

The Necessities of Theories in the Management of Education in Nigeria

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ABSTRACT: This paper discussed the necessities of theories in the management of education in Nigeria. The concept, types of theory and the Stages in theoretical Development were outlined. The examined the uses of theories in administration to include increase in productivity, prevention of conflict. The qualities of a good theory were also examined. The paper revealed that there is relevance of theories in Educational Management which include provision a framework for the explanation and interpretation of facts. It also outlined some theories and their necessities educational management namely: Scientific Management Theory, Classical Organization Theory, Human Relations Theory, and Incremental Theory among others. It was also recommended that Educational management theory should be applied regularly because it provides the basis for decision-making and judgment, Government should promote inquiry and logical reasoning in educational management, because it makes rational and systematic as easily possible.

Keywords: Educational management, theories, necessities of theories, Nigeria

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INTRODUCTION

Theories are to administration what salt is to soup. Thus, theories help administrators to make a work good, easier, faster and to some degree reduce wastages and cost. It is therefore important for managers and administrators to have a good knowledge in the use of theories for better management of resources and productivity. Educational managers who are experienced and professionally exposed usually apply theories in guiding their action because to them, a good theory provides the framework (ideas or rules) which serves as the basis for decision making and judgment. An efficient and effectively management of educational system depends on the quality of school administration, qualifications, and wealth of experiences of educational managers and other personnel who must largely apply relevant theories in their management. In the study of educational management, Hoy and Miskel (1982:20) noted that the

most useful definition of theory is that it is a set of interrelated concepts, assumptions, and generalizations that systematically describes and explains regularities in behavior in educational organizations.

The concept of theory

Ndiyo (2005) in Asuquo (2018) defines theory as a systematically organized knowledge applicable to a relatively wide variety of circumstances; a system of assumptions, accepted principles of rules of procedure devised to analyses, explain or predict the nature or behavior of a specified set of phenomenon based on the interaction between and among various parts of a phenomenon under consideration. Kerlinger (1964) in Udoh and Akpa (2010) sees theory as a set of interrelated concepts, definitions, propositions that

present a systematic view of phenomenon by specifying relationship among variables with the purpose of explaining and predicting the phenomena. It is seen as a systematic grouping of concept and interrelated principles and a set of statement which serve to amplify the manner in which certain concepts or variables are interrelated. In other words, theory or model in educational administration is directed towards describing and explaining observed behaviors and events through a systematic view. Model and Theory are two related terms but share some differences as well. A theory is a conceptualized framework and a generalized phenomenon which is accepted by many people in the society. Model, on the other hand, is a physical, symbolical, or verbal representation of a concept which has been found in order to make the understanding of something clearer (Franscisco, 2017).

Types of theory

According to Adepoju (2011) theories are organized into two major types and they are: .

Science based theories

These are those theories that complied through scientific processes before arriving at a conclusion. In other words, science based theories are tested, verified and could give similar or close to similar result(s). Examples of science based theories are law of motion, and law of gravitational force, etc.

Features of science based theories

The following are some features of science-based theories:

- i. Agreement with Nature: A science based theory must agree with nature, thus, it does not contradict natural practice. For example, man does not die, any science theory that tries to establish this, is not scientific in nature.
- ii. Test of Time: A scientific theory must stand the test of time. This implies that a scientific theory must be the same today, tomorrow and for years to come.
- iii. Practicability: A Science based theory must show convincing evidence practically for the public to agree.
- iv. Evidence Based: A Science based theory ought to provide evidence of any claim for verification, otherwise it will be unacceptable.
- v. Replicability: This means that other people can follow the same processes for the theory to arrive at the same or a close result to what the proponent of the theory found.

Social science based theories

Social science based theories are theories made from a combination of evidence and assumptions. In some

situations, evidence is sometimes used may be based on observation or data which is collected and analyzed, while in some situations projections and assumptions are used to conclude a phenomenon. Examples of social science based theories are Abraham Maslow's theory of human need, Herzberg's two factor theory, McGregor's theory X and Y among others.

Features of social science based theories

The following are some features of social science based theories:

- i. Assumptions: Assumptions usually have no assurance, they are usually based on frequency practices. Thus most social science based theories are defined by assumptions, perhaps due to human dynamism.
- ii. Use of Practice for Generalization: Most social science theories are based on observations which generate conclusion. Thus, they are not tested scientifically through data analysis.
- iii. Observations without Data Analysis: Observation result could vary from individual to individual; most social science theories are based on observations.
- iv. Use of Environmental Factors: In most cases, theories in social sciences are products of factors relating to environment. This means that the conclusions are mostly unscientific.
- v. Human Behavior Based: Most social science theories are based on human behavior. Human behavior are mostly studied through observation and the behavior do change easily.

Stages in theoretical development

Stages in theoretical development imply the process or levels which theorists follow before arriving at a theory. These stages are very important because they determine the veracity or otherwise of the theory. It is worthy of note that these stages may vary depending on the type or nature of the theory. Homan's Classical Work and Human Group (1950) in Victor (2001) outline the following as steps in the development of a theory:

1. Look first at the obvious, the Familiar and the Common: This implies making sure that the area in which one intends to form a theory is definite, known and is accessible to the majority.
2. State the Hypotheses in its Full Generality: this should be done in such a Way that it Sums-up in simple form, a large number of facts. Thus, summarize several concepts to single-out one, logically and systematically.
3. Talk on an Item at a Time: This denotes being specific at a time when discussing a phenomenon, using terms that conveys the message without ambiguity.

Thus, this enables you to refer to those terms for better understanding.

4. **Use as Few Words as Possible:** Using few words enables you to show facts and run-away from irrelevant issues that may distort the process.

5. **Clearly Describe Facts:** Described facts clearly ought to be followed with systematic relationship or association of events or phenomenon.

6. **Analyze Abstract Facts with Evidence:** In making presentation to the public, most theories especially in social sciences are abstract, but then there is the need to concretize the abstract with facts and evidence.

In a related discussion, Hamans (1950) and Griffiths (1964) in Victor (2001) formulate the following as steps in developing a theory in educational administration or behavior:

a. A description of administrative behavior in one situation made by an observer who does not, by his presence, change the situation, and who can view what happens with objectivity.

b. A definition of certain basic concepts in the description (made earlier) so that the concepts will be used in exactly the same way in later instance.

c. A more general statement which is descriptive of average behavior in a limited number of situations.

d. A statement of one or more testable hypotheses in accordance with later observations (new insights) gained in the testing process.

e. The final step is the statement of a principle or set of principles which are general statements designed to enable a person make an accurate prediction of administrative behavior.

Uses of theories in administration

Asuquo (2018) revealed the uses of theories of administration:

1. **Increase in Productivity:** Theories of administration help organizations with high turn-overs; thus increasing income for both staff and managers.

2. **Prevent Conflict:** Conflict occurrence is definite, but the use of administrative theories helps managers to control it and also save wastage of resources.

3. **Assist in Understanding Dynamics of Human Behavior:** The knowledge and practice of administrative theories enable administrators to understand and control human behavior and its dynamics. Thus, bring peace and understanding in formal organizations.

4. **Theories Help in Leadership Styles:** Theories of leadership explain to leaders, ways to function in managing both human and material resources, in order to increase productivity.

5. **Theories Assist in Measuring Task:** Some theories are used to evaluate functions and task, which in turn makes workers put more effort in their respective duty posts.

6. **Theories Improve Communication Channels:** Theories on communication help organizations to facilitate communication process and do-away with challenges.

7. **Predictive Uses:** Theories are used to forecast situations and behaviours. These could be in areas such as financial crisis or gains, conflict detection and prevention among others.

8. **Work Division and Distribution:** Theories are used to share duties and also measure staff performance. This helps to make staff set up to their duties.

Qualities of a good theory

John and Phil, (2007) outlined the qualities of a good theory to include the following:

1. **A Theory must be Simple to Understand:** Simplicity for understanding a theory implies being clear and devoid of difficulty to a large extent. Thus, let a theory be free of internal contradictions and devoid of disagreement with nature.

2. **A Theory must be Workable/Practicable:** This means, a theory ought to be an activity or process that can be seen and worked out for people to see practically. Therefore, a theory must be devoid of magical process.

3. **A Theory to a Large Extent must be General:** As a quality, a theory should be able to have generality attributes. Thus, a theory should be used in most instances rather than less instances. This could be related to time and environment.

4. **Logical Consistency:** A theory ought to be arranged in a common sense for acceptability. Items and inter-connection of concepts should appeal to common sense for acceptability.

5. **Testability:** A theory must be testable, that is being able to show that it is beyond any reasonable doubt. This testability could also mean the capacity of others not the founder, to attest to the usability of the theory through practical test.

6. **Reliability:** A theory must be reliable, thus showing similar or the same quality or characteristics over time. A theory should not show element of differences after time with it content meaning, otherwise, it has no consistency in originality.

7. **Applicability:** A theory must be applicable in practical terms and show evidence of consistency after some time. In other words, it must be something useful and beneficial, in solving human problems.

8. **In Sciences a Theory must have Statistical Evidence:** This means that, before any theory is accepted, it must show evidence of use of statistics to back its claim or argument. This is important because, it

will reduce false claims and arguments.

9. **Process Evidence:** A theory is not a here-say but an evidence claim, showing clear steps on how the claimer arrived at his claims. This means that any a claimed theory that the owner cannot show procedural evidence of, is not acceptable.

The relevance of theories in educational management

Inyang, (2004) revealed the relevance of theories in educational management and planning:

1. It provides a framework for the explanation and interpretation of facts, so that phenomenon can be clarified, understood, predicted and controlled (Inyang, 2004)
2. A very good theory provides a framework (belief, ideas and rules) that are used as the basis for decision-making and judgment
3. Theory warrants investigation and facilitates how a study contribute to a broader understanding of research phenomena
4. No Educational planner cannot succeed without being knowledgeable and competent in a application of management theories.
5. Effective management of Educational institutions depends on the quality of school administration, qualifications, and wealth of experiences of educational managers and other personnel who must largely apply relevant theories in their management.

The theories of educational management

Scientific management theory

According to Udoh and Akpa, (2010), Taylor introduced such techniques as motion study, time study, incentive wages and specialized workmanship in the pursuit of technical efficiency. It emphasizes the use of scientific methods to improve efficiency and productivity in the workplace. Key principles of scientific management include breaking down tasks into smaller, more specialized tasks, standardizing work processes, and using time and motion studies to identify the most efficient ways of performing tasks. The goal of scientific management is to increase productivity and reduce waste by optimizing the use of resources, including time, materials, and labor. However, this approach has been criticized for dehumanizing workers and treating them like machines. Taylor believed that there was "one best way" to do every job, and that this could be determined through scientific analysis and experimentation. According to scientific management theory, managers should break down tasks into their component parts, analyze each part, and then redesign the task to be more

efficient. This involved selecting the best workers for each task, training them to perform the task in the most efficient way possible, and then closely supervising their work to ensure that they were following the prescribed methods. Scientific management theory was highly influential in the early 20th century and was widely adopted by many industries, particularly in manufacturing. However, it has been criticized for its focus on efficiency at the expense of worker autonomy and creativity, and for its tendency to treat workers like machines rather than human beings. Despite these criticisms, many of the principles of scientific management continue to be used in modern management practices.

The necessities of scientific management theory

1. It controls the principles of scientific management include breaking down tasks into smaller, more specialized tasks,
2. It helps in standardizing work processes, and using time and motion studies to identify the most efficient ways of performing tasks.
3. It helps in increasing productivity and reduce waste by optimizing the use of resources, including time, materials, and labor.

Classical organization theory

This theory emphasizes the importance of hierarchy, division of labour, and standardization in achieving organizational goals. According to the theory, organizations should be structured in a way that maximizes efficiency, with clear lines of authority and control. One of the key proponents of classical organization theory was Frederick Taylor, who developed the concept of scientific management. Taylor believed that by breaking down tasks into smaller, simpler components, organizations could achieve greater levels of productivity and efficiency. While this theory has been criticized for being too rigid and inflexible, it continues to influence management practices in many organizations. This theory focuses on the principles of scientific management and emphasizes efficiency, standardization, and hierarchy.

This theory, developed by Henri Fayol and others in the early 20th century, focuses on the structure and management of organizations.

The necessities of classical organization theory

1. It emphasizes the importance of clear hierarchy, division of labor, and formal rules and procedures.
2. It provides the key principles of organizational management which include unity of command, scalar

chain of authority, and span of control.

3. It helps to focus on increasing efficiency and effectiveness in an organization by creating a clear structure and system of management.

Human relations theory

This theory emphasizes the importance of social and psychological factors in the workplace, including communication, motivation, and employee satisfaction. According Udo (2003), one of the key proponents of human relations theory was Elton Mayo, who conducted the Hawthorne studies. These studies demonstrated that factors such as social relationships and group dynamics have a significant impact on employee productivity and satisfaction. Human relations theory continues to influence management practices today, with many organizations adopting employee-centric approaches to management. This theory emphasizes the importance of employee satisfaction and motivation in achieving organizational goals. This theory, developed in the 1930s and 1940s by researchers such as Elton Mayo and Abraham Maslow, focuses on the social and psychological aspects of work and the importance of human needs in the workplace. It emphasizes the importance of communication, motivation, and leadership styles that take into account the needs and emotions of employees. Key principles of human relation theory include the importance of employee satisfaction, group dynamics, and participatory decision-making. The goal of this approach is to create a positive work environment that fosters employee motivation, productivity, and satisfaction. However, it has been criticized for being too subjective and for not emphasizing the importance of task completion and efficiency. The Human relation school laid emphasis on the human elements in an organization unlike the classical school whose major concerns were on administrative structures. The major exponents of the school like Elton Mayo, Mary Parker Follett, Robert K. Morton, Roethlisberger, Dickson etc argued that since management involves getting things done through people, the study of management be centered on interpersonal relations of workers in organization.

The necessities of human relation theory in educational management

1. Every organizational readiness and efficiency depends on the quality of relationship that exists among the people working in the organization.
2. It creates a positive work environment that fosters employee motivation, productivity, and satisfaction in the school organization.

Incremental theory

Incrementalism is described as a method of working by adding to a project using many small incremental changes and step by step until the desired goal is

achieved. It also viewed as a method of change by which many small policy changes are enacted over time in order to create a larger broad based policy change. Instrumentalism involves concentrating on dealing with the immediate problems as they arrive and avoiding trying to create an overall strategic plan. Incrementalism is commonly employed in politics, engineering, software design, planning and industry and educational by creating a steady improvement product and performance, which in certain circumstances outperforms many orthodox management systems.

The necessities of incremental theory in educational management

- i. It offers the best way to reduce the destructiveness of confrontations over intractable issues in educational managing by identifying any conflict problems that increase the conflict's overall destructiveness or threaten the parties' ability to make wise decisions in an organization.
- ii. Peretemode (2003) believes that it enables Management to be carried out more decently than in the rational managing process. Both the population and more agencies are involved in management.
- iii. It also recognizes that certain kinds of long-term change are best sustained through gradual adjustments rather than complete overhaul. Small or incremental moves are often more effective than trying to resolve the whole conflict all at once.

Group theory

According to Scott (2008), the theory serves as a tool that is used by leadership to develop effective groups through the understanding of collective structure, effective use of communication. A group is a collection of elements or objects that are consolidated together to perform some operation on them. In set theory, we have been familiar with the topic of sets. If any two of its elements are combined through an operation to produce a third element belonging to the same set and meets the four hypotheses namely closure, associativity, inevitability and identity, they are called group axioms.

The necessities of group theory in educational management

1. According to Olubor (2004) group theory is used to develop effective leadership groups through the understanding of group structure, effective use of communication, and conflict resolution theory.
2. Group structures within the system are normally develop from the institutional leadership and small unit leaders does enhances managing.

General systems theory

According to Franscisco (2017) this is theory was defined by is Ludwig Von Bertalanffy (1946) as a set of social, biological, technological or material partners co-operating on a common purpose. The theory is a doctrine of wholeness which uses the concept of a system in research for common properties among diverse systems. It lays emphasis on the relationship between the parts, the manner they relate and interact with each other.

The necessities of system theory in educational management

- i. The success with which the school achieves this is measured by the extent to which the products of the school system do not only secure jobs but also meet with the actual requirements for discharging the jobs.
- ii. This theory is a major guide to educational management because involves data collection, information, manpower predicting and training in appropriate skills.

Rational theory

The theory is more concern with intellectual and deductive reasoning as the source of knowledge or justification (as opposed to sensory experience or any religious teachings). It believes that decision making is multi-step process for making logically sound decisions that is aimed at following an orderly path from problem identification through solution. Rational decision-making model is a process of making decisions which are logically sound.

The necessities of rational theory in Educational Management

- i. It is useful in explaining rational behavior in an organization because it states that any action be examined for underlying rational motivations.
- ii. Theory promotes inquiry and logical reasoning in educational management and it makes the managers process as rational and systematic as possible.
- iii. The theory helps educational management in the process of understanding a problem by establishing and evaluating management criteria, formulation of alternatives and implementing them and finally monitoring the progress of the chosen alternatives
- iv. It enables managers to depend on first-hand experience, reflects upon it ad learns from learn it
- v. Rational theory is technocratic due to its emphasis on technical expertise and skills.

Conclusion

Theories in Educational serve as the basic ideas, values and principles used as the basis for making judgement, taking decisions, taking actions, guiding conducts and practices in educational organizations. The theories serve as frameworks in every step taken in educational management. It tries to predict the impact of future events thereby helping the organization to remove or reduce the difficulties of the present so as to meet the future with appreciable confidence and success. To actualize this, the school and labour market must fruitfully interact closely hence management involves data collection, information, manpower predicting and training in appropriate skills.

Recommendation

1. Educational management theory should be applied regularly because provides used as they serves as the basis for decision-making and judgment.
2. The government should promote inquiry and logical reasoning in educational management, because it makes the managers process as rational and systematic as possible.
3. Educational planners should encourage a thorough investigation of the use of educational facilities as they contribute to understanding of all educational research phenomena
4. No Educational planner should be encourage to equip themselves with relevant skills to enable them succeed by being knowledgeable and competent in the application of management theories.

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