

EFFECTIVE INTEGRATION OF ADMINISTRATIVE PROCESSES IN SCHOOL ADMINISTRATION

Chima Sebastine Ugwulashi
University of Port Harcourt,
NIGERIA
csugwulashi@yahoo.com

ABSTRACT

This paper discusses the need for synergic application of administrative processes (POSDCORB-E) in the day-to-day administration by school administrators like Headmaster, Principal, Rector, Provost, and Vice-chancellor, but the focus has been that they improve school administration. It started with the theoretical origin and meaning of POSDCORB-E and its profounder. The acronym POSDCORB-E was succinctly discussed as planning, organizing, Staffing, directing, coordinating, reporting, budgeting and evaluation. It also highlighted importance of evaluation with summary and recommendations.

Key words: Effective, Integration, Administrative Process, School Administration

INTRODUCTION

The acronym POSDCORB (E) has been in practical usage in school like any other organization world over and has been widely accepted as universal management techniques by both managers and administrators of big and small organizations in realizing corporate organization goals. Educational practitioners in all categories have amply utilize this acronym in practical ways to foster healthy management and administration of the sector. The need to reemphasize its usage was necessitated by the decreasing status of school administrative process leading to principal - vice principal and other staff, student demonstrations and school - community conflicts. Obviously our school needs administrative quality to achieve better results in meeting the technological manpower needs in this 21st century.

In the daily administrative tasks of the school administrator, there are certain demands. Also there are different administrative styles as there are different administrators in handling administrative issues. Every administrator applies the type of style considered appropriate to achieving its organization goals depending on the organization type. The organizational type specifies the hierarchical structure and the degree of administrative requirements necessary. No leader can achieve any result without the use of these administrative functions.

Administrative functions, elements or processes therefore ensure the sequential harmonization of organizational processes in achieving desirable educational good. Hence, it is a concept that depicts the functions of every administrator as functional leader (head) in the execution of day to day activities of the school. It was Gullick and Urwick (1937) scholarly expansion of the original work of Henri Fayol (1911) 'POCCC' (Plan, organize, control, coordinate and command) that gave rise to this acronym, while, trying to explain the functions of an administrator or manager. POSDCORB (Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting) as it implies was further expanded by Enaohwo and Eferakeya (1989) to include EVALUATION considering the crucial role evaluation plays in what has been done or not.

The acronym in the view of Enaohwo and Eferakeya (1989) became planning, organizing, Staffing, directing, coordinating, reporting, budgeting and evaluation (POSDCORB(e)). To a great extent the

functions of school heads like in any other organization must revolve round this acronym POSDCORB(e) as every Administrator must plan, organize, staff, direct, coordinate, report, budget and evaluate all the activities and resources whether in the school system or corporate organizations. Obviously, in managing proper organizational life without following this sequence of process, organization resources may be duplicated and wasted in carrying out trivial tasks. Mullins (2005:53), therefore upheld that it is through the process of management that efforts of members of the organization are coordinated, directed and guided towards organization objectives. Eventually, the shrewd application of POSDCORB helps every practicing administrator in meeting set out targets in time. Therefore school administrators must ensure the appropriate use of these functions in effectively and efficiently utilizing organization resources to their advantage.

Sequence of Administrative Process



Source: Researcher's analysis of POSDCORB as modified by Enaohwo and Eferakeya 1989

Planning

Planning is the hallmark of every activity in life and organizations. It involves thinking and looking ahead into the future. In other words, it is strategizing for the future and sequentially following those activities in order of their priority for accomplishing result with the limited resources. The school administrator does a lot of planning for every activity as to achieve educational objectives and goals with the scarce resources available to the school. It is not an action administrators eventually carry alone but a collective activity which involves the administrator, members of staff and also the community which it situates. Upon the deplorable conditions, most schools are struggling to meet up the demand for quality education, which made the school administration obviously difficult without planning. Planning reduces the situation of numerous conflicting wants to be satisfied with the limited resources where it so exists. The school seems to be an unserious venture in the eyes of the society especially the public schools because of poor planning leading to inadequate attention by governments especially in the less developed societies.

Nevertheless, improper implementations of planned activities have been attributed to why there are failures instead of the planning process itself in most circles. Often schools are stripped of funds, basic infrastructures and instructional facilities lacked and even salaries for education staffers are not promptly paid in most developing countries. Strike actions are common phenomenon in these countries. Obviously position of teachers and other staffers are not considered. Lack of material and financial resources have jeopardized the education sector that government and philanthropic supports are no more seen. In trying to ameliorate the decaying infrastructure and facilities required for effective teaching and learning.

These issues still bothering education in the third world societies today would have long been overcome in this 21st century but persistent bribery and corruption made practically everything impossible to accomplish. It becomes imperative that any nation who wants to develop along the global trends must consider education a national priority not to toil with it. This serves good purpose for developing countries to properly plan along the line without making mockery of the institution.

Planning thus ensures cohesion of activity and enables maximal accomplishment of set out objectives and goals with limited resources. It calls for just –in- time management of all processes as to cooperatively achieve result. Without planning, human, material and financial resources available cannot be fairly utilized to achieve school goals (teaching and learning). As Weldon & Weingart (1988) suggest that planning plays an important role in the goal effort and a group goal is expected to motivate planning. School activities are planned on daily, weekly, monthly, term and yearly basis by school administrators like curriculum planning, timetabling, conferences, seminars, examinations, graduation ceremonies, duty post schedules, teachers, students, sports, cultural days, school records organization, PTA and staff meetings, discipline, committee, school plant facilities, manpower, fund raising, supervisory and inspection activities and others are planned activities done by the school head and committee.

As the hallmark for school success, the School administrators must carry out an in depth analysis of all school activities and students performances involving staff, students and neighborhood community in planned actions in keeping good school – community relationship (Igwe,1999). Good school – community relationships brew sense of belongingness among school and community members. It further enhances communication that is beneficial to build team to give all staff and parents fair participation in planning and implementing some school activities. In view of this importance, planning cannot be implemented with inadequate information. The information must be communicated to staff, students and community of that school in good time. Planning ensures time management process and commitment. No wonder successful school heads enjoy the support of their staff, students and community because of openness in school planning. Proper leadership planning ensures having clear, shared goals is an important factor in increasing group productivity and reducing group conflict (De Souza & Klein 1995). Planning, finally determines the potency of the leader to attain set out specific goals in good time through the recognition of strengths and weaknesses of the human, material and financial resources available to the school.

Organizing

The job of school administrator far surpasses that of planning alone. He goes further to see that planned activities are fully organized to allow easy achievement of set out objectives and goals. Organizing is an important aspect of school administrators' function. Oluwuo and Uche (2004:55) upheld that organizing is an element of administration that is concerned with relating all components of the school into coordinated whole so as to achieve set goals. That is the school administrators, must assign to the academic and non academic staff specific roles to perform, build up human and material resources, to carryout the planned activities by bringing together these various jobs as one unit of school task, in achieving the school set out goal and objectives aimed at better teaching and learning. For example the school heads partake in organizing personnel for the school through proper needs assessment, staff retraining and creating favorable working conditions which helps to motivate teachers and increased their professional growth. The function of school heads remains to organize planned actions into concrete terms.

Staffing

On staffing, school administrators are overtly and or covertly responsible for quantity and quality of staff and students in their school. School personnel resources management (SPRM) revolves around the school heads in determining the capacity required for their schools. School capacity depends on the ability of the head to plan and organize for the personnel required for their school. Staffing here involves teaching and non teaching staff and students. The Ministry of education is amply responsible for the control of staff through recruitment exercise and admission of students through entrance examinations for public schools. The school administrators also admit students changing from their previous schools or from those whose parents have changed locations. The administrator has a great

role to play in the staffing process of the school. The importance of staffing in organization cannot be overstressed because it is what that makes an organization a social system. On one hand it deals with the human resource aspect of the organization that concerns itself with propelling the system for realizing set out objectives and goals. On the other hand, public school heads are not empowered to hire and fire directly but can recommend for such recruitment to be made through the Schools or District Education board or the ministry of education. Without staffing function the process of recruitment, deployment, retaining and retraining of staff for professional development as to pass appropriately the intellectual work to the young learners.

Directing

The school heads direct on what to do specifically in accomplishing school set out objectives. Directing offers guide to task as body of rules in regulating individual role performance. It is leading process and without directing, organizational activities properly, members roles may conflict and efforts will not be effectively channeled, resources will be wasted. It helps in building responsive and response – able team interacting and interrelating together in achieving school objectives and goals. The job of school administrators involves providing direction or good leadership which will engender growth of the school through staff, students and community effort, and increased cooperation and participation in carrying out their statutory functions. The school administrator has the onerous task through this function to observe certain mistakes in planning, organizing and staffing and provide some modifications that help to meet set out target.

Coordination

Coordination is another important administrative function through which activities are tied to goal realization. Enahwo and Eferakeya (1989) described coordination as fine thread that weaved organization together. The job of school administrators involve coordinating varied tasks of staff together and keeping those to whom the executive is responsible informed as to what is going on, which includes keeping him and his subordinates informed through records, research and inspection (Peretomode:1991:26). On the other hand, Madumere-Obike and Abraham (2004:29) sum coordination up as uniting, correlating, building together and harmonizing all activities and efforts of organizational members. Brech (1975) in Mullins (2005) sees coordination as balancing and maintaining the team by ensuring a suitable division of work and seeing that the tasks are performed in harmony. To the author, coordinating underpins the entire organization activity which the school heads must ensure the bringing together of various activities in order to timely accomplish goals of education. Good coordination is synonymous with direction brings about organizational cohesion in achieving group goal. Worthy of note, is that the leadership focus of the administrators determine the amount of influence they wield among staff, students and community. To a greater extent direction propels the system.

Reporting

Another important task often ignored by most school administrators are reporting which over time is assumed could be done anyhow, anytime, and anybody. That is to say no time is late to give report to either the super ordinate or subordinate Reporting is the glamour of organization because actions cannot be taken for any good reason without adequate information. It is poor reporting that breeds conflicts among members in trying to achieve group goal. It ensures appropriate communication. A social system requires interrelationship and interaction among members and reporting tends to bridge the gap often created by administrators regarded as mechanical isolates (Luthans, 2005). Administrators must be good communicators, relating all the information upwards or downwards as it were to promote school life, such administrators refers to humanistic orientates (Luthans, 2005). Reporting in any system creates effective, realistic, good and unbiased, communication that enhanced feedback for organizational growth, in other words, instilling trust and confidence among members. Administrators are bound to inform their subordinates (staff, and students) and super ordinates (Schools Board, Ministry of Education and Education authorities) as well as the community the true position of the school. In doing this, there must be participatory decision making approach availing everybody good opportunity to perform assigned roles. This, school heads need to employ humanistic

approach to matters relating to their staff while carrying out their specific administrative and inspectoral tasks (Nnabuo, 1996).

Budgeting

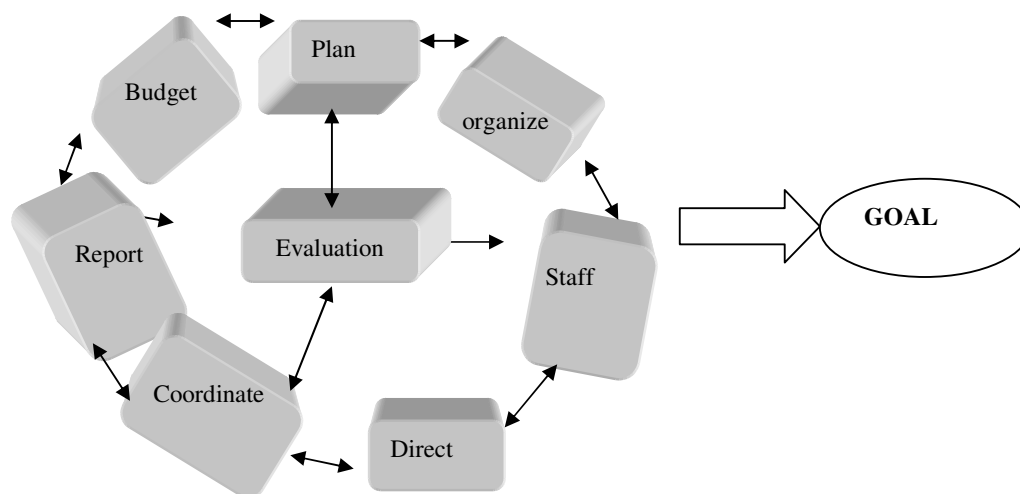
As the school heads plan, organize, staff, direct, report, budgeting is another crucial step in organization life. Budgeting involves planning process of human, material and financial resources while estimating the judicious use of input to achieve results. Budgeting, serves as control mechanism. Mullins (1999:790) puts it that management control embraces far more than just financial or accounting considerations. However, it concerns the whole process of management to the extent that the organization aims are achieved with increased improvement and performance. The school like other organization in contemporary society does budgeting of finance and other resources as to make efficient and effective management of the resources including time. Effective budgeting of resources enhances organization quality an essential criterion of good leadership and followership. School budget helps the administrators to prudently organizing and use school resources as to accomplish the goal of education.

Evaluation

Evaluatory function ensures prudent management of the planned and organized affairs or resources of any organization including the school by continually assessing every activity ascertaining what and what and where necessary proffered remedial actions is needed to ensuring that set out objectives and goals are achieved. Evaluation tells us where we are going to and where we are ending the journey. In order to know where we are going, several questions are asked about the system. For example is the school activity properly planned? Are the organization, direction and coordination of activities processes carried out as planned? Are undue attention given to memorable or recent events? Are the teachers doing the proper classroom management? Does the school have the necessary community, staff and students support? Is there any recorded achievement of the school? It is because of the importance of evaluation, Enaohwo and Eferakeya (1989:28) included this single function on the Gullickian acronym POSDCORB to become POSDCORBe.

The process of organization evaluation especially the school is important to maintain quality and standard of education. It enhances teachers and students performance level. Evaluation further encourages the prudent use of resources in any organization and brings synergy of other processes. Agreeably it brings in place about check and balance to regulate resources and efforts as the organization expectations grow.

There should be synergy in applying POSDCORBE as shown diagrammatically emphasizing the central role of evaluation in ensuring that the processes work to produce reasonable outcome.



Source: *Researcher analysis of POSDCORB(E) synergy in administration as developed by Enaohwo and Eferakeya, 1989*

SUMMARY

The daily activities of the school administrators rely on the concept of POSDCORBe in the management of school affairs. No school head works without planning, organizing, staffing, directing, coordinating, reporting, budgeting and evaluating of the system. Planning involves mapping out in broad outline what needs to be done and the ways for doing them to accomplish the purpose set. Organizing is the arrangement defined to accomplish the desired result. Staffing entails the whole organization personnel management including recruitment, training and retraining processes. Directing takes care of decisions and leadership approaches for ensuring that set out objectives and goals are well managed. Coordinating is the all-important duty of interrelating the various parts of the work. Reporting is keeping organization members informed about the progress made at each level. Budgeting, deals with the appropriate planning and utilization of all the resources while evaluation tries to regulate the efficiency and effectiveness of achievement made in the course of discharging any specific process by the administrator. Therefore, it is demanding on all school administrators to appropriately integrate all the processes in a continuous sequence as to attain the desired result.

RECOMMENDATIONS

Effectiveness in school administration is a matter of many factors, however, for administrative convenience as put by Gullick and Urwick school heads must follow the sequence of POSDCORBe for enhancement of activities in time. It must be the dictionary for goal accomplishment to serve as daily guide towards the desirability of management organizational tasks. The processes must go together continuously to avoid duplication of resources and needs to be applied in consideration of other universal administrative principles.

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