organization as intended. Change may be dysfunctional if it has been forcefully implemented without handling the problems. Management should adopt techniques and actions through which people accept changes willingly rather than forced to accept change. Overcome Resistance to change can be overcome through two levels:

1. Efforts at individual level

2. Efforts at group level

Efforts at the Individual Level The management can use the following strategies to overcome resistance by the people and to introduce changes successfully: Education and Communication; Inadequate or inaccurate information can be a reason for the resistance to change. An appropriate communication programme can help in overcoming this resistance. Workers can be given necessary education about the change, its process and its working through training classes, meetings and conferences. The reasons about the change must be communicated very clearly and without ambiguity. Communication can help dissipate some fear of unknown elements. Management should also see

that there is a two way communication between the management and the workers so that the former comes to know about the reactions of the latter directly without delay. All this will help persuade employees about the necessity of change and once persuaded they may actively want to have the change. Participation and Involvement: Individuals will find it difficult to resist the changes in which they participated. Prior to making a change, all those persons who are going to be affected by the change, can be brought into the decision making process. Their doubts and objections should be removed to win their cooperation. Getting opinions out in the open, so that they are looked at and evaluated is an important trust building task. This involvement of the workers can overcome resistance, obtain personal commitment and increase the quality of the change decisions. But this method may lead to a lot of time consumption as well as it may be a potential for poor solutions.

Commitment: Commitment is the further steps to participate and involvement. It is an agreement between change agent and change resisters to take active part in the actual mechanics of change. Commitment to take part in change programme helps to avoid misconception regarding change among the people. Feeling of commitment brings confidence among the people and their feeling of team work increase. When people aren't consulted and change is forced upon them, there is likely to be more resistance. This is especially the case if people believe their jobs will be at risk. Leadership: Leadership plays a very important role in overcoming resistance to change. A capable leader can reinforce a climate of physical support for change. The Greater the prestige and credibility of the person who is acting as a change agent, the greater will be the influence upon the employees who are involved in the change process. A strong and effective leader can exert emotional pressure on his subordinates to bring about the desired change. Most of the times, there is no

resistance from the subordinates and if they resist, the leader tries to overcome resistance by leadership process Efforts at the Group Level A group is a cluster of persons related in some way by common interests over a period of time. Members of the group interact with each other and develop group cohesiveness among them. That is why although change can be obtained individually; it is more meaningful if it is done through group. Therefore, management should consider the group and not the individual as the basic unit of change. Group dynamics offer some basic help in this regard. Darwin Cartwright has identified the following characteristics of group as a means of overcoming resistance to change:

1. If both the change agent and the people target for change belong to the same group, the role of group is more effective.
2. If the people have more cohesiveness and strong belonging to the group, change is easier to achieve.
3. The more attractive the group is to the members, the greater is the influence of the group to accept or resist a change.
4. Group can exert more pressure on those factors of the members which are responsible for the group being attractive to the members. Normally attitudes, values and behaviour are more common factors determining the group attractiveness.
5. The degree of prestige of a group, as interpreted by the members will determine the degree of influence the group has over its members.
6. If any attempt is made to change any individual or some individuals which deviates the group norms there is likelihood of the change attempt being resisted by the group.

Thus, the management should consider the group as the basic unit of change. Group interactions should be encouraged; it

should be provided full information by the management. The management should also explain the rationale of change and try to convince that the interests of the group members would not be adversely affected. Group dynamics also help in providing various training programmes for accepting and implementing change. Effort at Group level can be done in two ways:

1. 1. Group Contact: For overcoming resistance to change, a group itself should be the point of contact. Group representative can be contacted and information regarding change programme can be talked with group leader or representative. Also their doubts must be solved by clearly information about the change programme. Group representative can talk to management on behalf their team members.
2. Group Dynamics Training for change: The social process by which people interact and behave in a group environment is called group dynamics. Group dynamics involves the influence of personality, power, and behaviour on the group process. Group Dynamics provides help for designing training to get acceptance for change and its implementation. Such training may be in the form of Role Playing, Sensitivity training or T-group training etc. Such training programme helps members to recognize the need for change in the present working, to develop tolerance for others including tension arising out of change, and how members can contribute in a better way.

### Change Agents

Any planned change needs change agent. Change agent is the person who initiates change in the organisation to increase organizational effectiveness. Planned change may be change in people, structure or technology. Any resistance in introducing change is overcome by the change agent who

motivates the employees to accept the change. Change agents can, thus, be: 1. External Change Agents and 2. Internal Change Agents.

1. External change agents:

They are generally the behavioural scientists who specialize in human behaviour. They work as consultants for the company and devise its change strategy.

The Role of External Change Agents:

1. They take total view of the organization as a system.
2. They are not much affected by norms of the organization.
3. They do not view change as an on-going process as they are appointed by the organization for specific tasks.
4. They use diagnostic skills to diagnose the problem and plan the overall strategy for change.
5. Their role is comprehensive in nature.
6. Their role is primarily that of process consultation that is, deciding the process of introducing change.
7. They help the organisation move towards self-renewal and growth

2. Internal change agents:

They are continuously involved in the change process. They belong to the organisation only and depending on the need where the change is required, they are selected from different levels and departments. Internal change agents are usually the managers who are trained by the consultants (external change agents) to implement change as an ongoing process. They introduce change within the broad framework of change strategy devised by the external change agents. They also lead the members to implement the change process. Internal change agents may also be change advisors appointed from specific departments for specific periods. After the change programme is completed, they go to their original departments. They convince organizational members to accept and implement the change. What they learn from the

consultants, they communicate to the managers and promote behavioural skills to smoothen the change process.

1. They accept the system as given
2. They apply change practices suitable to the needs of the organization within the organizational norms.
3. They view change as an on-going process with minor or major changes in the components of the organization
4. They use problem-solving skills to deal with problems related to change.
5. Their role is secondary to that of external agents.
6. Their role is primarily of implementing the change process. They work as trained by the consultants. Their role is primarily educational as they educate people about the need for accepting and implementing the change.
7. They sustain the organisation to maintain their competitive position. Categories of internal change agent can be of two types.
  1. Chief Executive: The Chief executive sponsors the change programme and provides leadership and support for its success. Bringing in change on a large scale is a demanding task for any Chief executive. He needs to leverage the forces for change talent in the organization to ensure successful change. A Chief executive has to be clear about his role and his plan of action. His role as a change agent is of paramount importance especially during the initial phase of the change process. When the change process proceed smoothly, the role of the chief executive may gradually reduce and other members of the organization should act as change agents
  2. Change advisors. In the organization, it is the change advisors who are primarily responsible for bring change. Depending upon the need, many change

advisors can be appointed for specific periods. When the programme is completed, they go back to their original work. They work in harmony with consultant. They are trained by consultant before actual implementation of the change. His role is primarily educational. He helps the managers to develop appropriate behaviour and skills required for the change. According to Walton change advisor should have following types of skill-Diagnostic, behavioral, attitude for acceptance and personal qualities to provide emotional support and reassurance.

### Steps Involved in Carrying Out a Successful Change Activity and Techniques Used by Change Agents in Driving Change

#### Steps Involved in Carrying Out a Successful Change Activity

There are steps usually followed by the change agents in the course of carrying out change in where their targeted persons are. These steps are basically five in number. Also to mention is the fact that these steps follow a sequence, otherwise the change being pursued may not be achieved. The steps are as follows:

Five steps to be involved in carrying out a successful change

- i. Acknowledge and understand the need for change.
- ii. Communicate the need and involve people in developing the change.
- iii. Develop change plans.
- iv. Implement change plans.
- v. Evaluate progress and celebrate success.

i) Acknowledge and understand the need for change: The first step in any change process is acknowledging and understanding the need for change. This however indicates

that even when change is perceived, it should not be responded to immediately. Rather, the change agent should try spend time in understanding the prevailing situation and the change itself. This would definitely involve people coming together to brainstorm on what kind of solution and approach would be desirable for the change to be able to solve addresses the complexity of the problem.

Start by understanding why the change needs to happen. Responding to Social Change highlights the change agents in the external environment impacting on an organisation and which are likely to spark the need for change.

ii) Communicate the need and involve people in developing the change: Once you and those working with you have explored the situation and fully understand what needs to happen, you will then need to communicate this to those who need it. Communicating the needs by the change agent will arouse farmers interest and gives them a sense of belonging to the change been anticipated or pursued. The change agents will through the communication process know what motivates them and how this change will affect them.

Involving beneficiaries has particular challenges and significant time and resources need to be dedicated to ensure this is carried out effectively. This stage can be frustrating because many of the questions they ask you will have already considered back at the beginning of Stage 1. However, it is important to give communication and involvement the time it needs.

iii) Develop change plans: Having clearly communicated and developed a shared understanding of the change with the farmers, you need to make out your plans for the change. The first aspect of developing a change plan is to detail line-up of questions that need answers. Such questions would include:

what you want to do in line with what the people are expecting. You have to be exact. What precisely will be different from what existed before? This is necessary to arouse stakeholder's interest. What are the objectives you want to achieve? In what way do you intend to measure performance? Specify the change you want to see and understand the change. Take a look at the project planning framework to help guide you along the scheduled activities.

iv) Implement change plans: This is the stage that follows the after planning has been completed. So this stage is tagged as the change itself. The change agent must make sure everyone knows what has to happen and what their role is. It is the duty of the change agent to provide the support and watch out for stress and proffer solutions. Take a look at team/individual change to understand how the farmers are reacting to the change and how these reactions can be managed by you, the change agent.

v) Evaluate progress and celebrate success: Evaluation is all about assessing the change/work that is going to determine success. As soon as you can start identifying what is going well, assume it is successful, make sure people are thanked appropriately, their hard work acknowledged, and successes celebrated. With that, the people will be encouraged to continue.

### Techniques Used by Change Agents in Driving Change

A good change leader or agent will leverage on various change management strategies/techniques and the combinations of these strategies/techniques to support the anticipated change. Here are a few of the commonly used techniques by change agents.

i. Change Management Exercises This technique is such that has to do with the change agent, who is the change manager to ensure that he

conducts activities and as well carries out exercises that are good enough to encourage the farmers on one hand and other stakeholders on the other hand to understand and embrace change as it were. The exercises to be carried out by the change agent/change manager help to provide an opportunity to communicate about the change to the farmers and other stakeholders, gauge the underlying objectives of the change, and understand the benefits to be derived by them of getting on board early on.

- ii. Emphasize on Derived Benefits: Emphasizing on the derived benefits by the change agent to the farmers and other stakeholders is put in another way as WIIFM (What's In It For Me). This is a technique where the change agents adopt a style of appealing to seriously farmers and others involved on the need of the change and the benefits that hope to get from it. This stage would involve change agent to customize communication on farmers/stakeholder's basis or team's level of involvement in the change and its impact on them. The communication will let them know what to do and what is to be done and the benefits that would emanate from the change. This communication depicts or assures ownership and that is what people want.
- iii. Stakeholder/Farmers Analysis: Stakeholder analysis is a project management technique used to analyze and categorize different stakeholders affected by the change initiative. This analysis provides insights into how change agents can address the stakeholders'/farmers interests, keeps them abreast

with the transformation expected to be introduced by the change, and helps to guide against any form of disruption. The change agent should create table to record responses of all stakeholders/farmers. The assessment of the stakeholders/farmers should also be recorded together with their expected attitudes to the transformation brought by the change.

iv. Persuasive Technique A change agent must put up the skill and courage to be able to compel the stakeholders/farmers through constructive and reliable arguments to influence and convince people on the need of the change and the benefits that are expected from the change initiative. In addition, the change agents should go far again to intimate them of the associated implementation plan required to deliver the change. Also to be made known to the farmers/stakeholders are the specific strategies which are expected to be used by the change agent which would also be different and in line with farmers situation and according to the prevailing activities.

### Skills, Qualities and Challenges of Change Agents

#### The Process of How to Manage Change

The process of how to manage change is such that when the change is properly managed, it brings large scale organizational changes which must be managed properly. Employees must strive to appraise the situation so as to identify major barriers and evolve strategies to deal with the new situation. Implementing the change process is as immense as the challenge of creating innovative business process solutions. Change if not properly managed brings destruction as well. Incorporation of both these hard and soft skills will help to win widespread support for process changes and methodologies to execute the solution effectively.

As a change agent there should be the following attributes:

Sensitivity Training: Sensitivity Training refers to a method of changing behaviour through an unstructured group interface.

Training groups aim at the following:

- a. Understanding one's own behaviour and how one's behaviour affects others
- b. Understanding why people behave the way they do.
- c. Encouraging them to try out new ways of interacting with people and receiving feedback.
- d. Understanding group processes.
- e. Developing tolerance for other people's behaviour.

### Skills of an Effective Change Agents

There are different skills or styles adopted by a change or an extension agent in carrying out change in the organization where the people operate from. The adopted skill has much to do with the beneficiaries/followers, the change agent situation and the technology or change to be impacted on the people. The adopted skill is not anything to joke or toil with. Here are some of the skills that could be used to impact change by a change agent:

- a. Know the benefits the changes will bring: The change agents will just have to know the bigger picture the change has got to offer both to them and the target audience and even the organization itself. For this reason, the change agents will allow and also have the patience to play along and have the change have its way and impact on the people.
- b. Stay in touch with the human side of change: The change agent under this skill will do well to carry members of the team along in the change programme. No matter the nature of the change, the skill to apply here is to carry people along. What it purports is that change agents must remain visible and listen to their team all the time, remaining sensitive to their needs in order to get the most from all the different characters in the room.

c. Balance this emotional intelligence with a relentless focus on the bottom line: The change agents should try to balance their beneficiaries' emotions with what the change come with. Actually, If they care too much about what everyone thinks, nothing will ever get done. Change agents have to use their authority and get things done in driving the change to the people, if financial performance isn't to suffer. So while they'll take in people's attitudes and emotions, they'll still focus on concrete results.

d. Embody the change: Change agents only get to know their terrain, the nature of where they are going to function and have a general understanding of the area. In taking the nature of the area into consideration, they'll take a risk and expect it to pay off, that is having the change impact on the people. And above all they'll show that they're in it as much as anyone else by walking the talk.

e. Open up the process: This stage has to do with knowing how to get the change across to the target people, which is the beneficiaries. So, the focus of the change agents would be to having an eye on the result – that is the expected change being driven to the people. The change is achieved through brainstorming with the rest of the team and being open to incorporating their knowledge. They should be a catalyst for change that is to facilitate the process rather than shouldering the burden.

f. Remember what's great about the business already: Change is all about stability, so the old ways shouldn't be abandoned entirely for the allure/sake of the new technology. The change agent must try to be consistent in ensuring continuity of the change that is being developed and its impact on the people. They must also try to be stable in the face of all this other change.

### Qualities of a Change Agent

Quality in anything we do, and in persons like change agents is key to success. There are however different qualities change agents should possess for change to be get to its beneficiaries and in the expected form while making its impact to the people. A lack of the necessary qualities will make the change not to be conducted smoothly and regularly, and the resultant could become morale disasters full of missed objectives and a lack of commitment from the people necessary to make change happen. In order to become a truly effective change agent, the five qualities explained must be taking into consideration:

a. Flexibility: Flexibility in this circumstance implies being open, share and apply or incorporate yours and people ideas. Such a case of being open to change requires an entrepreneurial attitude. Leaders have to tap into other people's creativity and innovation to find solutions (change technology) to alternative ways to grow and exploit opportunities that will help improve the system. This includes tapping into the creativity of others by connecting with people (inside and outside of the organization) of different generations and backgrounds to gain a deeper understanding of perspectives, experiences and personalities. Flexibility generally gives room for change to thrive.

b. Diversified Knowledge: Successful leaders of change avoid getting stuck in the confines of old knowledge or technology. The leaders have to look at what the old or previous technology was in a particular place, see to what exist in other places and seeing what is working and applicable to their own environment or situation that looks forward for a change, the leaders can gain valuable insights and spot new opportunities for change that will result to growth. To diversify knowledge, it's vital to develop curiosity as a life-long learner. Besides staying abreast of what is happening both inside and outside

of change agent's environment, gaining new knowledge that can help support change agent development.

c. **Prioritization:** In creating change, it's often helpful to tie specific priorities to the overall goals of the change. These are must-win battles that determine success or failure and are focused on improving the change agent goal. Doing this will streamline decision making and create a clear picture of how the change agent would measure up to expectations. Identifying and understanding external forces of the developed change and disruptors can help to set the internal priorities that determine actions, leading to results. By and large, priorities must not be compromised.

d. **Accountability and Responsibility:** People respect courage and accountability. In order to lead effectively, executives of the change and the change process need to ultimately hold themselves responsible for their team's performance. They may have to make decisions that go against opinions of majority and which may cause conflicts. What is important is that, they must be sure to be taking this decision with conviction and take responsibility ownership of the consequences that may emanate. Taking such responsibilities, will ultimately demonstrate that their intentions are motivated by the best interests of the organization they represent and thereby gaining the trust of their people.

e. **Effective Listening Skills:** Effective change agents should be able to listen effectively to the target audience he/she is meant to serve. Such listening can bring about wise contributions that can be taken into account when looking for solutions. Leaders who have the ability and patience to listen will develop stronger relationships with their people by gaining trust. This trust will help in helping to get the audience welcome and accept the change.

## Challenges of Change Agent

Although every change initiative is different, all change agents face similar challenges. The challenges have nothing to do with how much experience the agent of change has or what type of initiative the change agent is implementing. Boldly speaking, as a change agent, when you start changing a system, there are bold steps and actions that the change agent must take that will make him/her succeed in implementing the results of change. Going along, the change agents can get better and more comfortable at facing these challenges and getting improved results as they overcome. Challenges will always be there as they are part of the fabric of organisational change. These are the five challenges that every change agent deals with on a regular basis:

- a. Navigating politics. Politics play out in every sphere of life. These actions have so much to do with making compromises and allowing some-not-to-do-things to happen. Playing politics means taking advantage of the system of power and relationships in the organization. While some change agents would want to indulge in politics, others on the other extreme would prefer to ignore politics altogether. However, the effective approach to politics is somewhere between ignorance and exploitation. The challenge is whether or not to play politics with the objectives and goals and the method to be used to actualize the change. Playing politics can facilitate the process of goal achievement on one hand or frustrate the process and goal achievement on the other hand.
- b. Balancing getting your way with gaining buy-in: The issue here is balancing what you the change agent wants to do, what the organizational change that is being traded and the target audience opinion. The change expert needs to strike a balance between all of these, while pursuing the goal of the organization. Let's face it; when it comes to your change initiative, you are

probably the smartest person in the room. Again, the problem is, you can't just tell everyone what they should do! Instead, they should be allowed to participate and feel ownership, which requires letting them do it their own way at times. The change agents should know when to push and when to relax your requirements can be a tricky balance.

c. Speaking the truth. If change starts anywhere, it starts with the truth. Before people change, they have to acknowledge that change is required, and in order for that to happen, someone - the change agent has to say it out loud. Whether it's saying the thing that no one else wants to say, or sharing personal feedback in a difficult conversation, change agents must speak up. The challenge is choosing when to speak up and selecting the right words, so you can maintain relationships while enabling the change to happen.

d. Fighting for attention: As change organization is doing its best to have the change going on, the change itself will still be working and its impact is still been felt amongst the people. Since you can't do the whole thing yourself, keeping the initiative going is a matter of getting other people to devote time and effort to move it forward. As a change agent, what one needs to do is to figure out how to first gain attention and then influence people to take action or change their behavior in a reasonable amount of time.

- d. Staying objective. As a change agent working in an organization that drives change (like Ministry of Agriculture) the change agent knows that he is being guided by the objectives of the organization. To this end in view, the change agent doesn't need to go outside the objectives of the organization and by doing this, goals are easily achieved. Number of years the change agent has worked in the organization is a factor here. That is, the longer the number of years one has worked in the

organization, the more he gets acquainted with the objectives of the organization, and so he is bound to be speaking the truth the more. Keeping an objective viewpoint is a difficult yet essential skill for effective change agents.

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**UNIT 7:****THE NEED FOR CHANGE IN SCHOOLS****Outdated Curriculum**

Many traditional school curricula were designed decades ago and have not kept pace with the changing needs of society. The world is evolving rapidly, with advancements in technology, globalization, and new challenges emerging. Schools must adapt their curricula to ensure students are equipped with relevant knowledge and skills for the modern world, including critical thinking, problem-solving, digital literacy, and socio-emotional skills.

**Standardized Testing**

Overreliance on standardized testing can hinder a holistic approach to education. These tests often focus on rote memorization and regurgitation of information rather than fostering creativity, innovation, and practical application of knowledge. There is a need to shift towards assessment methods that evaluate a broader range of skills and abilities, including project-based assessments, portfolios, and performance-based evaluations.

**Individualized Learning**

Students have diverse learning styles, interests, and abilities. However, many schools still follow a one-size-fits-all approach to education, which can lead to disengagement and limit the potential of individual students. Implementing strategies that promote personalized and differentiated instruction can help accommodate the unique needs of students, allowing them to learn at their own pace and explore their areas of interest.

### Focus on Critical Skills

In addition to academic knowledge, schools should prioritize the development of critical skills that are essential for success in the 21st century. These skills include critical thinking, problemsolving, creativity, collaboration, communication, adaptability, and resilience. Schools can better prepare students for the challenges and opportunities they will encounter in their personal and professional lives by emphasizing these skills.

### Integration of Technology

Technology has transformed various aspects of our lives, yet its integration into education has been uneven. Many schools still lack the necessary infrastructure, resources, and training to leverage technology effectively for teaching and learning. There is a need for schools to embrace technology and leverage its potential to enhance student engagement, provide access to diverse learning resources, facilitate personalized learning, and develop digital literacy skills.

### Well-being and Mental Health

The well-being and mental health of students have become of significant concerns. Schools need to prioritize the social and emotional development of students, creating supportive environments that foster positive mental health, resilience, and emotional intelligence. Providing adequate counseling services, promoting mindfulness practices, and incorporating well-being education into the curriculum are some steps schools can take.

### Cultivating Global Citizenship

With increasing interconnectedness, it is important for schools to cultivate global citizenship in students. This includes fostering an understanding and appreciation of diverse cultures, promoting empathy and tolerance, and developing

global awareness and intercultural competence. Schools should encourage international collaborations, promote experiential learning opportunities, and integrate global perspectives into the curriculum. The need for change in schools arises from the rapid changes in the world, the limitations of outdated approaches, and the evolving needs of students. Thus, embracing innovative approaches, and by addressing these issues schools can better prepare students for success in a rapidly changing society and empower them to become lifelong learners and engaged global citizens (Chen & Zhang, 2022).

The Importance/Need for Change and Innovation in educational system (Higher Education in focus)

Change and Innovation in the educational system often come about when the current practices are challenged and questions are being asked about the way things are done. The search for a more efficient way of achieving educational objectives may lead to proposals for either a new way of doing the something or restructuring the current provisions to enable the achievement of some set goals. There are a number of reasons why change and innovation is very important in the field of Education:

For the Transformation of the Society

As noted in Achunine (2006) one of the roles of education is to meet the needs of the society. Schools are instruments of change and societies' problems are expected to be solved through its education system. As observed by Yoloye, (2002) the education system of a country as a subsystem of the social system is often saddled with the task of bringing together into more harmonious relationship all the clements of the social system, towards greater development. The education system devices newer and more efficient ways of solving these problems, which is done through change and innovation. The

need to transform the Nigerian country into a scientific and technologically oriented state led to the demand for manpower with science and technology orientation. This in furl to greater emphasis in science and technology based programmed and the development of specialized universities of technology, science and Agriculture, Monotechnics and polytechnics Education has to respond to increasing demand for society's transformation and growth through educational change and innovation that are cost effective and result oriented.

#### The Need to Truly Professionalize Teaching

The teaching profession is the mother of all professions. At a stage in the development of the profession, it appeared that only lips services was being paid to this otherwise noble profession. Many teachers/Lecturers left the profession for other "more prestigious professions because of low states being accorded to teaching. There arose a sudden realization that the teaching profession has to be raised to a status comparable to other more highly recognized professions.

Teachers/Lecturers are the pillars of the education system and the most essential determinant of education effectiveness. If teaching is to be transformed into an enviable profession it is meant to be, there must be positive changes in the quantity and quality of teachers, teaching materials, methodology and organization including adopting newer ways of motivating staff for improved productivity (Achunine, 2006).

#### To solve the Problems of the School system

Population explosion in the university system has become a serious issue in educational planning and management, so are other intimidating problems like examination malpractices, apparent fall in educational standards and outcome. The education system is therefore challenged to discover new ways to improve education delivery. The decentralization of

teaching through the use of learning devices and correspondence programmes, appears to check population explosion to some extent. The introduction of new media such as audio & visual equipment, computers and other electronics (outside-system innovations) have their influence on education delivery as they generate new methods of educating the learners. Innovation emerges to help solve the problems of the school system (Ekeh, 2014).

#### To Solve the Problem of Insufficient Funds

In the late 1980s and early 1990s the educational system witnessed a heavy short fall in government funding. Universities had to change from total dependence on government for funding programmes and projects to embarking on innovative self-sustaining programmes like sourcing for donations in each and kind from wealthy individuals and friends of the school, engaging in commercially integrated farming, endowment fund and alumni fund arising. Moreso, because of dwindling resource allocation to schools there arose a strong need for government, communities and schools to develop newer ways of funding education. This led to the establishment of the Education Tax Fund (ETF). The Education Tax Fund was established in 1993 under Act No. 1 by Federal Government in reaction to a agitation for reform in education funding. The main source of income available to the fund is 2% levy paid from the assessable profit of companies registered in Nigeria. This is seen to be a dynamic intervention which has greatly improved the level of funding of educational Institution in Nigeria. Also multinational companies, especially oil companies are being approached by host communities to contribute to education. They in turn award scholarship to students, provide equipment, books and laboratories for institutions (Achunine, 2006).

### Inadequacies of the Existing Practice

Whenever the existing practices are found inadequate or incapable of achieving desired educational objectives, the need to try out new ideas, skills and innovations arises to accomplish the goal. For example, the old practice of lecturing student-teachers as a method of preparing them for teaching was found to be autocratic in the sense that student teachers were told how they have performed and where they went wrong. The emergence of microteaching session in teacher preparation is seen to be more effective as the student teacher is able to practice in a non threatening environment and is able to do self-evaluation based on feedback of actual teaching of audio/visual technique, video tape recorder (VTR) etc (Ekeh, 2014).

### Research Development

Research studies have generated more knowledge in the education sector be it, in psychology, curriculum, adult learning, administration, methodology etc. New discoveries and better understanding in all areas of education lead to the introduction of innovation. Research results led to the change from subject-centred learning to child-centred learning as a better teaching approach for children. Programmed instruction and computer-assisted instruction and are all results of researches which indicate that students differ characteristically in their learning needs and methods. These devices tend to address these differences to achieve better results. There is need therefore to accommodate research results through the introduction of educational innovations (Ekeh, 2014).

## The Main Challenges Facing School Leadership and Management

The main challenges facing school leadership and management can be summarized thus:

### Efficiency-related challenge

The main reason for efficiency issues is the existing surplus in material and human capacities in schools as a result of a decreasing birth rate; moreover, regulations fail to stimulate the reduction of those capacities. Maintainers have been grappling with difficulties arising from the consequences they have to face given the constraints imposed upon them by the logic of institutional rationalization. Because of the features currently characterizing the manner in which financing is provided and of the prevailing demographical conditions, the aim of schools today is to draw as many students to their institute as possible.

### Challenges to increase sensitivity in terms of performance

The Programme for International Students (PISA) survey led to a situation in which for example, Hungarian education was to face the results of an overall performance that was less favourable than what the public initially believed to be the case. The repercussion from that survey was that the system of education began to focus on the development of key competences beside the notion of cognition in the teaching process. The fact that competence-based education has vital consequences both for organizational techniques and for teaching methods to be used in Hungarian schools still goes largely unnoticed by the teaching staff. The assessment of competence - a method in use since 2001, and a new type of secondary school-leaving examination, introduced in 2005 - provide feedback for schools on as well as via students about performance at institutional level. For now, the manner in

which that information is to be used is a matter for individual schools to decide on.

#### Challenges to handle inequalities and heterogeneity

Due to a set of strong selection mechanisms, the PISA 2000 survey identified more significant differences between the performance of students learning in different schools than in situations when the assessment mechanism was applied for students attending the same school. The answer to this phenomenon is inclusion and integration, equally representing a new challenge for school management.

#### Challenges vis-a-vis teacher supply and motivation of teachers

In Nigeria, the social prestige of a teaching career is low. Moreover, the career of an educator has in the past ten years become even more limited in its scope of professional outlook, and young teachers are seen as having a hard time trying to get themselves teaching jobs at schools. Financial motivation has limited possibilities as additional resources for extra workload put on middle management such as vice-principals, work community leaders and head teachers are not available. Leaders are faced with the problem of lack of motivation.

#### Technological and pedagogical challenges

Currently, a challenge for innovation appears to manifest itself in three areas: competence based education, learning of foreign languages and the use of info-communication technology (ICT). It is a key priority for schools to introduce these areas into their daily educational routine.

#### Fast changes in the legal environment

Since changes in the political system have occurred, individuals involved in public education have been affected adversely by regular and quick changes. In many cases, survival techniques and purely formal adaptation rather than real changes are the answers to problems.

### Socio-Cultural Parameters of Change

Change is a human necessity. It evolves rather than take shape in fits and starts. Change in education is no exception. Nevertheless, innovations that negotiate' the actual change in the system and the society at large show dolphin - like behaviour - leaping above the surface at different places and times. However, innovations are only an instrumentality of change, not change per se.

Societies, systems and institutions particularly with long traditions have a tendency to resist innovations and efforts at change. This is both due to self- fulfilling prophecies of the systems with time-tested methods and also lack of resilience to restore the dynamic equilibrium that is always disturbed by new methods, practices and processes. The older the society and the institution, exceptions apart, the more difficult it is to change.

Educational change is integrally linked to the various processes and institutions in the society. Within a societal framework, the various social institutions including education, adopt innovations to change. Such acts of innovating are either pro-active, reactive or retro-active. In fact, though education has been proclaimed as an instrument of social change (assigned a proactive role), it has primarily been reactive, and more often inactive. The core process of education namely, curriculum design and transaction in the developing countries has remained rather unchanged, at best, has changed only marginally. If education has to play a proactive role in ushering in social change, change within education becomes a necessary pre-condition, as stagnation in education hinders changes in society.

### Nature and magnitude of change

Change occurs naturally as a response to both socio-economical and technological changes. Educational change

can also be effected deliberately through planned intervention - 'planned change' is one of the major schools of thought today. Change as a responsive process - both planned and unplanned-can take two different shapes. In one form it takes the entire system into its fold. For example, right at the dawn of her independence, India resorted to five year plans for development, covering the entire country and all aspects of life. This is a case of planned holistic change. Let us take the example of Eritrea, a newly liberated country. As a matter of policy and practice, part of summer vacation is devoted by all students and teachers for national reconstruction with the goal of speeding up the process of development and 'sensitizing the budding youth about the development related problems of the country. Since the programme encompasses all, it is both systemic and planned.

Another form of change is incremental, through intervention in a chosen area of a system. For example, examination reforms in education are introduced to modernise examination system without necessarily changing the curriculum and the instructional process. This approach is also called piece-meal social engineering. Modernization of examination may indicate need for change in the instructional process and changes will follow in the instructional system. In fact, much of the institutional changes are efforts in piece-meal social engineering.

### Models of Change

There have been several efforts to capture the process of change in a conceptual framework in the form of models of change. Such efforts have documented behaviour modification models at the individual level as well as organizational change models. Different models proposed by various authors can be classified largely into two categories on the basis of source of initiation or origin of concern for change. These are indicated in the table below. A caution

however; none of the models is exclusive so far as their source of origin is concerned. The variation is only in degree; self-initiated models emerge from internal concern but seek external help and vice-versa.

Self-initiated Models	Externally initiated Models
Problem Solving	Rational-Empirical
Social Interaction	Normative Re-educative
RD&D	Power- coercion
Organization Development	Systems Model

### Self-initiated models

The first three under this head are institutional models - relevant to a school, a college, a university, an open university and the like.

### Problem Solving Model

Problem solving model is essentially a need-reduction model where the client's perceived need is the starting point of intervention. Havelock (1973) refers to terms like "client-centred therapy", and "student centered teaching" as expressions of a need-reduction model. Although the role of external change agents is not ruled out in this model, the need for collaboration and understanding of the client's need are two important components. The Organization Development Model can be one of the practical applications of Problem solving Model. As Havelock maintained, "The model is a general one and could apply to a process inside a single person, or inside a group, an organization, a community, or society as a whole". As viewed by this model, the problem solvers may also be outside specialists ("change agents", "resource

persons", etc) but they will act in a two-way reciprocal and collaborative manner, if they are to be effective.

#### The R, D&D Process Model

R, D&D (Research, Development and Diffusion) Model has been quite popular in the western world, the USA in particular. The starting point in this case is research and new products through research. It presumes that if there is knowledge (or a new product), there will also be a consumer. Unlike the problem solver model, consumer need is only implicit, research does not necessarily address itself to need-reduction of the client.

The progress in medical field, engineering, more particularly agriculture has been possible through knowledge development. "There is a transformation of knowledge from basic research to applied research and development which goes on in the agriculture-related departments of the land grant colleges and universities. This R&D process is systematically linked to the Cooperative Extension Service, an elaborate mechanism which diffuses the developed knowledge to the farmer. This system, taken as a whole, thus seems to exemplify the orderly transition of knowledge from research to development to diffusion and finally to adoption by the consumer" (Havelock, 1973).

Of late, examples can be found in education particularly in open and distance education. In early 60's, research was initiated on programmed learning largely to find new means for optimizing human learning. Research over the next two decades bore it out that self-instructional programmed or semi-programmed material is more effective than conventional lectures. Open and Distance Education system all over the world utilized this important knowledge. Similarly, modern communication technologies like interactive video, and internet were originally researched for communication outside education. The results of research and development

have ushered in a new multi-channel learning system in open and distance education.

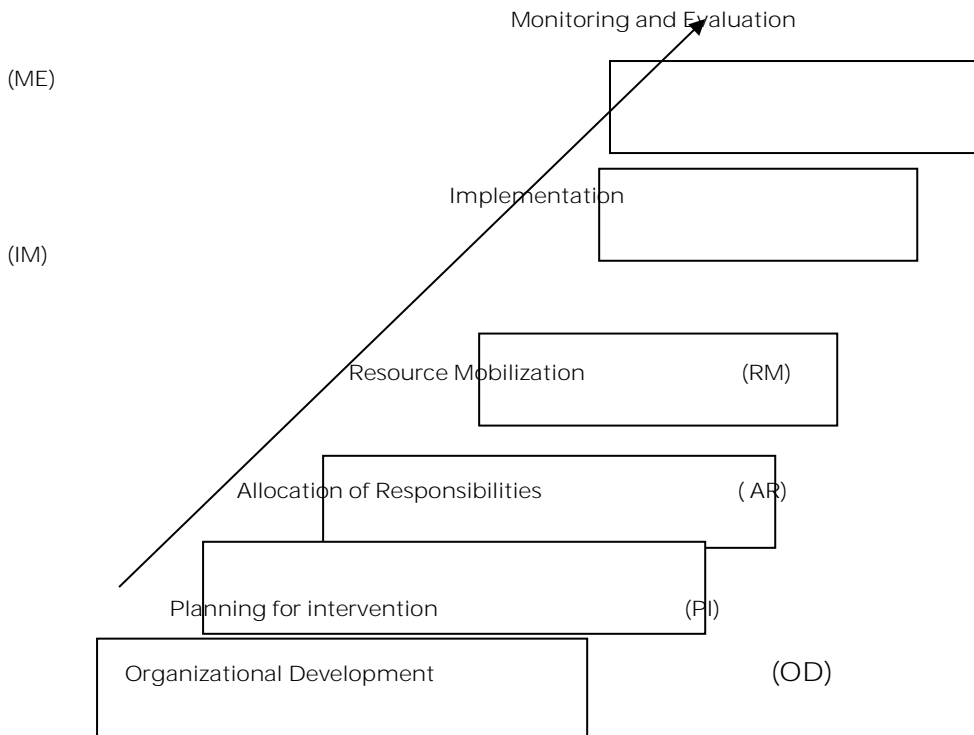
#### The Social Interaction Model

The nature of this model is implicit in the title itself. It visualizes society, or for that matter organizations within the society, as a network of units, 'roles, and channels of communication with organization and formal and informal associations forming barriers and overlapping connections'. It does not view society as a system; instead it gears all the various components towards a common goal and output. The primary focus is on management of change through interaction between and among various stake holders in the change process. According to Havelock, this approach has contributed the largest amount of empirical data on dissemination and utilization of knowledge.

Besides these three clearly defined models, there is a synthetic model where the beginning point is need-reduction. In order to find means of need- reduction and in search of tested alternative solutions, RD&D approach can provide good support. As organizations are social systems, changes happen due to, and through, the people in the organization. The tenets of social interaction model provide the firm basis of human involvement in the management of change.

#### Organization Development (Diagnosis)

Organization Development or OD is one of the widely used technique of management of change. It comprises five sequential stages of action –



In this model, it is important to mention that there are several alternative techniques in organizational diagnosis - SWOT Analysis and Survey Feedback are the two common ones. The second important feature of this model is participatory process. In this model, right from diagnosis to monitoring, everything is done collectively by the people in the organisation.

#### Externally initiated models

The basis of the Rational-Empirical Model is the assumption that reason is the basis of change. Empirical evidences, corroborated with reason, can form the basis of organizational

diagnosis and planning for intervention. Research provides a sound foundation for planning for change through this model. The Power-Coercion model indicates the use of top-down power, rather authority, in the approach to planning and management of change. Innovations in this case are decided at the top and pushed down for implementation. In a larger context, changes in the totalitarian systems illustrate this model. Not only are innovations pushed down, this model also uses coercion for adoption.

Normative -Reeducative model is largely based on the cognitive restructuring concept. The first element is normative - setting norms by demonstration. This is different from prescription of the power orientation. The second component is re-education of the potential adopters. Setting norms on the one hand, and re-educating, on the other, leads to easier acceptance of innovation.

Unlike the Power-,Coercion Model, both Normative-Reeducative and the Rational-Empirical approaches are diffusion of innovation through creating conviction. These two models are slow in adoption of innovation, but are more sustainable and self-renewing. The Power-Coercion Model is fast but runs the risk of distortion of innovation and rejection at the first opportunity of change in the power structure. Changes are bought about when systems interact with one another through policy, planning and management processes. As you would notice, the policy provides the basic framework, rather direction of change. Planning, ingrained in policy translates policy into action plan and management, inlaid in planning actually implements the plan. To highlight the role of humans in management of change, self is ingrained at the centre.

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**UNIT 8:****MANAGEMENT SUCCESSION AS A  
FACTOR OF CHANGE****The Need for Succession**

Manpower planning always takes account of future withdrawals of labour. Labour withdrawal refers to all forms of subtraction from the labour force in the form resignation dismissal, deaths, and retirement.

This is a paramount importance because of the need to preserve the continuity of the business.

No matter the nature of the business or type of organisation, a very vibrant and valuable business may in the nearest possible future be worthless if the issue of succession is overlooked.

In big organisations, it is generally assumed that the next in hierarchy should resume duty when a manager/or an executive withdraws either through retirement, incapacitation, death or promotion. This however is not necessarily the case, as management could choose any out of the many senior officers or may want deputies to fill the vacant position. An alternative could be that management an experienced executive from a related organisation with different or related corporate culture.

In small business, succession takes place when owner/manager or the chairman/chief executive officer leaves the business, retires, is incapacitated or dies. Inability to plan for this separation has resulted in the collapse of many small businesses. To avoid the unpleasant situation, owner/manager should plan ahead for a possible successor. When this is done, it allows for smooth transition from one manager to another and thus minimizing disruption in business operations. If a good succession plan is put in place, it helps to avoid the

collapse of the business, minimize intrafamily quarrels and possible killing, prevents the sale of the business at give-away price to outsiders and helps to stop stunted growth.

In the case of big businesses, it may result to politicking, in-fighting, mud-slinging, slandering, blackmailing or even death.

### Planning for Business Succession

The necessary steps to be taken while preparing for management succession are:

- The chief executive of the business should orientate his mind in favour of planning ahead by reducing his resistance to planning.

- Take inventory of all the information required for successful operations. The following should be included in the inventory

- (i) Business financing
- (ii) General administration
- (iii) Policies for the functional areas
- (iv) Facts and figures about technical and operational aspects.

- Create a management inventory to include those managers who are likely to be promoted or transferred; those who are prone to leave the business within certain time limit; those who have exhausted their maximum capacity and are not likely to go beyond their present level and other management cadre with potential for promotion into managerial positions.

- Review the goals and objectives of the business with a view to finding a top assistant that best compliments the owner's abilities from the list of the present management job holders.

### Inventory of Facts and Figures for a Small Firm

#### (a) Inventory of Production

- List of machinery and equipment;

- List of products and services;
  - Description of layout, production schedule and control.
- (b) Inventory of Marketing
- Description of products and services and their channels;
  - Outline of market coverage and types of customers;
  - Description of promotion efforts.
- (c) Inventory of Finance
- Five years financial statement;
  - Account receivable;
  - Account payable.
- (d) Inventory of Purchasing
- Types and sources of raw materials;
  - Brief outline of vital suppliers;
  - Basic purchasing procedures.
- (e) Inventory of General Administration
- Outline of business profile;
  - Description of business organogram, key positions, job description and specification;
  - Outline of master strategies;
  - Brief outline of legal matters.

### Options for Succession in Small Business

Several options are available from which the right successor can be selected. The options are to be weighed by considering their pros and cons. They are:

(a) In case of sudden or forced departure, the owner/manager can plan early by writing a Will showing details of what to do in his absence. This is necessary to prevent intra-family conflict.

(b) The small firms can take life insurance policy on the owner. The proceeds can then be used to boost the business finance and this prevents serious disruption. The previously groomed successor can then take on good platform.

(c) The business can be sold to a family member in order to make sure that the business remains within the family to strengthen family ties and bonds. The main advantages of this option are:

- The enterprise remains within the family;
- More employment opportunities are further generated for family members;
- The former owner/manager is free to do any other job;
- The success of a new successor brings joy and uninterrupted continuity to the business;
- The family bond and statute is further enhanced and strengthened.

(d) Selling to an Outsider

When it is obvious that there are no relatives interested and willing to assume the mantle of leadership for the business, the owner/manager can as a matter of necessity sell to an outsider. The advantages of selling to an outsider are:

- It attracts better leadership that is hitherto not available within the small business;
- It fills the vacuum created as a result of the unwillingness of a relative to assume responsibility;
- The owner/manager is assured that his labour for many years is not brought to an abrupt end;
- It ensures a steady and continuous flow of income;
- It may result in positive rejuvenation of the business.

The Problems of Management Succession

The major problems of management succession are:

- Lack of preparedness to face the inevitable;
- Executive negligence at training or development of a likely successor;
- Since many businesses do not experience rapid growth, planning for succession will most likely not be given any reasonable consideration;

- Non-availability of suitable condition because of ownership structure;
- Lack of useful suggestion and counsel from outside the family circle;
- The owner/manager do not plan for retirement on time;
- Pre-occupation of management with routine matters;
- Most owner/manager leave succession plan to fate/chance instead of concrete action plan for succession;
- Family feud can scuttle or stifle management succession plan.

### The Role of Educational Leaders and Managers in Leading Change and Innovation

Educational leaders and managers play a crucial role in driving change and fostering innovation in schools. They do this by doing the following:

#### Providing Visionary Leadership

Educational leaders and managers should articulate a clear vision for change and innovation within the school community. This vision should be inspiring, realistic, and aligned with the needs and goals of the institution.

#### Empowering member of staff

Leaders and managers should empower teachers and staff to take ownership of innovation initiatives. Encouraging autonomy and providing opportunities for professional development can motivate educators to embrace change and contribute their ideas. They empower teachers to take ownership of their professional growth and development and encourage them to explore new teaching methods, strategies, and technologies. They provide opportunities for teachers to share successes and challenges, learn from each other, and collaborate on innovative projects. When employees feel empowered, they will solve problems, participate in administrative decisionmaking, have open discussions with

their educational leaders, and exhibit views and actions that are vital to their educational institution's expansion (Nasra & Arar, 2019).

Cultivating an Institutional Culture of Creativity and Innovation Leaders can foster a culture that values creativity, risk-taking, and continuous improvement. Recognizing and celebrating innovative practices, as well as creating channels for sharing ideas and feedback, can help nurture a supportive environment for experimentation and growth. Educational leaders and managers are responsible for fostering a supportive institutional culture, according to a study. An educational institution's culture has a direct impact on its effectiveness and performance (Ott & Yang, 2011 as cited in Smith, 2016). Leaders and managers may have a direct impact on the institution's culture, as well as on teaching and learning methodologies. Leaders may directly influence how people are taught and learn through teacher training programs and support networks. Additionally, by creating conducive learning environments that will raise student performance, leaders can indirectly influence how courses are taught. To advance educational reform and maintain administrative success, leaders must take on teaching responsibilities (Ibrahim & Al-Mashhadany, 2012).

#### Facilitates Collaboration and Decision-Making

Leaders and managers facilitate collaboration and teamwork among teachers, staff, students, parents, and community members. They create structures and opportunities for cross-disciplinary collaboration, sharing of best practices, and collective problem-solving. Involving various stakeholders, teachers, students, parents, and community members in decision-making processes can build consensus and ensure that initiatives reflect diverse perspectives and needs.

Leaders and managers must allocate resources including time, funding, and technology in a strategic manner

to support innovative practices. This may involve reallocating existing resources, seeking external funding opportunities, or forming partnerships with organizations that can provide support.

Creates and Promotes Professional Learning Communities  
Leaders and managers can establish PLCs where educators can collaborate, reflect on their practice, and share insights and strategies for promoting innovation in teaching and learning. The education leader and manager must create a professional learning community (PLC) of people who share the same vision. Cooperative leaders would involve the community, students, and staff to create plans that will benefit their educational institutions and bring about sustainable, beneficial improvements (Zepeda, 2019). Educational leaders should take the following into cognizance and implement them in their quest to build professional learning communities:

- They should create and imbibe an attitude of corporation. Students should be taught that there is no fear of asking for help. Students should be encouraged with the ability to explore.
- The leader should endeavour to lead by example.
- The leader should lead from the centre and not from the top.
- Members have no desire to take credit individually for work done, but prefer to succeed together as a team by helping one another.
- Teachers should be empowered to do what is best for their students.
- Everyone should be encouraged to be creative and use their initiatives to carry out assigned duties.

### Promotes Digital Literacy and Technology Integration

Given the rapid pace of technological advancement, leaders should prioritize digital literacy and the integration of technology into teaching and learning. This may involve providing training and support for educators, as well as ensuring equitable access to technology resources for all students.

### Effectively Carries out Monitoring and Evaluation

School leaders establish mechanisms for monitoring the progress and impact of innovation initiatives. They identify areas of success and areas for improvement, and make informed decisions about scaling or refining innovative practices by collecting and analyzing data. They monitor the implementation of change and innovation initiatives, collecting data and feedback to assess their effectiveness and impact. They use this information to make informed decisions, adjust strategies as needed, and celebrate successes.

### Be Adaptable and Flexible

Educational leaders and managers should be adaptable and open to feedback, recognizing that change is an ongoing process. They should be willing to adjust strategies based on evolving needs and circumstances, while staying true to the overarching vision for innovation.

### Foster Student-Centered Learning

Shift towards a student-centered approach to education that emphasizes personalized learning, student agency, and active engagement. Encourage students to take ownership of their learning and pursue their interests and passions.

### Engages Parents and Community

Involve parents and the wider community in the education process by providing opportunities for them to contribute to

school improvement initiatives, participate in decision-making, and support their children's learning at home. Educational leaders and managers serve as a link between local communities and educational institutions, assisting them in adjusting to their unique conditions. According to research, educational leaders should exercise leadership not only inside their buildings but also outside of them, where the pupils they work with are in environments that they can affect. Education professionals have always been the most powerful community leaders (Ndlovu-Gatsheni, 2017). Ndlovu-Gatsheni (2017) went further to state that even though it is possible to argue that there is less of a bond between educational institutions and their communities. Educational leaders play a critical role in creating and maintaining that bond.

#### Supports New Policies and Strengthens existing ones

Advocate for supportive policies at the national, state, and local levels that promote innovation in education, allocate resources for innovation initiatives, and remove barriers to change.

#### Providing Exemplary Leadership

Educational leaders and managers lead by example, modeling the behaviors and attitudes they want to see in others. They demonstrate a commitment to lifelong learning, adaptability, and innovation, inspiring others to do the same.

#### Building Productive Partnership

Educational leaders and managers build partnerships with other schools, universities, businesses, and community organizations to access resources, expertise, and support for innovation initiatives. They leverage these partnerships to enhance learning opportunities for students and strengthen the school's ties to the broader community.

### Ensuring Equity and Inclusion

School leaders ensure that change and innovation initiatives promote equity and inclusion by addressing the diverse needs and backgrounds of all students. They advocate for policies and practices that reduce disparities in access to resources and opportunities and promote a culture of belonging and respect for all members of the school community.

### Engaging Stakeholders

Effective communication and stakeholder engagement are essential for gaining buy-in and support for change and innovation initiatives. Leaders should communicate regularly with teachers, staff, students, parents, and community members, keeping them informed and involved in the change process.

### Motivate and encourage staff and students

The degree to which educational institutions meet their goals for outputs and outcomes is what defines their success. It encompasses not just student accomplishment but also staff and faculty satisfaction (Boonla & Treputtharat, 2014). To motivate their groups to do their duties in a way that will enhance the academic achievement of the students, education leaders and managers must demonstrate effective leadership (Barrett & Breyer, 2014). When educators employ encouraging and motivating leadership strategies, staff members are more likely to do higher quality work, which directly supports their academic institutions' success (Boonla & Treputtharat, 2014). When their leaders and managers give them credit for their work, employees are more motivated to produce valuable outcomes that will raise the efficacy of institutions. Not only must we be conscious that leaders must modify their approaches to fulfill the needs of their followers in terms of motivation in certain circumstances, but we also need

to be aware that this adaptation must occur naturally (Boonla & Treputtharat, 2014).

It is also perceived that instructors' motivation and demotivation are influenced by the social environment in which they reside. Teachers live in a social environment that is shaped by the collective support they receive from their leaders; more significantly, their leaders have an impact on their overall job satisfaction. Teachers' leadership also stimulates and nurtures their professional growth and impacts their participation in decision-making.

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**UNIT 9:****PROBLEMS OF CHANGE & INNOVATION IN NIGERIAN EDUCATIONAL SYSTEM (UNIVERSITY SYSTEM)**

From all indications, it is evident that change and innovation is concern with laying new foundations to support and diversity educational structures and provide programmes that truly represent the educational needs of the socio-cultural environment, methods of effective educational delivery that considers the environment and characteristics of the learners and new ways to produce qualitative teaching personnel. Introducing change and innovation in the university system is more often than not a difficult task to accomplish. Some fail out rightly, while some succeed with immense problems. Some of the constraints facing change and innovation in our university system are as follows:

**Economic Constraints**

According to Achunine (2006) inadequate finance appears to be the greatest problem with the introduction of change and innovation in the school system. With the rising inflation, and rising cost of materials, as well as galloping student enrolment, it is difficult for the packages of innovation in whatever form to reach the entire target group. More often than not, innovation meant for particular school level stop at the pilot study because of inadequate finances to see the project through. It is necessary that adequate analysts of financial implications of institution innovations and the sources of finance to sustain and innovation be identified beforehand. Institutions should not fold hands but discover newer ways of generating funds to sustain innovations once introduced into the system.

### Human Beings Attitude of Resistance to change

Psychologically, human beings tend to resist changes or innovations for fear of the outcome or where the outcome will generate pain or add to working time. This is also true of teachers and innovations. A number of reasons may be adduced for this attitude, (a) self-interest (b) lack of understanding and trust of the outcome (c) uncertainty of the result, that is fear of the unknown (d) preference to maintain the status quo. Some teachers find it difficult to accept and adapt to any innovation that is introduced in the system. The issue of continuous assessment and teacher's performance on the task is one strong case in point. Also important is the barriers to acceptance of innovation that is religion-based. Certain religious groups refuse or reject innovations that are contrary to their faith and belief. Also some school administrators, desirous to maintain the status quo resist and despise innovations that go contrary to their experiences. Such constraints can be reduced or eliminated through massive awareness campaign and reorientation programmes before actual introduction of the innovation or changes in the institution Achunine (2006).

### Personnel Constraints

This would include shortage of adequately trained manpower. Some lendable innovations lack people with specialized knowledge and skill to implement them in the schools. This is true of computer education introduced in the system as well as the introductory technology that emerged in the curriculum in the secondary education in the 1970s. Lacks of personnel with technical know-how do hinder the effective use of some innovations. Utoni (2000). Equally important is insufficient reward or motivation for the implemented of innovations. Most innovations demand extra time and more energy on the part of lecturers. Commitment and resolve to achieve demand that some incentives and encouragement be

added to the work environment. Incentives to induce greater commitment can come in the form of in-service training, seminars and conferences, monetary reward, and better office accommodation, etc. (Ekeh, 2014).

#### Frequent Changes in Educational Policy and Practice

Changes are meant to stabilize in a given system and evaluated before being thrown out or modified. In the same way, agencies of policy implementation have to be allowed sufficient time to plan, implement and evaluate their activities, following which their relevance can be determined. This does not appear to be so every often. In 1991, the negotiation for the world Bank credit began with NPEC as the implementing agency. Soon after, in December 1991, NPEC was dissolved and the entire implementation process was thrown into disarray. This is also true of many agencies set up for programme and project implementation which are nonetheless dismantled before they achieve their objectives (Achunine, 2006). Lack of effective inbuilt monitoring and evaluation mechanisms also besoil many school innovations.

#### Political Barriers

The political class tends to manipulate technical decisions designed for improvement of the system. This also applies to the educational system. Politicians in meddling with change and innovations in education find themselves in areas where they lack competence and experience to operate (Ekeh, 2019) of course they find themselves there for reasons other than improving the educational innovations. It is witnessed that forceful termination or change of political governments in Nigeria does result in cut backs in experimentations on change and innovations in Education. Every government comes with its own policy emphasis and manifestoes. Lack of continuity of policies and programmes therefore becomes the bane of progress in succeeding administrations.

### Procedural Barriers/Bureaucratic Bottlenecks

Quite a number of procedural matters hinder change and innovation e.g late delivery of materials needed, insufficient quantity of materials, poor coordination and communication among people connected with initiating and implementing the innovation. Procedural barriers constituted major hindrance to the effective implementation of certain educational policies from both the primary, secondary and university education. There is need to sufficiently sensitize and mobilize implementers and recipient groups of innovative strategies or projects to ensure commitment and active participation (Ekeh, 2014). Equally important also is to have clear division of labour among the cooperating stakeholders, clear identification of fund sources and the level of contribution from each major stakeholder.

### General Factors Affecting the Acceptance of Change

Change is inevitable and it is required for persons and community to move forward for the better. There are factors that affect the acceptance or rejection of the change in a particular system. The factors are as follows:

- i. The role of the change agent: Change is drive or carried to the people by the change agent, otherwise called the extension agent. Their role in pulling change to the people cannot be over emphasized. As far as human is concerned, everyone has an identity and this identity really matters in acceptability or rejection of the change. As much as possible, identity such as respect for the people, technical competence of the change, attention for the people, trust of the target system, belonging to a prestigious organization and the command of lots of credibility make it possible for the acceptance of a change in a social system. The change agents must make the change appear harmless and

attractive so that it can gladly be accepted by the people. Again, the change agent when penetrating the communities, should try to identify the prestigious persons and pass it to them first. Believing that if those prestigious people at the top agree to adopt it first, it will quickly be accepted to be adopted by many others in the system.

- ii. Community characteristics: Every community has a mix up of people with diverse characteristics. Communities that have people who are ethically and religiously heterogeneous tend to accept innovation or change much more than communities whose people are majorly homogeneous in their characteristics. These characteristics may be in the area of level of education, farm size, household size, level of income, etc. Community with people who have more of these characteristics accept change more than communities that is majorly made up of people who are illiterates, poor, have small farm sizes, etc.
- iii. Inertia: Inertia is actually the inability to move. In this scenario, it is the inability of change to come into the social system unless the people move or ask for it. It therefore goes to say that people have to desire change or feel a need for it. When a change is introduced under such scenario of need, it will be accepted more than when the same change is introduced to them without the people asking for it.
- iv. Habit: Habit is a way one chooses to behave and it is a product developed over a long period of time. Habit of a man creates a kind of fixed person in him/her. As far as change is concerned, habit becomes very dangerous thing when man ties his habit to society's custom, values, traditions and norms. Such a habit is very difficult to break and would not welcome or accept change easily. On the contrary, where a man's

habit is not tied to any of the society's characteristics, it becomes easier to accept change by the people of the social system.

- v. Fear, suspicion and anxiety: There are people in a social system who fear change and such people constantly remain suspicious of change agents and the change they drive to the people. Such fear and suspicion may have stemmed from their odd experiences that have been incurred in the past. It could be true that some people in the system may be in an advantaged position before and due to the unknown, such persons would resist the change. On the other hand, people who perceive the change as a good one and better than what existed before, such persons would gladly accept the change more.
- vi. Vested interest: There are vested interest in the people and the community itself. A situation where the change to be introduced threatens the vested interested of the people, such change would be resisted by the people. A scenario where the change introduced by the people is in the interest or in vested interest of the people, such will be well accepted by the people. A change that would threaten community people's income, personal ambition, interfere with conducive life style would be resisted by the people. But if all of the aforementioned is in the people's favour, they will well accept the change.

#### Characteristics of Innovations in Terms of Receivers Demand

Adopters are people who are considered as the most rational persons who are driven by situations necessitating or welcoming changes in their social system. They necessitate these changes in order to meet up with some set goals in their system. The adopters of the change acknowledge the fact

that some things have to be taken by them in this direction and are usually as forth coming as possible. Some of the questions confronting the adopters in their system are to estimate what is required of them (the adopters) and whether they, the adopters, can cope with the change they seem to accept. Some of the questions being asked are:

i. How much change is required? How much change is required involves what are the demands that are needed to meet the terms of knowledge, skill, perception, value adjustment, etc?

How much of the change is in line with the extent of the change required. This extent will be in line with the capacity of the adopter (farmer) that will adopt the change and try to see it work. The farmer will be motivated and accept change and see it work well, when the extension agent provides the necessary condition that is needed by the farmer.

ii. What kind of change is demanded? This has to do with the physical activities that must be accomplished in taking steps to actualize the change. The physical activities deal with allocation of resources currently existing in the farm. This can be in the following terms:

a. Substitution: usually based on comparison between relative advantages of new and old systems. The system involves a complete replacement of an existing practice with a new one.

b. Alteration: This involves the change in part without replacing everything. c. Addition: This has to do with the case of adding a new idea to the existing system which implies expansion.

d. Restructuring: This involves the rearrangement of working place, land use patterns, personnel, etc.

e. Elimination: This involves the complete removal of practices to be undesirable in the course of new light without taking on any new thing.

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**UNIT 10****UNDERSTANDING EDUCATIONAL MANAGEMENT****Management as a Concept**

Like other concepts in education, the term management means different things to different people. But generally, the term is from the verb "manage", which means taking care of something, or giving responsibility to someone to be taken care of. It could also mean putting someone in charge of something or somebody. For example, putting a teacher in charge of a class-room in a school. "Manage" may also mean to control through power and authority. For example, taking control of noisy children in the class-room by ordering them to be quiet, or controlling income and expenditure in an enterprise. The term could also mean ability to gain one's purpose or achieving what one has aimed at. For example, one may ask, "how did he manage to pass his examinations". 'Manage' here means achieving a purpose. It also depicts doing something in form of carrying out an activity aimed at achieving certain goals. When such goals are achieved, the person (achiever) is said to be productive. Hence, a manager is said to be good when he is productive by achieving the desired aims and objective of the organisation.

The term Management therefore means the process by which various resources of an organisation are combined and processed in such a way that they help to achieve the aims and objectives of the organisation. Such resources include men, money and materials. It therefore means that management starts from the planning stage right to the stage of accomplishment.

**Management as an Art and a Science**

Management is both art and science. Management as an art means a single individual cannot function well in an organization to achieve the organizational aims and objectives,

instead, a group of people must be involved. Since the process of management requires such techniques as delegation of authority, good human relations technique and proper communication system before the organizational aims and objectives could be achieved, then it follows therefore that many people are involved in the process of management in the organization. In the school system, for instance, the school head should be able to involve his subordinates and even students/pupils in the running of the school, since the head alone cannot be in all places at all times. As a science on the other hand, management involves promulgation of laws, policies, principles and theories which should be applied in carrying out various activities in the organization. Since one expects changes in form of innovations to occur in every organization, it becomes necessary therefore to have laws and policies to take care of the innovative changes in an organization. This starts from the different policies from ministries of education to the common school rules and regulations that staff and students follow to achieve the desired objectives.

#### Management as a person and group of persons

Management as a person refers to a head. For example, a school head as a manager. When there is a headmaster, a school principal, a provost, a rector or a vice chancellor, then we have management as a person. That is, a single person the head as the manager. Although, these heads may have their deputies and assistants, but the sole authority and control of the school is in the hands of the head. Public schools are however, supposed to be under the control of their governing boards/councils. In such a case, the governing board/council takes the control of school management or in a situation whereby the college academic board or the university senate formulates policies to be a guide in managing the school. Then it follows that the management of that school is by a group of

individuals, this is where we have management as a group of persons.

### History of Management

The beginning of management could be traced to the period of industrialization during the systematic application of knowledge to practical tasks in manufacturing industries and statesmanship in antiquity before Middle Ages. By 1300B.C, the ancient cities of Egypt and China had got ways of administering their cities devoid of corruption and selfishness on the part of the public officers. The Roman Empire too was known for its proper and accurate managerial skill. For example, the establishment of Roman Civil Officers and roman magistrate before Middle Ages depicts the effectiveness and importance of roman early administrative organizations.

Apart from organization in public and ministerial affairs, the Roman Catholic Church was one of the early effective religious groups that presented most early effective and efficient formal organization in the history of western civilization. The Roman Catholic Church presented a highly bureaucratic hierarchy of authority based on area of specialization and proper utilization of needed personnel.

The next group that organized and managed a large set of people in Western Europe was the state army. The early western military was known for its high level of discipline and spirit of togetherness in achieving common goals. Despite the autocratic nature of such military leaders as napoleon, that still had time to explain to their people reasons why their regulations should be obeyed. Most of the management principles used by early French army later became important management principles that are now used worldwide. For instance, in 1790, the French army organized themselves using the general "staff principles" which later became one of the most important of the management principles.

### Some Elements (Concepts) in School Management

**Planning:** Planning which falls among the line of action of an educational administrator can be said to be the process of preparing a set of decisions for action in the future. Planning is aimed at goal achievement in respect of a particular thing or situation and hence it involves pre-thinking, pre-diction and forecasting the future expectations in administration. In planning, advance definition and preparation of policies and procedures are involved as many objectives are meant to be achieved. An administrator may plan for a long or short period of time as the need and situation demand

**Organising:** Organizing is next to planning in this regard. It has to do with the grouping of people and activities into a defined unit and trying to establish a relationship with them. In organising, a formal structure is established and there is a division of labour among the people in order to attain a stated goal in the organization. Here, work is scheduled among members of the establishment, following the organizational chart. In this sphere, it is required of a manager to; delegate, establish the appropriate procedure for accomplishing the work, provide requirements in term of materials, fund, information and other resources to where and when needed.

**Directing:** A manager directs to ensure that workers obey and perform their duties appropriately. However, to direct effectively, adequate motivation and effective communication system in the establishment is required. A manager will direct others successfully by setting the pace, i.e leading by good examples.

**Co-ordinating:** In management, co-ordinating refers to the ability of a manager to device a method of unifying the institution for goal achievement. Co-ordination has to do with the integration of various parts of the work in order to ensure a match between the operating result and the goals to be achieved. Equally, it involves managing the use of personnel and material resources to operate an organization. A good

manager will always ensure that things are done in sequence in the establishment. That is, doing the right thing at the right time, in the right place using the appropriate method of goal attainment. Supervision: A manager needs to guide the operational activities of the workers. Educational supervision is a process, which aims at helping the professional growth and co-operation among the teachers so that they can be self-directive creative and be more productive. As a school manager, legitimate efforts should be made in assisting the classroom teacher to improve m their own in order for them to be self propelling practitioner as well as ensuring a favourable setting for effective teaching and learning.

Controlling: Controlling refers to the ability of a manager to have the subordinates subjected to him in order to achieve the institutional goals and objectives. Controlling is to ensure that results are as planned. Therefore, it involves the setting of standard which provides the basis for comparing the actual output against the intended output in order to make corrective measures.

Staffing (personnel management): This implies the ability of a manager to employ the right people at the right time and have them placed the right job. The need for personnel in any organization is indispensable. Organizational goals can only to be achieved through people and it is the major duty of the manager to secure, train, maintain, assign and supervise the personnel required in his goal achievement.

Reporting (communication): Communication has to do with passing of meaningful information from the sender (encoder) to the receiver (decoder). The manager must of course, give a clear instruction and information to all the people concerned. Periodically, the manager must report on the performances of the group, individuals, materials, methods and their contributions towards achieving the organization's goals. Many at times, the manager has to praise, transfer, and second employee when necessary.

**Motivation:** Motivation is the drive, energy or degree of activities an individual displays towards goal achievement. There are many means that can be used by the school manager in motivating personnel in the school system for a higher productivity, and these factors range from payment of good salaries and wages, good incentive system, work ethic and social value. Motivation of the personnel by the school manager will help in achieving quality control in the school, improve level of cooperation among the staff and enable the school personnel in putting in their best in the work they do.

**Evaluation:** Amongst the major indispensable functions of an educational manager is programme evaluation. In any educational institution, there is need for the school administrator to evaluate the performance of his school as against the goals and objectives of the society in form of an annual report. As school head, one must be prepared to take the pains of assessing the successes and failures in the achievement of the school aims and objectives for necessary improvements.

### Characteristics of Management

No doubt management, as an academic body of knowledge has come a long way in the last few years. It has grown and gained acceptance all over the world. Yet, the term 'management' continues to be the most misunderstood and misused. A study of the process of management reveals the following points about the nature of management:

Management is a universal process

Where there is human activity, whether individual or joint, there is management. The process of management can be noticed in all spheres of life. The basic nature of management activity remains same in all arenas, whether the organization to be managed is a family, a club, a trade union, a trust, a municipality, a business concern or the government. Slight

variations in approach and style may be there from organization to organization, but the management activity is basically the same everywhere.

Management is a factor of production

Management is regarded as a factor of production. Just as land, labour and capital have to be brought together and put to effective use for the production and distribution of goods and services, similarly managerial skills have also to be acquired and effectively used for the purpose. In the modern industrial set-up, qualified and efficient managers are essential to reap the fruits of huge investment in business where the pattern of production has become capital-intensive. In fact, in this scenario, more important would be the role of management.

Management is goal oriented

The most important goal of all management activity is to accomplish the objectives of an enterprise. These objectives may be economic, socio-economic, social and human and thereby management at different levels seeks to achieve these in different ways. But at all times, management has definite objectives to pursue and it employs all the resources as it commands – men, money, materials, machines and methods in the pursuit of the objectives.

Management is supreme in thought and action

Determination of the objectives of an enterprise tests the collective wisdom and sense of imagination of its management. The objectives should be neither too high sounding or difficult to achieve, nor too low pitched to rob the workers of their sense of achievement. But, mere setting of objectives will be of no avail, if there is no vigorous action to achieve them. Managers set realizable objectives and then mastermind action on all fronts to accomplish them. Managers

belong to that rare breed of men who are not only aware of what is to be achieved and how, but also possess the capability and courage to accept the challenges of doing it.

Management is a group activity

An enterprise will not be able to achieve its objectives if only one or a few individuals or departments are efficient and the rest are inefficient. The calibre of each individual and each department needs to be efficient in order to make a project successful. Example: A marketing manager is responsible for increasing the sales of the products of any organization, human resources manager is responsible for recruiting new people, developing organizational policies for the employees etc.

Management is a dynamic function

Management is a dynamic function of a collective enterprise, which is constantly engaged in casting and recasting the enterprise in the world of an ever-changing business environment. Not only this, it sometimes also initiates moves that reform and alter the business environment. If an enterprise is well equipped to face the changes in business environment brought about by economic, social, political, technological or human factors, it can soon adapt itself to a changed environment or make innovation to attune itself to it.

Management is a social science

Management means getting the tasks done by different people with different qualities. This involves dealing with individuals each one of whom has a different level of sensitivity, understanding and dynamism. In fact, no definite principles or rules can be laid down with respect to human behaviour. These principles change from individual to individual and from situation to situation. No doubt, a manager may seek

guidelines from established principles and rules but he cannot base his decisions on them.

Management is an important organ of society

Management shares a direct relationship with society. While the society influences the managerial actions, managerial actions also influence society. By their decisions, management of large undertakings influence the economic, social, political, religious, moral and institutional behaviour of the members of society. This creates an impact on the social and moral obligations of business management which cannot be easily ignored.

Management is a system of authority

It is the job of management to bring about a harmonious arrangement and pattern among the different resources employed in an undertaking. In fact, management's role as a factor of production forces itself to be methodical in plans and procedures and on the other hand systematic and regular in their implementation. For this, it is necessary that the authority vested in the management is to be exercised properly and correctly. Therefore, this calls for well-defined lines of command and delegation of suitable authority and responsibility at all levels of decision making.

Management is a profession

Management makes judicious use of all available means to accomplish certain predetermined ends. To achieve this successfully, managers need to possess managerial knowledge and training. Moreover, they have to conform to a recognized code of conduct and remain conscious of their social and human obligations. Managers are well paid and well provided by the organization for their work. Moreover, they enjoy considerable social prestige too.

## Management as a process

Management is an activity consisting of a distinct process, which is known as the management process. This process is primarily concerned with the important task of goal achievement. No business enterprise can achieve its objectives until and unless all the members of the unit make an integrated and planned effort under the directions of a central coordination agency. In management terminology, this central coordinating agency is technically known as 'Management'. The methodology of getting things done is known as 'Management process'. The process, in general, is defined as a series of actions or operations conducted to achieve a goal. The functions that are performed by a manager and the sequence in which they are performed are together called the 'Management process'. Ordinarily there are two main functions of each manager—decision-making and implementation of the decisions. Collectively, these two fall under the management process. The processes such as planning, organizing and actuating involved in the achievement of business goals together form the management process.

## Objectives and Scope of Management

Although it is difficult to precisely define the scope of management, yet the following areas are included in it: 1. Subject-matter of management: Planning, organizing, directing, coordinating and controlling are the activities included in the subject matter of management. 2. Functional areas of management: These areas are as follows:

- Financial management (Including accounting, budgetary control, quality control, financial planning and managing the overall finances of an organization).
- Personnel management (Including recruitment, training, transfer promotion, demotion, retirement,

termination, labour-welfare and social security in industrial relations).

- Purchasing management (Including inviting tenders for raw materials, placing orders, entering into contracts and materials control).
- Production management (Includes production planning, production control techniques, quality control and inspection, time and motion studies).
- Maintenance management (Involving proper care and maintenance of the buildings, plant and machinery).
- Transport management (Including packing, warehousing and transportation by rail, road and air).
- Distribution management (Including marketing, market research, price determination, taking market-risk and advertising, publicity and sales promotion).
- Office management (Includes activities to properly manage the layout, staffing and equipment of the office).
- Development management (Involving experimentation and research of production techniques, markets etc).

3. Inter-disciplinary approach. For the correct implementation of management, it is important to have knowledge of commerce, economics, sociology, psychology and mathematics.

4. Universal application: The principles of management can be applied to all types of organizations irrespective of the nature of tasks that they perform.

5. Essentials of management: Management should consider a scientific method, human relations as well as relevant quantitative technique.

6. Agent of change: Modern management techniques can be modified by proper research and development to improve the performance of an organization.

## Importance and Need of Management

Management is an essential component of all social organizations and is to be found everywhere as a distinct, separate and dominant activity. The importance of management cannot be over, emphasized. The significance of 'Management' may be outlined in the following paragraphs: 1.

Meeting the challenges of change: In recent years, the challenge of change has become intense and critical. Only scientific management can overcome the complexities of modern business. 2. Effective utilization of the Seven Ms: There are seven Ms in business: men, materials, money, machines, methods, markets and management. Management stands at the top of all these Ms. It determines and controls all other factors of business.

3. Development of resources: Good management procures good business by creating vital dynamic and life-giving force in the organization.

4. Providing management directs the organization: Just as the mind directs and controls the body to fulfil its desires, management directs and controls the organizations to achieve the desired goal.

5. Integrate various interests: There are various interest groups that put pressure over other groups for maximum share in the total output. Management balances these pressures and integrates the various interests.

6. Management provides stability: In the modern society, management provides stability by changing and modifying the resources in accordance with the changing environment of the society.

7. Management provides innovation: Management provides new ideas, imaginations and visions to the organization and necessary life for better and greater performance.

8. Management provides coordination and establishes team spirit: Management co-ordinates the activities of the different

departments in an enterprise and establishes team spirit amongst the personnel.

9. To tackle business problems: Good management serves as a friend, philosopher and guide in tackling business problems. It provides a tool for doing a task in the best possible manner. 10. A tool of personality development: Management is necessary not only for productivity, but also for improvement in the efficiency of mankind. Management helps improve the personality of people and, therefore attempts to raise their efficiency and productivity.

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**Unit 11 :****MANAGEMENT: FUNCTIONS AND OPERATIONS**

In this section, you will learn about the operative and functions of management.

### Management Functions

There are basically five primary functions of management. These are: (i) Planning (ii) Organizing (iii) Staffing (iv) Directing (v) Controlling. The controlling function comprises coordinating, reporting and budgeting. Hence, this function may be further subdivided into three separate functions coordinating, reporting and budgeting. Based upon these seven functions, Luther Gulick coined the word POSDCORB, which generally represents the initials of these seven functions. All the primary functions are explained and discussed as follows.

### Planning

Planning is future oriented and determines an organization's direction. It is a rational and systematic way of making decisions today that will affect the future of the company. It is a kind of organized foresight as well as corrective hindsight. It involves predicting the future as well as attempting to control the events. It involves the ability to foresee the effects of current actions in the long run in future. Example: Business planning, project planning, strategic planning (vision, mission) etc. communications plans, research design planning etc.

### Organizing

Organizing requires a formal structure of authority and the direction and flow of such authority through which work subdivisions are defined, arranged and coordinated so that each

part relates to the other part in a united and coherent manner so as to attain the prescribed objectives. Thus, the function of organizing involves determining the activities that needs to be done in order to reach the company goals, assigning these activities to the proper personnel and delegating the necessary authority to carry out these activities in a coordinated and cohesive manner. It follows, therefore, that the function of organizing is concerned with:

- Identifying the tasks that must be performed and grouping them whenever necessary.
- Assigning these tasks to the personnel while defining their authority and responsibility.
- Delegating the authority to these employees.
- Establishing a relationship between authority and responsibility.
- Coordinating these activities

Example: When a new project begins, the manager identifies the groups best suited to handle the project. He then breaks down the activity into small parts and assigns each part to the person most suitable to handle it. He lets these 'leaders' know that they are responsible for getting these tasks done and gives them the authority to do all that is necessary to complete the task. He assigns them deadlines and takes an update from these 'leaders' every morning to get an idea of the progress of the project.

### Staffing

Staffing is the function of hiring and retaining a suitable workforce for the enterprise both at managerial as well as non-managerial levels. It involves the process of recruiting, training, developing, compensating and evaluating employees, and maintaining this workforce with proper incentives and motivations. Since the human element is the most vital factor

in the process of management, it is important to recruit the right personnel. This function is even more critically important since people differ in their intelligence, knowledge, skills, experience, physical condition, age and attitude, and this complicates the function. Hence, management must understand, in addition to the technical and operational competence, the sociological and psychological structure of the workforce.

### Directing

The directing function is concerned with leadership, communication, motivation and supervision so that the employees perform their activities in the most efficient manner possible, in order to achieve the desired goals. The leadership element involves issuing the instructions and guiding the subordinates about procedures and methods. The communication must be open both ways so that the information can be passed on to the subordinates and the feedback received from them. Motivation is very important, since highly motivated people show excellent performance with less direction from superiors. Supervising subordinates would give continuous progress reports as well as assure the superiors that the directions are being properly carried out.

### Controlling

The controlling function consists of those activities that are undertaken to ensure that the events do not deviate from the prearranged plans. The activities consist of establishing standards for work performance, measuring performance and comparing it to these set standards and taking corrective actions as and when needed, to correct any deviations. All these five functions of management are closely interrelated. However, these functions are highly indistinguishable and virtually unrecognizable in a job. It is necessary, though, to put each function separately into focus and deal with it.

## What is Educational Management?

Meaning: While Education is the provision of a series of learning experiences to students in order to impart knowledge, values, attitudes and skills with the ultimate aim of making them productive members of society, Educational Management is the process of planning, organising, directing and controlling the activities of an institution by utilising human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research.

Nature and Scope of Educational management: The National Policies on Education seek to bring about a social, economic and cultural development in society by focusing on human resource development through education. Education, therefore, must have more relevant curricula, be dynamic, and empower students to bring about desirable social changes while preserving the desirable aspects of our existing culture. 4 The national developmental goals require the professional management of education to bring about the effective and efficient functioning of educational institutions. The scope of Educational Management is wide and includes the history and theories of management science, roles and responsibilities of an educational manager along with the requisite managerial skills. The term Educational Management is quite comprehensive. Its use is universal and no organized educational endeavour can be successful without it. The Encyclopaedia of the Social Sciences states that there are three dimensions to the nature of management: 1. Methods, through which some pre-determined objectives can be reached; 2. The combined effect of human efforts; and 3. The managers and employees who are associated with these efforts

According to Kuttyta (2012) 'examination of management', argued that the characteristics of management is: (1) universal, (2) purposeful, (3) a social process, (4) a coordinating force, (5) intangible, (6) a continuous process, (7) a composite process and (8) a creative organ through which the activities of the employees are controlled.

(1) Universality: Management is universal in the sense that it is a common and essential element in all enterprises. Managers perform more or less the same functions irrespective of their title or the nature of the organization. Likewise, the basic principles of management can be applied in all managerial situations regardless of the size, nature and location of the organization. Lastly, this universality also implies that managerial skills are transferable and that managers can be trained to acquire these skills.

(2) Purposeful: Management is always aimed at achieving organizational goals and purposes. In both economic and non-economic enterprises, the tasks of management are the same: effectiveness (attainment of organizational goals) and efficiency (goal attainment with economical resource use). The success of management is measured by the extent to which this effectiveness and efficiency are attained.

(3) Social process: At its most basic, management involves managing people organized into work groups. It includes retaining, developing and motivating people at work, as well as attending to their satisfaction as whole and social beings. These many interpersonal relations and interactions make management a social process.

(4) Coordinating force: Management coordinates the efforts of organization members through the orderly arrangement of interrelated activities so as to avoid duplication and redundancy. Management reconciles individual goals with the organizational goals and integrates human and physical resources.

(5) Intangible: Management is intangible. It is an unseen force. Its presence can be felt everywhere as the results of its effort which come in the form of orderliness, adequate work output, a safe and supportive working climate, employee satisfaction, etc.

(6) Continuous process: Management is a dynamic and on-going process. The cycle of management continues to operate so long as there is organized action for the achievement of group goals.

(7) Composite process: Functions of management cannot be undertaken sequentially, independent of each other. Management is a composite process made up of many individual and overlapping ingredients. All functions performed involve several of these ingredients. The entire process is an integrative one and is performed in a network fashion.

(8) Creative organ: Management creates an energetic effect by producing results, which are more than just the sum of the individual efforts of the group members. It provides sequence to operations, matches jobs to goals, and connects work to physical and financial resources. It provides creative ideas and new imaginations and visions to group efforts. It is not a passive force adapted to the external environment but a dynamic life giving element in every organization.

## TYPES OF EDUCATIONAL MANAGEMENT

Four major types of educational management. The types are:

- (1) Centralized and Decentralized Education Management,
- (2) External and Internal Education Management,
- (3) Autocratic and Democratic Educational Management, and
- (4) Creative Educational Management.

1. Centralized and Decentralized Educational Management: This type of educational management refers to the

centralization of the power and responsibility of educational administration, supervision and control which results in educational management on one hand and division and distribution of powers and responsibilities of educational administration, supervision and control that results in educational management. Among these two types of educational management, decentralized educational management is the accepted type of educational management in the present modern educational system.

The cause is that divisions and distribution of powers, responsibilities and duties of any type can make every programme a successful one.

In the centralized educational management all sorts of powers, responsibilities in relation to educational management are vested in one hand. He/she may be the real or titular head. Suppose in the field of higher education the Director, Higher Education is the real executive head and all sorts of powers and responsibilities remain in his/her hand. The other associate officers are Additional Director, Deputy Director, Assistant Director remain silent in this regard.

Then the principals of different colleges also remain silent in this regard. But practically speaking this type of educational management is outdated and useless in the modern educational system. The reason is that it was prevailed when expansion of education was a charitable work for the kings and emperors. But in the decentralized educational management the powers, responsibilities are distributed and decentralized from the Director Higher Education to the peon of a college in which everybody involved in the field of higher education feels seriously the responsibility of educational management. And at the same time they take the risk of making educational management a successful one.

2. External and Internal Educational Management: The External Management of educational programme means for those elements, factors and supporting agencies which

provide opportunities and facilities for the smooth management of educational programme in external perspective. In humanitarian perspective the external management of educational programme refers to the persons or elements who are indirectly involved in its management.

They are the community members, specialists, experts, administrators, parents, supervisors and all other agencies. Their first and foremost duty is to create a suitable and sound atmosphere and provide all sorts of resources and help in moral ground. Besides they have to give suggestions for participating and observing the management of educational institution. But they are active and internal involvement in the process isn't acceptable and desirable.

Internal Educational Management refers to management of any educational programme is vested upon the persons who are actively and internally involved in the management of every educational programme. It categorically refers to the head of the institution or head master/principal of the school and other teaching personnel, students and non-teaching staff.

Besides the internal management means the duty is rendered by these personnel as assigned to them in relation to planning, organizing, coordinating, supervising, controlling, administering and evaluating. Here it is essential to mention that although they are not officially assigned to manage the programme and satisfy it but the degree or certificate that will be given to them will be their expectation level.

Practically speaking, internal management has much more importance than external management. The reason is that the elements of internal management are actively involved in the process and the degree of success of management depends upon them.

3. Authoritarian/Autocratic and Democratic Educational Management: Just like centralized management authoritarian management plays its role. In centralized management the

centralization of the power and responsibility of educational management centred in and exercised by, a central power, organisation or agency. It implies that all the policies and programmes are planned, directed by one central agency. Here the central agency may be a person, a group of persons as "core group." So when the powers and responsibilities centre round a particular person or group then the term authoritarian or autocracy comes into limelight.

In this context it will suffice if will discuss authoritarian/autocratic management where authority and control lies in one person or group or institution. In this management the rights are absolute and supreme and educational management is a state of monopoly. In this type of educational management every aspect of education is controlled by one. And educational administration becomes centralized being dominated by bureaucracy, which controls through strict administration of laws, rules and regulations. The business of the staff is to emphasize these laws, rules and central orders and to see that these are properly carried out. The teacher as the real and regular practitioner becomes the mouth piece of the central authority having no professional freedom. This type of educational management generally found in totalitarian or unitary states. In this type of states educational management remains in the hand of the head of the educational institution who exercises authority and control in a centralized form. It implies that he directs every action of his teachers and students. He plans all the school activities. He tells the teachers and students what to think as well as what to do. He takes decision and gives all directions to teachers and students. He thinks himself as an only active agency in the management of every educational programme of the institution. In this type of management 'I-feelings' are predominant and ego of one individual prevails. Democratic educational management: Now in the modern era democracy is unanimously regarded and accepted "as the way of life." This

is not only applicable in case of a particular nation but also for the entire globe/world. This very statement implies that in every aspect of development the democratic principles, values and ideas must be adhered or accepted. Accordingly in the field of management it must be accepted and implemented. Being contextual in approach it can be visualized that in the field of education democratic management is highly stressed. In other-words it can be said that democratic educational management is the need of the day for bringing wholesome educational development of every nation. Like other educational managements "authority and control" are also the two basic hallmarks in democratic educational management, which are exercised in decentralized form. Decentralization refers to the type of management in which control is vested in the agencies or persons ranging from grass-root level to top level. It recognizes the rights of all the agencies or persons who are linked with the educational institution. In this type of educational management 'we feelings' prevail in the educational institution with an environment of mutual trust, accompanied by cooperative planning, group discussion, participation of all the staff members and organization of the programme in a joint-venture.

In this management teachers get proper scope for planning, administering, organizing, directing, coordinating, supervising, controlling and evaluating the assignments entrusted upon them. However like democracy in democratic educational management the following principles are highly stressed.

4. Creative Educational Management: The creative management of every educational programme indicates the uniqueness of the head of the educational institution in which the programme is conducted. It means when the educational management of any educational programme is done through utilization of creative talents associated with this from top to bottom in a desirable and acceptable manner.

Laissez-faire Educational Management: This type of management gives freedom to the functionaries or personnel involved in it. It means for ensuring proper management of educational programme freedom as far as possible and practicable, should be given to everybody, and they have to exercise this freedom in a desirable and acceptable manner.

#### EDUCATION ADMINISTRATION VS EDUCATION MANAGEMENT VS ORGANIZATION

If we compare educational management, administration and organization, we find that educational management is a broader term, in comparison to educational administration and organization. The word management is being used as a complete whole, which means that all aspects of maintaining and administering the system and developing a well-equipped organization fall under the purview of the management of the system. Management of institutes caters to aspects such as: material and human management, financial and cost benefit analysis, legal and ethical practices, identifying the presence of specific abilities of human resources and managing it, developing the value of individual worth and contributing to the system. A good management always energizes the human and material resources with controlling and directing for different purposes.

For understanding management, administration and organization, let us see this example: We can take the example of a photocopier machine. The machine itself is an example of an organization. The functional part of the machine, i.e., papers and photocopies providing better result and quality photocopies with speed may be the administrative part of that organization. So administration is the practical aspect of the organization where an organization is a complete system. Accordingly, we can explain management as that which takes

care of the whole system and fixes the goals under which the total system performs.

### Meaning

As the term says, educational management is the operation of management functions in educational institutes. Educational management has no specific definition since its growth and advancement are completely dependent on a variety of disciplines like economics, political science and sociology. The majority of the definitions of educational management that have been developed are not complete since they are only focused on the specific logic of their authors.

### Nature

Educational management is the hypothesis and regular process of organizing and administrating running educational organizations and setups. Management involves a methodical technique of planning. It explains in functional terms all that needs to be done, the manner in which it is to be done and understanding indications that show that it has been done. Management has no air of mystery. It is a technique to operate. Educational management should have the purpose of bringing together education and society in an organized way.

### Scope

Educational management covers all that is related to the education of a child, right from the school level to higher education which could cover:

- Setup, develop and run library, museum, hostel, etc.
- Maintain academic records
- Appraise the achievements of students
- Supply material tackle, such as building, furnishings, laboratories, reading rooms, museum, art gallery, etc.
- Prepare timetable
- Keep up discipline

- Work in synchronization with authorities of different departments and put into operation the instructions from senior educational authorities
- Systematize direction
- Prepare syllabus for the various classes
- Organize a logical co-curricular programme
- Administer school work
- Coordinate exhibitions and presentations
- Coordinate the work of home, school and community
- Provide a variety of supplementary services like mid-day meals, school uniform, textbooks, etc.
- Manage health and physical education
- Funding and budget

Management may be used as:

- A field of study
- As a team or class of people
- As a process

When we talk about the management of some organization, we refer to a group of people or a mass. In another way, when we talk about management for pursuing an academic programme like Master of Business Administration (MBA), Bachelor of Business Administration (BBA), or Master of Education (M.Ed.), then we define management as a field of study. Further, when the concept of management is used for functions like; planning, organizing, coordinating, monitoring, executing, implementing, directing, supervising, staffing and controlling, it refers to management as a process.

### Administration

Administration is the comprehensive effort to direct, guide and integrate associated human strivings which are focused toward some specific ends or aims .....

administration is conceived as the necessary activities of those individuals in an organization who are charged with ordering, forwarding and facilitating the associated efforts of a group of individuals brought together to Realize certain defined purposes” i.e. educational administration is direction, control and management of all matters concerning the educational institution's affairs.

(Source: Ordway Tead, Rfrom Rumki Basu, 2004, p.10)

According to the US Bureau of Labour Statistics, educational administration refers to the management of educational institutions such as: pre schools, elementary schools, secondary schools or colleges/universities. Educational administrators have the responsibility of overseeing curriculum, programs, staffs, students, educational progress and much more. Educational administration is generally input oriented and considers input as an indicator of progress while management is output oriented; it is concerned with the results (Sapre, 2001). Educational administrators are held accountable for ensuring that students receive quality education and instruction. In addition, administrators are responsible for monitoring the educational progress of students and making necessary adjustments to the learning process when needed. All the educational and support inputs are the work of better administration. It also includes non-teaching support such as: admissions, providing library and other facilities, organizing NCC and various co-curricular activities, personality development campaign of students, faculty development programmes, academic and nonacademic support to the staffs and supporting staffs. We can conclude by saying that administration is included in management, and it is a sub system of the total system. The main objectives of educational administration are to:

- Execute plans and procedure

- Direct to take action in the implementation of the plan and procedure;
- Supervise the work conducted in the identified field;
- Advise to conduct the work in proper ways;
- Stimulate the workers for their motivation and work efficiency;
- Explore new ideas and vision to develop a better plan for institutional administration and
- Be committed to the smooth functioning of the organization.

The scope of management is also wide in nature; it may be limited or extended. For example, management may be government or private, autonomous or quasi government. It may also be a Non-Government Organization (NGO). The nature of functioning of the organization depends up on the management to whom it belongs.

Administration is always a system within the organization and management. It is internal to the organization and the management. For example; in running a school, its administration is only confined to the school functioning, it is the suitable internal arrangement of the management to provide all sorts of experiences to students for expecting a better result and output. The scope of educational administration is widespread. It includes all activities carried on in the school complex. It includes both, the material and human management of the resources. The main motto for operating effective administration in the school system is to provide adequate facilities to the students and to empower them with teaching-learning processes, make them well-acquainted with the content discussed in the class and give them orientation about their future perspectives. That is why the scope of educational administration extends through the entire activities conducted in institutes, starting from suitable

planning. Under the scope of educational administration, three things become most crucial; such as:

- Planning
- Budgeting
- Organizing

We all know that planning is the first and foremost aspect in any work, be it educational administration or other industrial administration. It is rightly said that, 'If you plan for a year, plant a grain, if you plan for 10 years, plant a tree and if you plan for 100 years, plant men'. This is true in the context of planning; is it for achieving short-term or long-term objectives. Accordingly, our nature of planning is constructed. Planning is not an independent activity. Rather, it precedes the other systems of institutional management. Budgeting is also within the scope of educational administration. It is also done at various stages like; central, state and school levels. Sometimes careful budgeting is done jointly by the Central and state governments, for projects by sharing per cent of contribution and many a time independent budgeting is done to administer the project. Cost benefit analysis is also a part of budgeting. The annual earning and expenditures are being taken into consideration for preparing the budget at the school level.

### Organization

Organization is a complete system. As discussed earlier, if a photocopier machine is an organization, its functional aspects like taking paper, producing effective result, are the examples of administration and the complete system which is taken care of, is the example of a management. In brief we can say that an organization is a system. For better functioning of the system, a definite plan and procedure works better in terms of management and administration.

We can understand it better by taking an example of a school as an organization (any institute is an organization). No organization is complete in itself, for its functioning there is need of management and of course, effective administration makes the system productive and efficient to carry on the work. The institute is the organization and management is the concrete concept say; government or private management (an educational institute may be government managed or privately managed) and in each form of management there is need for administration. Here, administration means the official functionary of a school like the principal, headmaster, office in-charge, teachers and other heads in different wings of the school functions. All the three concepts are interlinked with each other. In the absence of one element, the system is paralysed. Better output of the system depends upon its nature of administration and leadership quality of the administrators. Again, better administration depends on the nature of management like; government or private management or how it thinks for the improvement of the whole system. Lastly, the organization, say the educational institute, prepares plans and procedures and implements it for better functioning and to get standard products. An educational institute is an organization. Similarly, a school is also an organization. The term organization has originated from the word organ and organs are living things. All organs perform well-defined tasks. A healthy living body has all its organs working properly. A hale and hearty society has all its organizations functioning in good condition, in synchronization with each other. Societies establish organizations for performing specific tasks. Therefore, an organization is the outcome of the alignment of work and allotment of duties, responsibilities and authorities to attain precise goals. In the specific context, school as an organization has to discharge its responsibilities by the management and administrators, to satisfy purposes such as:

- Objectives of the organization: philosophy, values, mission of the school.
- Functions of the organization: What the organization is supposed to do in order to achieve the goals, strategies, tactics and operations.
- Responsibilities and duties: People at different levels of hierarchy in organizations have to carry out these. The functions decide upon these responsibilities and duties: responsibilities would include broad statements of the job; whereas duties are the day-to-day jobs arising from the responsibilities.
- Tasks: These are certain activities within a duty.
- Targets: These are the amount and quality of teaching which the school aims at over a given time.

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**UNIT 12:****ASPECTS OF EDUCATIONAL MANAGEMENT**

The activity of leading a group of people in an organization or the ability to do this is called leadership. Leadership is essential for any group or organization. Leadership entails establishing a vision and sharing it with the employees or group so that they are willing to follow the leader and achieve the vision and goals of the organization. One of the essential duties of the leader is to provide the information and devise methods to achieve the vision along with coordinating the conflicting interests of the employees and the shareholders of the organization. Leadership cannot be taught theoretically. It is learned practically and enhanced with experience and proper coaching. A leader without any vision and innovation would never be able to properly motivate and lead the employees to reach their maximum potential. The organization would not be able to grow and achieve greater heights.

**PLANNING, ORGANIZING AND CONTROLLING**

The process of management consists of five basic functions, namely planning, organizing, directing and controlling and staffing. A manager uses all these functions to achieve organization goals and objectives. These functions are interrelated in the following manner.

**Planning**

Planning is an important management function that helps in setting organizational goals which help achieve the desired result which are used for assessing the performance. Planning helps managers to find out intended organizational achievements and to ensure that internal rules and regulations, responsibilities, performance, structure, product and expenses are in accordance with required outcomes.

Planning is a logical and methodical way of predicting the future of a firm and helps in preparing for change by deciding action to be taken in the future. Planning helps managers manage organizational goals efficiently and effectively. It is a list of goals to be achieved by using certain means in the future, i.e. it acts like a blueprint for action.

### Definitions of Planning

There are many definitions of planning. Some major definitions are as follows:

1. According to Fayol: 'The plan of action is, at one and the same time, the result envisaged, the line of action to be followed, the stages to go through, and the methods to use. It is a kind of future picture wherein proximate events are outlined with some distinctness'.
2. According to Louis A Allen: 'Management planning involves the development of forecasts, objectives, policies, programmes, procedures, schedules and budgets'.
3. According to Theo Haimann: 'Planning is deciding in advance what is to be done. When a manager plans, he projects a course of action, for the future, attempting to achieve a consistent, co-ordinated structure of operations aimed at the desired results'.
4. According to Koontz O'Donnell: 'Planning is an intellectual process, the conscious determination of courses of action, the basing of decisions on purpose, acts and considered estimates'.
5. According to Warren (1994): 'Planning is a decision-making activity requiring the process of ascertaining objectives and deciding on activities to attain these objectives'.

We can analyse these definitions as follows:

### Planning is pre-selection

Planning is the pre-selection of objectives and outlines the action before starting any business or in other words planning

is selection of mission, objectives and true strategies, polices, programmes and procedure to achieve them.

Planning is advance decision-making

Planning is decision making in advance or in other words choosing the alternatives and making the decision is called planning.

Types of Planning

The failure of some managers is due to their inability to recognize the several types of plans. A competent manager is one who uses the plan type that suits the needs of the institution. If a manager is not able to make an appropriate plan then it will be difficult to implement it affectively. Plans are classified as the following:

(a) Purpose, missions and objectives

The mission is to identify the general tasks of an educational institution whereas an objective is the outcome of an activity for example, planning, organizing, leading, staffing, and controlling. Objectives consist of a hierarchy of individual and basic aims.

(b) Strategies and policies

Planning may also be based on strategies and policies that decide the framework of all future action. Both are closely related and give direction. 'Strategy' word is obtained from a Greek word called STRATEGOS which means 'general'. Strategies determine the main long-term goals that a firm adopts, the means of action and allocation of resources required to attain these goals. Policies are basic statements or intellect that leads manager's thoughts and decision making.

(c) Procedure and rules

Procedures are plans that establish a required method of handling future activities. Briefly, procedures guide actions.

Rules are those required actions or non-actions allowing no discretion. Rules are basically called simple plans

(d) Programmes

Programmes are a complex of goals, policies, procedures, rules, tasks and steps to be taken, resources to be employed and other elements necessary to carry out a given course of action which are normally supported by capital and operating budgets.

(e) Budget

A budget is a statement of plans and expected results expressed in numerical terms or forms. The budget of an enterprise represents the sum total of income and expenses with profit or surplus.

### Characteristics of Planning Functions

Educational planning is now developing as a specialized field with its own identity and characteristics. It differs from planning in the field of general management. In India mostly proper and deep planning is not exercised. Generally adhoc decisions are taken during all the processes. Most important features of educational planning are as follows:

- Well-planned educational changes in decisions are essential for qualitative changes in education. Many persons of higher level management are involved in the process.
- There is a myth that planning is single person's responsibility. But in real it is a group effort and all people concerned are responsible for planning.
- In a developing country like Nigeria, the planning must be in accordance with the aims of a democratic society. It means that welfare of all members of society is of prime concern not only for some special interest groups.
- Educational planning must have its roots in the expected needs of the community and students.

- Modern educational planning has its roots in cooperative planning, which includes the involvement of the representatives of most of the concerned sectors of the society. The process of planning is an important feature of modern educational planning.
- Modern educational planning foresees future developments and needed changes. This is done in advance so that proper facilities, supporting media and required resources for implementing the planned changes can be secured.
- It also identifies educational problems and suggests suitable solutions. Instead of suggesting temporary solutions to problems, modern educational planning carefully and objectively collects data, interprets and analyses interrelationships between present and future needs and suggests solutions to existing problems.
- Planning is done in advance. Decisions on how and what are made before the process is completed.
- It is goal oriented.
- It focuses on required future outcomes.
- It is future based as it includes decisions that are achieved in future.

### Steps and Principles of Planning

Managers should follow the eight steps in planning for most programmes which are mentioned as follows:

#### 1. Awareness of Opportunities

It is the actual beginning of planning in an external and internal organizational environment. Each manager should be able to clearly and completely identify future opportunities. They should be able to do a SWOT analysis (identify–Strengths, Weaknesses, Opportunities and Threats) and set actual goals depending on the following:

- Market awareness
- Expected competition awareness
- Customers' needs awareness
- Product quality and weakness awareness

## 2. Setting Objectives

Here goals are set for the entire organization and work units specify the desired outcome which indicates, what is to be achieved by the set rules, regulations, policies, budgets and programmes and areas of emphasis.

## 3. Developing Premises

Establishing planning for premises like forecasting, applying basic policies and current company plan are environmental assumptions in which the plan has to be applied. All managers involved in planning must agree on the premises developed. Information about market type, sales volume, pricing, product type, technical advancements, etc. is required for developing premises.

## 4. Identifying Alternative Courses of Action

Following steps are used by managers to prepare a plan:

- Analysing the situation: In this analysis of past events, present situation and forecasting for future needs is involved.
- Need Identification: It is a process of describing 'what is' and 'what should be' and priorities of the two activities.
- Deriving goals and objectives: Goals and objectives are derived from the indicated requirements.
- Describing alternatives: Various possibilities are ranked so that those requiring immediate attention can be looked upon.
- Selection of strategies and policies: It is important to select the most appropriate alternative than one that might not be a priority.

- Implementation: Once the plan is approved, it is divided or handled completely to describe the activities to be committed.
- Maintaining and evaluation: Plans and goals implemented should be regularly monitored based on the performance of different work units which helps in identifying deflection of actual results from expected output. In case of any discrepancy corrective measures should be taken.

### Principles of Planning

In order to create an effective and efficient educational plan Gary Dessler stated the following principles:

- Aims should be achievable, reasonable and crystal clear.
- Correct data is very important for any planning process so quantitative methods along with intuitions should be used.
- Subordinates should be included in the planning process to ensure onus and acceptability of plans by implementers.
- An effective plan is based on accurate information and right assumptions.
- Being objective than over ambitious helps in planning effectively.
- Standards for discontinuing a project should be fixed at the beginning.
- Keep the Plans Flexible. The progress of the plan should be under constant review so that it can be revised if and when the situation requires modification.
- Long-term plans are required to be regularly reviewed to ensure changes occurring during implementation can be incorporated in the plan.

- The plan should be such that it can adapt to environmental changes.

Several attempts have been made by some scholars like Eugene B. Elliott and Earl E. Moiser to develop the similar principles of planning. On their basis, the principles of educational planning may be as follows:

- Educational planning must have its root in national planning.
- Planning should be research based.
- Planning must be a continuous process.
- Planning should consider all available resources and conditions of work.
- Planning should not be imaginary it should have sound base in reality and practicality.
- Every related and involved individual or group of individuals must have active and regular involvement in the process of planning.
- The process of planning should focus on the needs and requirements of persons to be served.
- The expertise of specialist should be taken into consideration during the planning process.
- Planning should provide opportunity for all persons and groups to understand and appreciate the plans.
- Planning should provide for continuous evaluation.
- Planning should have opportunity for modification for further action.

As per the opinion of Sears, the procedure of planning involves the following principles:

- Authority, knowledge, personality and social forces are involved in initiating planning.
- Defining the purpose of planning.
- Study of existing facts.
- Preparing a workable plan with alternatives.
- Selecting the planners, setting up machinery and maintaining the planning service.

We can conclude that a carefully formulated plan with the integral aspect of national planning may be developed on sound base of research. A realistic and continuous plan duly developed with involvement of all concerned persons and experts of the field should focus on the needs of the people during the procedure of planning.

### Educational Planning

In any management activity, planning plays a pivotal role. It is a prerequisite to prepare a good plan for making decisions and implementing them. In an educational institution, major functions of planning are establishment of educational goals, the development of educational programmes, reflecting the goals and the identification of resources needed to implement programmes. To organize these activities there should be a planning committee. This committee has to plan the budget, curriculum, facilities, resources and evaluation. It means that this committee must consist of experts from all these areas. All the educational institution must organize their activities around the plans framed by planning committee. The work of this committee continues even after the educational programmes are implemented. The educational programmes of the institution must be based on the outcomes derived from the planning effort. It is the responsibility of the planning staff to suggest changes and modifications and to evaluate the programme effectiveness. The educational system must develop its own planning capacity and appoint specialists from the field to supplement and complement its own staff. In this way, expert advice on particular problems can be made available; at the same time local personnel can give continuity to the planning process. The new era of planning demands greater capacity to conceive, conceptualize and compromise on the part of the educational administrator. It will also provide a great opportunity to contribute, affect and participate in the growth process.

Level of performance in any activity determines the success. Good planning improves the possibility of success. Being a basic function of all managerial processes, the process of planning involves exploration of future strategies of required actions and advance decision of appropriate action plan to achieve pre-defined and definite goals. Another popular definition is 'Planning is deciding in advance—what to do, when to do and how to do. It bridges the gap from where we are and where we want to be'.

Planning is determination of courses of action to achieve desired goals. Thus, planning is a systematic thinking about ways and means for accomplishment of pre-determined goals. It is necessary to ensure proper utilization of human and non-human resources. It is all pervasive, an intellectual activity and also helps in avoiding confusion, uncertainties, risks, wastages, and so on.

For smooth and proper discharge of all the functions of schools, colleges or any other educational institutes, several functions of management are exercised. Planning, organizing, directing and controlling are major functions. Educational planning provides base for all other functions. Efficient planning is required for quality assurance and enhancement in educational institutions for developing and democratic country like India proper and systematic development of nation is at utmost priority. Planning is core managerial function that focuses on developing a blueprint of strategies, process, support system, economic input and required human resource in advance. The basic questions behind the planning is 'how' and 'what'. When these questions are asked with regard to educational institutions, the planning will then be called as 'Educational Planning'. Every effort with regard to strategic and execution point of view in a school must be based on predefined pattern of actions to achieve educational objectives and to bring about overall changes as viewed by

national policies by the closest possible articulation of means and ends.

### Organizing

The process of education involves the methods, techniques and procedures to ensure optimum learning among the pupils by utilizing all available human and infrastructural resources. In order to achieve this target, each operational unit of an educational institution, i.e. from the classroom teacher to the board of control must have knowledge of expected levels of performance which is the key element of success in educational institutions. An efficient and effective mechanism for organizing all related activities and actions to achieve the predetermined or planned objectives is known as the function of organizing. It is a prime managerial function and a manager has to perform the following duties:

- Laying down the structure of the organization, the pattern of positions and relationships.
- Defining the positioning of workers on the basis of law and convention.
- Assigning duties and responsibilities.
- Ensuring group behaviour towards achievement of purposes through action, procedure, communication and evaluation.
- Ensuring security and durability of the group through pleasant relations, encouragement, self-expression and self-direction.
- Securing sustained and persistent cooperation of all workers.
- Making the organization democratic through personal relationship, active participation and sharing of power and responsibility.
- Ensuring individual and group satisfaction through group interaction and consideration.

- Promoting effectiveness and efficiency for accomplishment of purposes.
- Maintaining friendship, respect and confidence towards the workers. In short, organization is a man-made system designed to combine a complex of men, materials, machines and other resources into an efficient, effective and variable enterprises.

According to Harold Koontz and Heinz Weihrich, 'Organizing is:

1. The identification and classification of required activities.
2. The grouping of activities necessary to attain objectives.
3. The assignment of each grouping to a manager with the authority (delegation) necessary to supervise it, and 4. The provision for coordination horizontally (on the same or similar organizational level) and vertically in the organization structure'.

### Organizational Goals

While organizing is the mechanism through which goals set in a plan is accomplished, organization is the structure for that purpose. Organizations are created to achieve the goals of society and provide an agency for accomplishing the desired performance. Many goals of education are product-oriented. In a democratic society like ours, there is a commitment to certain process-goals, based on process-oriented values. There are two major organizational goals in a democratic society.

- (a) Each learner is a unique person. Individual differences must be taken into account when programmes are chalked out.
- (b) Learning 'how' to learn may be as important as the learning itself.

### Decentralization of Authority

Decentralization is an important organizational element and can be defined as: the inclination to dispel decision-making authority in a structured way. The placement of decisions in the organizational structure has to be carefully selected.

Decentralization is the method of organizing physical, financial and human resources together and developing fruitful relationship between them for achieving organizational goals. To form a business, determining and providing human and non-human resources to the business structure are involved. Organizing a process involves the following:

- Identifying activities.
- Classifying group activities.
- Allocating responsibilities.
- Delegating authority and creating responsibility.
- Coordination of authority and obligatory relationships

### Directing

Directing is one of the major functions of managerial process that assures the efficient working of organization to achieve the organizational objectives. It activates the concerned persons in a proper direction therefore directing is considered as life-spark of an educational institution. The functions like planning, organizing and staffing are the pre-requisite preparations for completion the work. It is a process of integrating concerned people with the organization to get their full cooperation for the achieving educational objectives. It is a process through which teachers are motivated to make effective and efficient contribution to the realization of organizational goals and their integration with those of individual and groups. In an educational setting, process of direction deals with the human element therefore it is a very

delicate and sensitive function that an educational managers must take care. Directing is an important component of management. It is a managerial process of running all the related activities in order to achieve the desired objectives. Determinant factors include prevalent circumstances, staff, equipment, finance etc. but the most important part is the knowledge, skill and competency of the administrator. Administrators have to coordinate all these components. Good direction means getting best possible work done by utilizing all available human and infrastructural resources.

It is the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals. It is required to show the path and give guidance to complete the task. It is that part of management which affects the decision gives the signal to act, indicates what action is to be? and when is it to start and stop? We can define direction as follows: Direction is that inter-personal aspect of management which deals directly with influencing, guiding, supervising, motivating subordinate for the achievement of organizational goals. Direction has following elements:

- Supervision
- Motivation
- Leadership
- Communication

Supervision implies overseeing the work of subordinates by their superiors. It is the act of watching and directing work and workers. Motivation means inspiring, stimulating or encouraging the subordinates with zeal to work. Positive, negative, monetary, non-monetary incentives may be used for this purpose.

Leadership may be defined as a process by which a manager guides and influences the work of subordinates in desired direction.

Communication is the process of passing information, experience, opinion etc from one person to another. It is a bridge of understanding.

### Importance of directing

Directing is very important function of managerial process. It helps to initiate action by giving directives and guidance to employees as well as coordinate employee efforts and leads toward objectives. Directing ensures maximum output from individuals by providing ways to fulfilling and utilizing the potential and capabilities of employees. It facilitate changes by incorporating environmental/ external and internal changes in the organization and enable subordinates to contribute their best to attain the goals of the organization. Directing is essential to achieve goals and objectives. In an educational institution efficient teaching-learning process, development of curriculum, use of innovative methodology, use of teaching aids and effective classroom management can only be ensured through proper process of directing.

### Types of directing

There are three types of directing processes. A good manager uses any of these types of direction as per the nature and need of the organization.

- Consultative directing: Participative techniques of giving directions
- Free-rein directing/laissez faire: The supervisor does not participate actively in giving decisions
- Autocratic/dictatorial directing: The executive keeps the entire authority and control with him

## Principles of directing

The process of directing should be based on following principles:

- Interaction between individuals and organization goals
- Integrations of groups and organization goals
- Securing cooperation of informal leaders
- Promoting participative decision-making
- Delegation of adequate authority
- Effective communication
- Effective control
- Direct contact
- Unity of command
- Maximum contribution of each individual
- Full participation of all concerned persons
- Proper follow up through feedback

## Controlling

Major functions of managerial process include controlling and monitoring of various operations or activities. In a general opinion control is an autocratic term. In other words it means the imposition of orders over many other persons. It is a negative explanation to this concept. If we look at concept of control positively we will find a totally different meaning. Process of control involves the monitoring of all activities in a way that focus on achieving objectives of the organization. Every action of concerned individuals must be in accordance with educational planning and effective control and monitoring of all actions are necessary components for achieving success. Deviation of organizational actions from its predetermined standards decreases the chances of success. We can conclude that problems faced in achieving the organizational goals emerge because of the failure to control the process from moving in the stated direction. The above discussion helps us to understand the relevance of control, its

meaning, different types and processes along with the procedures to be adopted for effective control. Control is required in all the processes of administration to ensure quantitative and qualitative improvement in order to achieve the goals.

#### Definition and Requirement of Control

The process of control in industries differs from that in education. Educational institutions totally differ from any other institution because it involves higher human

element. In a democratic setup no one wants to be controlled by others. An educational manager has to deal with various people and control their activities to get optimum quality output with minimum input. Usually we limit the term control in relation to controlling the employees and putting them under regulations, which creates a negative impression.

Effective management requires well-framed objectives, plans and programmes in order to achieve success. When an educational manager has been assigned a task, the first step is to decide the objectives of the task. Second, is to prepare plans to evolve a strategy to accomplish the desired objectives. Third, is implementing the plans. This process of accomplishing the pre-determined objectives involves monitoring and controlling. Therefore, controlling may be defined as a process which ensures that the progress of the assigned work moves according to the plan. In case of violation of pre planned actions the manager or concerned management has to take corrective actions. The formative evaluation, related information and effective feedback mechanism provide guidance for controlling process. It can also be concluded that process of controlling is closely related to planning process and has been accepted as a basic managerial function to ensure the pace of an activity and its quality. The different functions of control involve: monitoring the process of developing countries human resource, reviewing the information

collected through feedback and take corrective action if required. The process of control also helps educational managers in supervising changes in institutional environment and its effect on the organization, developing mechanisms for fast processing of every activity, preparing hypothesis to identify threats, strengths and weaknesses, adding quality to their outcome, maintaining optimum use of resources, promoting coordination between different related persons and preventing wastage of resources. It is mandatory to have control as a major function of all managerial functions. A good plan is one which incorporates the needed controls. Further, controls and monitoring are applied in every area of operations like production, sales, finances, quality, human resources, etc. In educational management, control plays a very important role in each and every activity.

#### Types of Control

Control is generally classified into the following types:

- (a) Pre controls
- (b) Preliminary control
- (c) Concurrent control and
- (d) Feedback control

Let's discuss each of these types in detail, in this section.

(a) Pre controls: Pre-action control includes the planning of preventive measures aimed to check problems before they arrive. They are also known as pre-action controls. The best example of pre-control is to check over future financial expenditure. When an educational planner knows the financial limitations of an institution, he will assure the control over financial resources accordingly.

(b) Preliminary control (Feed forward control): It is control over anticipated problems or deviations of system before the task operation starts. This kind of control is essential part of every kind of planning. In this control mechanism, managers identify

the issues and the prospective action plans to meet the anticipated problems. For example, if you are a principal of a school. You ought to know in a year which particular month has more student admissions and during which month most of evaluation process occurs, you would develop a proper mechanism to meet any anticipated problems. Preliminary control acts as an alert mechanism for educational managers about the probable hurdles that may affect the accomplishment of predetermined targets.

(c) Steering control (Concurrent control): It is a kind of control that is used during the work being performed. Steering control ensures the accomplishment of work according to a laid down plan and takes necessary corrective action before any major problem appears due to violations of actions from pre-planned programme. For example, each day a principal supervises all the activities to ensure maximum learning output. She/he monitors all the activities in order to ensure quality and takes necessary steps as and when required. For the effectiveness of concurrent control an educational manager must obtain the information on time and it should be accurate. Since concurrent control helps to take corrective action during the process therefore it is one of most popular method of control and is used widely.

(d) Post action control (Feedback control): As the name suggests, post action control is used after completion of a task. It is a kind of critical review that is conducted to see whether the desired result has been achieved or not. It provides information about whether the objectives of the organizations are achieved or not. This kind of feedback control can be used for deciding the future action plan of an educational organization. It is mandatory to clear that all these types of control are complementary to each other. This categorization is based on the control at different stages and a good manager uses all or any of these controls as required.

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**UNIT 13:****MEANING AND DEFINITION OF MANAGEMENT DEVELOPMENT**

Management development is defined as

- A conscious and systematic process to control the development of managerial resources in the organisation for the achievement of goals and strategies. (Molander, 1986)
- An attempt to improve managerial effectiveness through a planned and deliberate learning process. (Mumford, 1987)
- That function which from deep understanding of business goals and organisational requirements, undertake (a) to forecast need, skill mixes and profiles for many positions and levels (b) to design and recommend the professional, career and personal development programmes necessary to ensure competence (c) to move from the concept of 'management' to the concept of 'managing'.(Beckhard,1989)
- Although such definitions represent useful starting points, they tend to constrain the notion of development to processes that are seen as formalised, planned and deliberate. It is true that many aspects of development are like that, but development is also a continuous, dynamic process where managers often learn through informal, unplanned experiences.
- To achieve a more comprehensive view of development, there is need to incorporate additional aspects such as:
  - Framework for setting, linking and balancing individual and organisational objectives;

- Systems for identifying and selecting managers;
- Structures to support, motivate and reward;
- Plans to enable career progression;
- Mechanisms to measure and evaluate performance.

## APPROACHES TO MANAGEMENT DEVELOPMENT

Management development can be approached in different ways. Mumford (1987) describes three types of approaches, which are broadly representative of management development at the present time. They are:

### Type 1: 'Informal managerial'—Accidental Processes

Characteristics:

- Occurs within manager's activities
- Explicit intention is task performance
- No clear development objectives
- Unstructured in development terms
- Not planned in advance
- Owned by managers.

### Type 2: 'Integrated managerial'—Opportunistic Processes

Characteristics:

- Occurs within managerial activities
- Explicit intention is both task performance and development
- Clear development objectives
- Structured for development by boss and subordinate
- Planned beforehand and/or reviewed subsequently as learning experiences
- Owned by managers.

### Type 3: 'Formalised development'—Planned Process

Characteristics:

- Often away from normal managerial activities
- Explicit intention is development
- Clear development objectives
- Structured for development by developers
- Planned or reviewed subsequently as learning experiences
- Owned more by developers than managers.

Type 3: 'Formalised development'—Planned Process  
Characteristics:

- Often away from normal managerial activities
- Explicit intention is for development
- Clear development objectives
- Structured for development by developers
- Planned or reviewed subsequently as learning experiences
- Owned more by developers than managers.

Characteristics of this approach:

- No management development infrastructure. Development is not linked to business strategy.
- Development often focuses on the needs of the organisation and fails to meet the learning needs and aspirations of individuals and groups.
- There is tacit support for management education and training because it is seen as a 'good thing to be doing' irrespective of organisational needs
  - There is a lack of common vision among those responsible for management development.
- It is difficult to evaluate the effectiveness of a piecemeal approach that lacks clear direction and established objectives.

Open System Approach

If organisations can be persuaded to adopt an open systems perspective of management development, they are likely to overcome many of the problems created by the piecemeal

approach. Instead of looking at management development in isolation, it becomes an integral part of a wider organisational system, and more importantly, is linked to the 'reality' of management work. Viewing management development in open systems terms recognises and focuses attention on the following:

- It is composed of identifiable parts or components, which act together in an organised way. A range of inputs is transformed in the management development process to produce a range of outputs.
- The management development process interacts, influences and is influenced by variables from other environmental and organisational subsystems (social, technological, cultural).

Benefits of an open systems approach:

- The notion that if you develop the manager, you develop the organisation and vice versa becomes apparent. An open systems view identifies the way management development contributes to overall organisational effectiveness.
- Viewing management development in open system terms reveals the full extent of its influence on the organisation and is likely to lead to a more detailed and objective assessment of performance and overall effectiveness.

### Unified Approach

In a unified programme, management development is located at the very heart of the organisation's philosophy, mission, business goals and human resource strategy. The process is integrated and coherent across all functions and hierarchies. Manager performance is measured, and development activity can be linked clearly to the organisational values and the achievement of strategic goals.

### The Future of Management Development

Management Development is future-oriented in that those responsible for development will have to form views about the

way management as a profession will progress and the skills and knowledge that will be required in the future. The following are trends, which seem likely to develop in future:

- Organisations will continue to decentralise and seek greater flexibility from their workforce.
- Managerial control will change as a better educated workforce, the growth of professionals in the workforce and new technology will lead employees to demand greater autonomy over their jobs and working lives.
- There is an increasing awareness that people represent a real source of competitive advantage. The competitive gap is narrowing as technology becomes cheaper and more widely available, barriers to competition are removed and markets are 'globalised'.
- The growth of Information Technology (IT) has led to information being more available and more accurate than ever before. Instead of 'tiered ranks' of middle managers manually collecting, sifting and analysing information for decision-making and control purpose, technology has enabled strategic decision makers at senior manager level to obtain an immediate and detailed view on how their organisation is performing.
- Managers will be expected to adapt and respond to environmental and organisational changes.
- Managers of the future will possess skills and attributes that are markedly different from those that have gone before. The emphasis will shift more to managing people and developing flexibility, adaptability and coping skills in the face of complexity and relentless and unremitting change.
- The notion of established career paths and career ladders would have to change.

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## Unit 14 :

### IMPORTANCE OF MANAGEMENT DEVELOPMENT

- There is a rapid pace of technological development. Many automatic machines and equipment have been introduced. The managers must have working knowledge of new technology.
- The managers must have up-to-date knowledge of the changes in the socio-cultural environment and understand the behaviour of people in a proper perspective.
- There is tough competition in the market, and the consumers have become conscious of their rights. To understand the needs of the consumers properly, executive development can be of great help.
- Recognition of the social responsibility of business managers has increased the need for executive development.
- The workforce today is educated and socially aware. They ask for participation in management, better pay and better working conditions. In order to satisfy and motivate them, executive development is necessary.
- Frequent labour management conflicts need trained managers.
- It can also impart knowledge in the latest management concepts, principles, techniques and practices to the managers.

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### STAGES OF MANAGEMENT DEVELOPMENT PROGRAM

Identification of development needs

Inventory of managerial talent

Appraisal of present managerial talent

Planning of individual development program

Establishment of development program

Evaluation of the program

## METHODS OF MANAGEMENT DEVELOPMENT ON THE JOB DEVELOPMENT

### Coaching

- Under this method, the immediate superior guides the subordinate about various ways and methods and skills to do the job.
- The superior only guides and does not teach, although he extends his assistance whenever needed.
- Periodic feedback and evaluation are also part of this method
- It provides real and practical job experience to the trainee.
- It should be distinguished from counselling, which involves discussion between a superior and subordinate in the areas concerned with the latter's fears, emotions and aspirations.
- In many cases superior has to play the role of a coach and counsellor.

### Mentoring

- Mentoring is considered a process whereby a senior executive acts as a friend, philosopher and guide to a junior executive and provides him the support that the latter needs.
- The support may take the form of emotional support, coaching, counselling and guidance.
- The senior manager who provides the support is known as 'mentor' and the person who is provided support is called 'mentee' or the 'protégé'.
- While organisational training takes care of the knowledge base and the skills set of the young manager, mentoring complements it with personal instructions in the intricacies of working in the organisation.

- It reduces training time, ensures individual attention to the junior's problems and makes the learning flexible rather than structured.
- Modern organisations use mentoring to develop their promising employees since their induction in the organisation.

### Understudy

- In case of understudy, an executive is developed to perform the work or fill the position of his superior.
- The understudy is a trainee who at a future time will assume the duties and responsibilities of the position currently held by his immediate superior when the latter separates from the job because of transfer, promotion, resignation, retirement etc.
- When the superior is handling his daily operating problems, he may discuss these with his understudy to get his ideas and give him experience of decision making.
- The understudy may even be asked to directly supervise a number of people at work. This will give him an opportunity to try out his leadership skills.
- To the organization, it ensures that it will not be placed at a serious disadvantage if the executive suddenly leaves his job. The understudy will be in a position to hold that position.

### Job or position rotation

- Job rotation consists of systematic and coordinated effort too transfer an executive from job to job and plant to plant.
- The executive is given all the normal duties and responsibilities which go along with the job to which he is transferred.

- Job rotation serves to bring the feeling of superiority of one department over the others. When several executives have served in each other's departments, they can also understand the reasons why a certain function must be done in a particular way.
- Job rotation injects new ideas into the different departments of the organization.
- The training takes place in a practical situation.
- Productive work may suffer due to disruption caused by changes and limitations of individuals to adjust to new job.

#### Project Assignment

- Under this method, a trainee may be assigned a project that is closely related to the objectives of the department.
- A trainee may be assigned to develop a system of cost control in the execution of orders. The trainee will study the problem, collect and analyse data and make recommendations upon it. This project would help in educating the trainee the importance of cost and to understand the organizational relationships between accounting and other department.

#### Multiple management or junior board

- This method involves the establishment of a junior board of Directors in the company for the training of selected executives.
- The junior board is given the power to discuss any problem which the senior board should discuss.
- The greatest value of the junior board is training of middle level executives, who are in the que for promotion.

- This method has the advantage of being relatively inexpensive, developing teamwork and group decision making among managers, enabling the managers to see the problems from the organizational rather than departmental point of view.
  - The top management gets productive ideas from the junior board.
  - It develops teamwork among the members of the junior board.
  - It widens the area of thinking of the members of the junior board.

#### Committee Assignment

- A committee is a group of executives appointed to investigate, take action, make recommendations regarding some matter relating to the organization. The committee studies the problem or issue in accordance with the terms of reference.
- The committee studies the problem or issue in accordance with the terms of reference.
- For example, a committee may be set up to analyse the feasibility of introducing a new product.
- This committee may have persons from finance department, engineering department, research and development department etc.
- The committee will study the questions of feasibility of new product from all the angles and make recommendations.
- A committee is an excellent means of training. Through discussions and deliberations in committee meetings, the trainee becomes acquainted with the different view-points and acquires a wider perspective.

## OFF THE JOB DEVELOPMENT

### Role playing

- Role playing may be described as a technique of creating a life situation, usually one involving conflict between people, and then having persons in a group play the parts or roles of specific personalities.
- In industry, it is used primarily as a technique for modifying attitudes and interpersonal skills.
- The individuals are then designated to play the roles of persons in the situations described. · The purpose of role playing is to aid trainees to understand certain problems and to enable observers to evaluate trainee's role performance.
- This technique makes the trainees self-conscious and imaginative and analytical of their own behaviour.

### Advantages of role-playing

- When one is asked to put oneself in someone else's place and play the role of that person, it generally increases awareness of the other's problem.
- The trainees learn to accept criticism from others and work harder to overcome their shortcomings.
- Role-playing exercises could be videotaped to help the trainees to have introspection of their performance.
- The free-wheeling nature of role playing is conducive to generating new ideas and approaches
- The trainee can broaden his experience by trying different approaches, while in a real situation he has only one chance.

### Sensitivity training

- Sensitivity or T group training is an important technique of laboratory training. The main objective of sensitivity training is the development of awareness

and sensitivity to one's own behavioural pattern through interactions with others.

- The sensitivity training program is absolutely unstructured.
- The trainer initially explains the technique to the participants and informs them that the purpose is to increase their awareness about themselves and others and to know each other's feelings and reactions in a group setting.
- The trainer neither act as a leader nor brings any agenda
- Sensitivity training is different from role playing. In role playing trainer act as a coach, but in sensitivity training the trainer is only a moderator.
- The working of sensitivity training consists mainly of sitting around a a table discussing for hours.
- The trainer, usually a psychologist, neither leads the discussion nor suggest what should be discussed but only guides the discussion.
- Members in the discussion criticise freely the behaviour of each other thereby giving feedback which may be positive or negative.
- The trainer act as a moderator who provides feedback so that each trainee may know what others think about him/her.

#### Benefits of sensitivity training

- Increased self-awareness or insight about one's own behaviour and learning how others perceive it.
- Increased sensitivity to the behaviours of others, to communication stimuli emitted by others through their voice variations, face expressions, body gestures and signals etc. and enhanced ability to interpret accurately the emotional or non-cognitive bases of interpersonal communication.

- Increased insight into the process that facilitates or inhibits group functioning and intergroup interactions.
- Higher level of skill to diagnose group interpersonal and intergroup situations.

#### Limitations to sensitivity training

- It forces many individuals to undergo a humiliating and anxiety provoking experiences from which they may not recover.
- It strips people of defences which they badly need and provides them with nothing to replace these defences.
- It encourages behavioural modes that are acceptable in the laboratory but unacceptable in the organisational set up.
- It encourages and coerces individuals to reveal aspects about themselves that constitute an invasion of privacy, thus harbouring later resentment in participants.

#### Conference training

- A conference is a group meeting conducted according to an organised plan in which the participants seek to develop knowledge and understanding by obtaining a considerable amount of oral participation.
  - As a member one can learn from others by comparing his opinions with those of the others,
  - One can also learn to respect the viewpoints of others and realise that there is more than one approach to a problem.
- As a conference leader, a person can develop his skill to motivate people through his direction of discussion.
- A conference may be divided into small groups for intensive discussions. Such small groups report back their conclusions and suggestions to the conference.

#### Benefits of conference training

- There is active participation by the members as compared to a lecture method

- Learning is facilitated through building upon ideas contributed by the conference members.
- Interest of the participants is high
- The conference method is suited to learning about problems and issues and examining them from different angles.

#### Seminar

- A seminar is a group meeting organised like a conference.
- It is generally centred around a single theme such as 'Emerging Issues in Human Resource Development'.
- The theme is examined in detail by different experts in the concerned field.
- The experts make their presentations and answer the questions raised by the participants.
- In practice, many times seminar and conference is used interchangeably.

#### Programmed Instruction/ Learning:

It refers to a self-teaching method in which the learner uses self –instruction and moves in an established step by step logical method to gain knowledge about complex principles and theories at his own speed. The instructions are taken through a booklet instead of an instructor and now-a-days automated teaching equipment's or machines are also used for programmed instruction. In this method concepts and constructs to be learnt are presented in a brief manner with one step at a time. The main approaches of programmed instruction are linear programming and intrinsic or branch programming.

#### Simulation Methods:

A simulation method makes a sincere attempt to create a situation, which closely resembles a real-life situation wherein individuals can learn from their own mistakes. A brilliant example of simulation method is Infosys program in collaboration with Stanford Graduate School of Business (GSB)

to develop a comprehensive executive education program. The program brings together the senior executives of the company with a team of Stanford GSB who will design and deliver a customised strategic leadership development program which involves e-learning , live sessions and assessment centres wherein variety of simulation methods like in-basket exercises shall be used to train about 200 executives who will participate in this program. The three methods of simulation namely InBasket method, case study and management/business games.

### Case Study

In this simulation technique a case is presented to an individual or a group for identifying plausible and suitable solutions to a problem. Since cases tend to simulate real life problems; it may include description of organisations and individuals involved in the case. The learner or the group of learners study the problem and offer possible answers to the problems. It is beneficial to carry out case study in a group format as the participants come to know about other's viewpoint, thus broadening their viewpoint. It is through case studies that people can apply their theoretical knowledge to identify a practical solution of the problem. It is necessary that the learner must have sound theoretical knowledge before he delves into the concerned problem. Also, the success of this method is dependent on the maturity and experience of the guide as he may play an instrumental role in developing analytical thinking and problem solving ability in the learners

### Management development policy

A management development policy provides guidelines on the approach an organization adopts to the development of its managers. It is operationalized by a management development strategy. Mabey and Thompson (2000) state that management development policy consists of three variables:

- 1) the existence of written management development policy statements,
- 2) the degree of organizational priority given to management development, and 3) who takes responsibility for driving management development in the organization (the individual or the organization).

### Priorities for management development

Hirsh et al (2000) suggest a number of priorities for management development. These are:

- combining a strong corporate architecture for management development with a capability for 'just in time' training and local delivery to meet specific business needs;
- providing better information and advice for individual managers on how to think about their future direction in career terms and their learning needs;
- mainstreaming the skills required to manage self-development and to support the development of others; these skills include those of 'manager as coach' but also go wider and include informal career mentoring;
- finding ways of delivering more stretching and stimulating management development to the whole population of managers, not just those in very senior posts or identified as 'high potential'.

### Principles of management development

An integrated approach to management development will make judicious use of both informal and formal methods and, possibly, in larger organizations, development centres. The five governing principles are set out below:

#### The reality of management

The approach to management development should avoid making simplistic assumptions about what managers need to

know or do, based on the classical analysis of management as the processes of planning, organizing, directing and controlling. In reality managerial work is relatively disorganized and fragmented, and this is why many practising managers reject the facile solutions suggested by some formal management training programmes. As Kanter (1989) has said: 'Managerial work is undergoing such enormous and rapid change that many managers are reinventing their profession as they go.'

### Relevance

It is too easy to assume that all managers have to know all about such techniques as balance sheet analysis, discounted cash flow, economic value-added, etc. These can be useful but they may not be what managers really want. Management development processes must be related to the needs of particular managers in specific jobs. Those needs should include not only what managers should know now but also what they should know and be able to do in the future, if they have the potential. Thus, management development may include 'broadening programmes' aimed at giving managers an understanding of the wider, strategic issues that will be relevant at higher levels in the organization.

### Self-development

Managers should be encouraged to develop themselves (self-directed development) and helped to do so. Performance management and mentoring can provide this guidance. Programmes can be set out in personal development plans.

### Experiential learning

If learning can be described as the modification of behaviour through experience then the principal method by which managers can be equipped is by providing them with the right variety of experience, in good time, in the course of their

careers, and by helping them to learn from that experience. Action learning, as described in Appendix D, is a good method of doing this.

### Formal training

Courses can supplement but never replace experience and they must be carefully timed and selected or designed to meet particular needs.

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