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Unit 9: Educational Management, Administration and Leadership

Educational Management and Administration

INTRODUCTION

To ensure that an organization achieves its set goals and objectives, an appropriate management is needed to ensure proper development. In order to make administration effective, functional and progressive, many factors need to be involved in the process of management. The main intention of education is to bring about desired changes in the learners by providing enriched learning experiences to them.

The twentieth century has been characterized by the growth and development of a different society that has been considered as an 'organizational society', which denotes that we spend a considerable amount of our time in various types of organizations. A lot of these are large organizations and their structures and processes not only affect the behaviour of the organizations themselves, but also of their employees, and those who interact with them. A contemporary approach to administration is the one which centres on the systems approach. The particular trends in educational administration that have emerged include decision-making, organizational compliance, organizational development, PERT, and modern trends in educational management.

MEETING THE PSYCHOLOGICAL NEEDS OF EMPLOYEES

Work-related stress is a very routine and tangible reality for most employees of the corporate sector, and the field of education is no different. It becomes necessary therefore, for the employees themselves, as well as the employer, to consciously take part in stress-relieving activities, such as team outings, training sessions and so on. These activities help the employer to understand the psychological needs of employees and how they can be fulfilled. A less stressed employee will obviously be a more motivated and thus, more productive employee.

On a theoretical level, many experts and psychologists have created models and formulated theories that explain the psychological needs of employees and then be fulfilled. Some of the commonly-known theories are: Maslow's Needs Hierarchy theory, McClelland's theory of needs, Alderfer's ERG theory, Herzberg's two-factor theory and so on. Let us study each of these theories briefly to understand the psychological needs of employees.

1. Maslow's Needs Hierarchy

Maslow postulated that human beings are motivated to satisfy their needs. Maslow proposed five main hierarchical levels of needs – Physiological needs, Safety needs, Love needs, Ego needs, and Self-actualization needs. Physiological needs relate to basic needs like hunger and thirst. Safety needs include security of all kinds. Love needs relate to the need to relate closely to others. Ego needs relate to the need for status and recognition. Self-actualization needs relate to achieving one's potential. Maslow suggested that these needs have a hierarchy, that is, some needs are 'lower order' needs as compared to other 'higher-order' needs. He also suggested that unless the need at the lower level is satisfied, the higher-order will not be operative, and that once the lower-order need is satisfied, it will no longer motivate. Physiological needs are the lowest needs in the hierarchy, followed by safety needs. Love needs are next in order, followed by ego needs.

Self-actualization needs are the highest order needs. Maslow's five needs are related to different organizational aspects. Physiological needs would be that for a salary. Security needs would be that for seniority and security in the job. Love needs would be to belong to a friendly work group. Ego needs would be needs for status and promotion. Self-actualization would be the need for achievement of things consonant with one's self-image. Maslow makes a very significant contribution in drawing attention to the lower-order needs, which may be neglected in some organizations. Maslow clearly states that if lower-order needs are not satisfied, the higher-order needs will not be operative. The limitation of Maslow's theory is that all needs operate simultaneously, and that higher-order needs do not await the satisfaction of the lower-order needs.

2. McClelland's Three Motives Theory

McClelland suggested three motives as being important in motivating a person – achievement, affiliation, and power. Achievement motive is characterized by a concern for excellence, a tendency to compete with standards of excellence set by others or by self, the setting of challenging goals for oneself, an awareness of the hurdles in the way of achieving one's goals, and persistence in trying out alternative paths to one's goals. Affiliation motive is characterized by a concern for establishing and maintaining close personal relationships, considerable value for friendship, and a tendency to express one's emotions.

McClelland considered achievement and affiliation to be simple variables, but he considered power to be a complex variable. According to McClelland, power included an urge to control others – Control motive, the desire to make an impact on others – Influence motive, and the desire to use power for the benefit

of other persons and groups –Extension motive. Control motive is characterized by a concern for orderliness, a desire to stay informed, and an urge to monitor a situation and take corrective action if needed. Influence motive is characterized by a concern for making an impact on others, a desire to make people do what one thinks is right, and an urge to change things and develop people. Extension motive is characterized by a concern for others, an interest in a superordinate goal, and a desire to be relevant and useful to larger groups, including society as a whole. The urge to control others is called personalized power, and the desire to make an impact and use power for the benefit of other persons and groups is called socialized power.

3. Alderfer's ERG Theory

Alderfer's ERG theory is an extension of Maslow's theory. Alderfer suggested three categories of needs, rather than five – Existence, Relatedness, and Growth. Existence needs are similar to Maslow's physiological and safety needs.

Relatedness needs involve interpersonal relationships, and are similar to Maslow's love and ego needs. Growth needs are related to the attainment of one's potential, and are similar to Maslow's self-actualization needs.

Alderfer's ERG theory differs from Maslow's theory in two significant ways – Alderfer's ERG theory does not suggest that lower-order needs must be satisfied before upper-order needs become motivational. Alderfer's ERG theory also suggests that if upper-order needs are not satisfied, an individual will regress, and lower order needs become the major motivation determinants. Therefore, Alderfer's ERG theory not only draws attention to the satisfaction of lower-order needs, but it also draws attention to the satisfaction of higher-order needs like job challenge, advancement, creativity, growth, and so on. In fact, Alderfer believed that as a person starts satisfying higher-order needs, they become more intense – the more power a person gets, the more power he wants.

4. Herzberg's Two-factor Theory

Herzberg proposed two set of needs – One set of needs caused dissatisfaction if they were not met. He called them hygiene factors. Some of the hygiene factors are: safety, working conditions, company policy, supervision, and work group. The second set of needs provided positive satisfaction if they were met. He called them motivators.

Some of the motivators are: advancement, development, responsibility, recognition, achievement, and work itself. Herzberg postulated that reducing dissatisfaction in the work environment is not the same as providing positive satisfactions. He further postulated that hygiene factors and motivators are

qualitatively different aspects of work motivation, and that motivation can be provided only if motivators are used in the work environment in addition to hygiene factors. Herzberg theory has led to job enrichment programmes, entailing redesigning of jobs. Job enrichment tries to build motivators into the job.

SYSTEMS APPROACH

During the 1960s, researchers began to analyse organizations from a systems perspective based on the physical sciences. This is a contemporary approach which could be described as an intellectual discipline for utilizing science and technology to attack complex, large-scale problems with a view to solve it by an objective, rational, complete, and thoroughly professional method called the 'systems approach and is also known as 'Management Technology.' It has brought to educational management a scientific approach for solving educational administrative problems. Education is regarded as a system and system approach is a systematic way of designing an effective and economical educational system. It starts by defining goals and objectives with a description of a harmonious, optimum assembly of the required resources, that is, humans and machines with such a corollary network of flow of information and materials which will cause this system to operate and to fill the need by solving the problem. Systems Approach has been defined by Twelkier as 'a management tool that allows individuals to examine all aspects of the organization, to interrelate the effects of one set of decisions to another and to optimally use all the resources at hand to solve the problem'.

System

System is defined in the dictionary as 'an assemblage of objects united by some form of regular interaction or inter-dependence; an organic or organized whole as the solar system or a new telegraph system.' Crunkilton and Finch define system as a 'collection of elements, interacting with each other to achieve a common goal.' A system is a set of interrelated and interdependent constituent parts arranged in a manner that produces a unified whole. There are two types of systems, which are as follows:

- Closed system: An organization that does not get influenced and interacts less with its outer environment and therefore, gets little feedback from it is called a closed system. It is self-sufficient and self-regulatory. No exchange of material with environment. It is a non-adaptive system.
- Open system: An open system, in comparison, continually interacts with its environment. Receives inputs form external environment, processes them and supplies output to external environment. Therefore, this system is always well informed about various changes that occur within its surroundings and its position is relative to these changes.

The importance features of a system are as follows:

(i) Sub-system: An organization is an integrated and purposeful system which consists of several interconnected, interacting and interdependent constituent elements. These elements of a system are called subsystems. Each subsystem influences the other subsystems and the system as a whole.

(ii) Synergy: Each subsystem derives its power by its interrelation and interaction with the other subsystems. As a result, the collective contribution of the organization is greater than the cumulative of individual contributions of its subsystems. This is known as synergy. It is the ability of the entire system to equal more than the sum of its parts.

(iii) Elements of system: An organization as a system is composed of four elements, which are as follows:

- Inputs: Material or human resources
- Transformation processes: Technological and managerial processes to the input
- Outputs: Products or services derived from input
- Feedback: Reaction or response from the environment to the output

From the point of view of an organization, inputs include resources such as raw materials, capital, technologies, and human resources. These inputs go through a process of transformation and manipulation where they're planned, organized, motivated, and controlled to finally achieve the organization's goals and objectives. The outputs are the products or services designed to enhance the quality of life or productivity for customers/clients. Feedback includes comments, reactions and responses from customers or clients who are using the products. Feedback is useful in evaluating and improving the functioning of the system. This overall systems framework applies to any department or program in the overall organization.

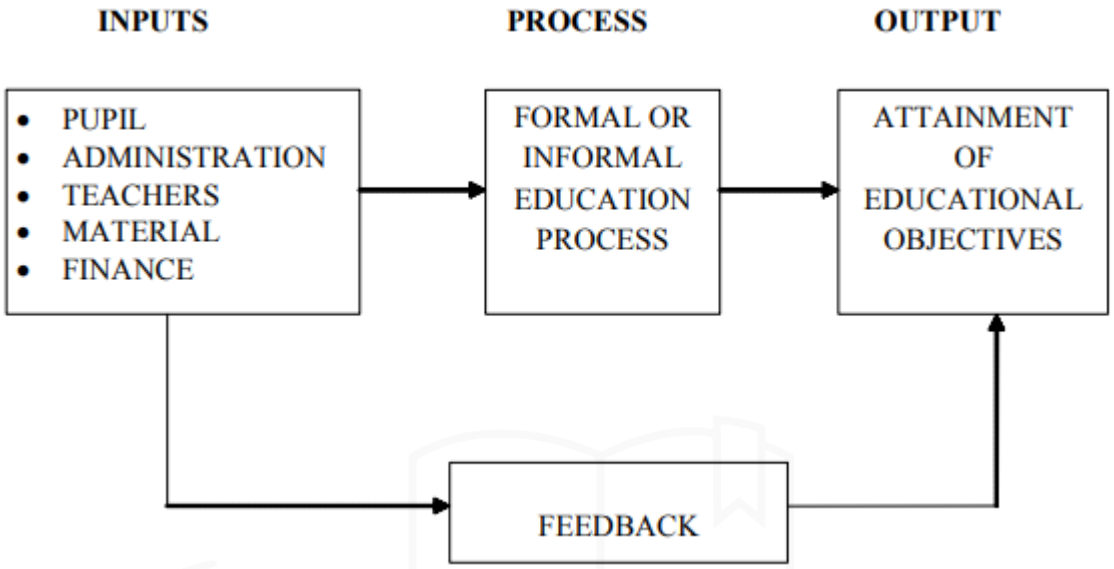
(iv) A good system is characterized by its effectiveness, efficiency, dependability, flexibility and acceptability.

System Approach to Education

Educational institutions are viewed globally as systems. Education is considered as a complex organization of technical, social, managerial and institutional sub-systems. The system approach to education, thus, considers education as an input-output system, such as the processes of teaching and learning can be considered to be very complex systems. People, resources and information have been considered as the input to a given teaching/learning system and the output consists of people whose performance or ideas have improved in some desired way.

Structure of Educational System

The structure of educational system and its different components as input, process and output is shown in Figure:-



Objectives of Systems Approach to Education

The objectives of a systems approach to education are as follows:

- Identifying and stating the goals to be achieved
- Identifying the processes, methods, techniques and strategies that may be most relevant to achieving the predetermined goals
- Building up theoretical foundation justifying the relevance of these processes to achieving the goals
- Determining specific interactions visualized existing among various other components of inputs
- Specifying the various kinds of controls needed in the total system at different points

Steps of the Systems Approach

The systems approach focuses on the investigation, analysis and design of the entire system, rather than to pay attention on the components or the parts. This approach emphasizes to view a problem in its totality, taking into consideration all the facts and all the tangled parameters. It tries to understand how the different components interact with each other and how they could be brought into appropriate interrelationship for getting the best possible solution of the existing problem. The systems approach forms the basis to combine the technology as per the need, the social aspects to the technological aspects. It starts by asking exactly what the problem is and what criteria should dominate the solution and lead to evaluation of alternative avenues.

A systems approach attempts to maximize the quality of the output by transforming the input to a course in such a way as to facilitate the optimal assimilation of knowledge and skills to take place during the process of learning. The systems approach generally consists of the following steps:

- Analysis of the existing situation
- Setting up goals for the desired situation
- Defining mechanisms to evaluate the achievement of goals
- Generating alternative solutions
- Choosing the best possible solution through cost-benefit analysis
- Detailing the design of the system
- Outlining the monitoring mechanisms for the system
- Working out for introducing the solution

Steps Involved in using System Approach for Curriculum Design

Various elements of a basic system that can be used in the design and development of almost all types of teaching/learning situations are as follows –

The elements used during the input stage are as follows -

- Pre-assessment of the pupil's entry behaviour: The students coming to join the course will have a strong influence on course to be designed by the range of their educational backgrounds, interests, knowledge, attitudes and skills with regard to the particular course material. Previous knowledge and any general misconceptions need to be focused in the design of the course. For example, there is a probability for sequence, arrangement and support mechanisms to get affected.
- Content to be taught and instructional material to be used: The consideration is also required for the broad thrust of the course content. The sort of people for whom the course is trying to be developed and also about the instruction material to be used should also be considered.
- Desirable attitude and aptitude of pupils is to be considered: Generally, there are minimum standards of admission as per the requirements of particular course, but this may not be followed constantly.
- Formulation of objectives or learning outcomes: The objectives and learning outcomes of the course or curriculum aspect should effort to combine the new skills, knowledge and attitudes which the students are supposed to acquire. They could be formulated by the teaching staff, by an examining or professional body, or by some combination of these and other sources.
- Cost factor: By the cost-benefit analysis, the best possible solution is to be selected.

The elements using during process stage are as follows:

(a) Deciding suitable teaching strategies and methods

- Selection of appropriate instructional media and material: Having specified the objectives and learning outcomes, the course designer is able to easily select appropriate teaching and learning methods through which there is a logical chance of learning outcomes to be achieved.
- Formulation of teaching-learning scheme or timetable: A scheme of comprehensive programmes/timetable for the working of the system in relation to its parameters and stipulated objectives is being formulated. The time to be given to the students for achieving learning outcomes is decided.
- Selection of appropriate evaluation procedures: The evaluation procedure to be used to assess the achievements of learners is also decided before hand, for instance, the formative evaluation or summative evaluation that needs to be done.

(b) Systems operation and implementation: The subsequent element is the concrete implementation and execution of the course. This includes the logistical arrangements related with administering the course, involving overall arrangements, speed, implementation of the selected strategies of teaching, using suitable teaching aids and materials, and making it certain that each aspect of the course is running with maximum possible efficiency.

(c) Evaluation of learning outcomes and objectives: The collective outcome of the previous stages is that students are occupied in learning which is intended to improve their knowledge, skills and attitudes, taking into consideration the needs and experience of the individual learners. The effectiveness of the pre-planning and next step of action can be measured by evaluating performances of the students by formative or/and summative assessments. These assessments must be closely linked to the particular course objectives and learning outcomes.

After assessing and evaluating the learning outcomes, if the objectives are achieved as per desired, the system is allowed to continue. If the objectives are not achieved certain modifications need to be made in the system. Objectives or learning outcomes which are achieved poorly should show the way to the course designers to scrutinize the entire system in order to recognize stages where improvements are required. The system in this case can be restructured, reorganized and its function may be re-planned for better results. This could involve an alteration in the specific objectives and learning outcomes, an amended estimation of students' previous knowledge, a critical evaluation of the methods of instructions used, procedure of examination applied for the course structure, a thought of the assessment methods used, or a combination of some or all of these. These

considerations, together with response and feedback on the course from staff, students, employers, and so on, can be used as a method of evaluation of the whole concept of the course, which should, in turn, form the basis of a constant cyclic course development process. The systems approach is a medium which assists teachers to have more systematic and logical thinking about the objectives which are appropriate to their students, the means and ways to achieve and assess these objectives.

Using the Systems Approach in Practice

The systems approach is the function of logic and common sense based on a sound foundation. Due to this approach, the consideration of all required data, necessities, and factors of frequent conflict that usually form the heart of a complex, real life problem is possible.

In executing the systems approach, it is of vital importance to understand that, although the decisions taken at every stage are always affected by decisions taken at earlier stages, which may require some of the previous decisions to be changed. It is also important to recognize that various stages of system and processing are not the only ones that are possible, and a decision once taken, can always be reconsidered and changed if required. Therefore, the approach should be vibrant and iterative, which always allow for subsequent opinion and the modification or alteration of ideas. The systems approach will not resolve significant problems at once, nor will it ever solve all of them. It does not matter that how widely skillful is the systems team, this approach is just an instrument. It will never offer us anything for nothing. All it can do is help to achieve orderly, timely, and rational designs and decisions.

Importance of system approach for education

The following factors make the systems approach an importance factor for education -

- It provides a framework for planning, decision-making, controlling and problem solving.
- It throws light on the dynamic nature of management.
- It provides an integrated focus on the efforts of institutions.
- It helps to view the institution as a whole and not as parts.
- It helps the manager in identifying the critical subsystems and their interaction with each other.
- It helps the institution to improve.
- It helps the school administration and management to bring effectiveness and efficiency in their functioning.
- It helps in a systematic planning of education and institution.

- It assists in optimum utilization of resources.
- It helps in improving examination and evaluation system.
- The guidance services could be maintained, controlled and improvised.
- Designing, controlling and improving non-formal and adult education system.
- It improves the quality of education.
- In improving the in-service as well as pre-service teacher training programme.

SPECIFIC TRENDS IN EDUCATIONAL ADMINISTRATION: DECISION-MAKING

Let us now study the specific trends in educational administration such as decision making, organizational compliance, organizational development, PERT and modern trends in educational management.

Decision-Making

Decision-making in simple words can be understood as the cognitive process of deciding on a course of action from among manifold alternatives. Every decision making concludes in a final choice, which can be in the form of an action or an opinion. Therefore, decision-making is an interpretation, which can be rational or irrational, and can be based on explicit assumptions or tacit assumptions. There are different ways of looking at decision-making.

- Newman and Sumber (1961) say that 'decision-making' is a synonym of planning.
- Dorsey (1957) views the decision-making process as an extension of a series of interrelated communication events.
- Simon (1960) conceives of decision-making 'as though it were synonymous with managing.'
- Tarter and Hoy's (2010) describe decision-making as 'rational, deliberative, purposeful action, beginning with the development of a decision strategy and moving through implementation and appraisal of results.'

The process of decision-making basically concludes with numerous choices or a sole decision that encourages certain actions. The decision-making process in organizations results in the creation of certain norms, rules and policies that guide the behaviour and attitude of the employees. There are various attributes of decision making:

- It is related to the contentment and morale of employees
- It seeks to progress and grow
- It is effective within itself
- It has a competitive behaviour pattern with others as it looks for survival
- It tries to protect itself from internal destruction

The purpose of decision-making is to achieve desired objectives and avoid negative unintended consequences. The impact of decisions made will vary depending on

the context in which it is being made. Effective administration requires intelligent decision making. Decisions are intelligent when they are appropriate for accomplishing specific goals. School administrators need to have an understanding of the decision-making process because the school like all formal organizations is basically a decision-making structure.

Decision-making in Educational Organizations

Decision-making is an important and real aspect of organizational life. Its importance in leadership is widely acknowledged. Simon (1987) sees decision-making as a fundamental element of organizational leadership. Following points would highlight the importance of decision-making in educational organizations:

- All members of organization need to define themselves, their roles and their expectations from each other. This becomes more important for complex settings like those of education because of more human element involvement in it. Decision-making is an important construct for achieving the role definition and role delineation.
- Decision-making is needed to achieve desired objectives and avoid negative inadvertent results. In essence, the power of decision-making gives us a feeling of being in control over what is happening around us and what we are supposed or required to undertake.
- People in organizations tend to 'think and act in terms of decision-making.' With clear role definitions and responsibilities it becomes easier for the staff in the organization to perform their duties and work towards the efficient functioning of their organization.
- Decision-making is characterized as one of the eight key elements of educational leadership (Dimmock and Walker, 2002). Irrespective of the nature of the organization, whether it is a crèche, a primary school, a senior secondary school or college, decision-making forms the backbone of the educational leadership exhibited by the administrators.
- In the present scenario, the educational institutions are witnessing current challenges such as rapid technological change, globalization, hyper-competition, and various other social, cultural and economic developments. Hence, more effective ways of decision-making are viewed as essential. Barrett et al (2005) refer to 'a paradigm shift in decision-making' driven by the need to respond to such challenges advocating a greater need for creativity and collaboration in decision-making. In educational leadership now alternative forms of decision-making are promoted which may question the leader's traditional established role as the ultimate or sole decision maker and perhaps make the leader more of a 'ratifier' of decisions arrived at in collaborative contexts (Law and Glover, 2000).

Types of Decisions in Educational Organizations

Felix M. Lopez defines a 'decision represents a judgement, a final resolution of a conflict of needs, means or goals; and a commitment to action made in the face of uncertainty and complexity.' Decisions are often described and understood as conscious deliberate choices made by an individual at the end of a process conventionally assumed to be of a rational nature. However, this assumption of rationality and deliberation is not universal. In a hierarchical system, there are variations in the nature of decisions to be made by people occupying different positions. Wider the ambit of impact of decision to be made, greater is the responsibility of decision makers. There are decisions regarding the goals and strategies to achieve the goals and decisions regarding implementing the programme to achieve the goals. Then, there are decisions regarding the day-to-day activities of the organization. The different kinds of decision made in an organization are discussed as follows -

1. Strategic decision: The decisions which will have long-term impact on the organization, like decisions about which strategies are to be followed are known as strategic decisions. People occupying top positions in an organization will be involved in making such critical decisions.
2. Tactical decisions: As the name suggests, tactical decisions are concerned with decisions to be made during implementation. The middle level of management is responsible for making such decisions. These may be regarding the type of resources, their quality and quantity, providing incentive to employees, and so on.
3. Operational decisions: The decisions which help in smooth operation of activities to be undertaken to achieve the strategies on day-to-day basis are known as operational decisions.
4. Programmed vs non-programmed decisions: There are simple routine decisions when the decision maker is aware of both the solution and the outcome such as ordering textbooks, deciding on which reference books are to be used, what should be the annual raise of an employee, and so on. These are termed as programmed decisions. They are made within the framework of organizational policies and rules. On the other hand, there are decisions which need to be made in type of situations where neither the solution nor the outcome is known. Such types of decisions are termed as non-programmed decisions. They are relevant for solving unique and unusual problems. For example, the measures taken by an institution in a disaster situation is a non programmed decision. Cancelling the examination due to question-paper leakage, postponement of entrance test due to sudden flood and similar type of situations are examples of this type.

The Decision-Making Process

Decision-making is a daily activity for any human being. There is no exception about that. When it comes to educational organizations, decision-making is a habit and a process as well. Decision-making processes involve a series of complex interactions of events. The making of decisions happen in complex and contingent social systems, ranges from routine administrative work to value-laden dilemmas, is subject to numerous and conflicting demands and is people intensive. Thus, there are number of interactions involved in the process of decision-making. Let us discuss these interactions and their various stages in detail.

Stage 1: Careful analysis of the existing situation: A good administrator assesses his environment to identify the problems and their possible solutions. He also has to evaluate his staff on a continuous basis. He needs to be aware regarding the affairs of his school at all times. Therefore, he needs to have complete knowledge regarding teacher's activities, student's affairs and parents' views of the school. It is necessary that he has specific details regarding students' performance, availability of teaching aids, school discipline, teachers' performance, school catering services as well as school community relations. The administrator needs to be well-acquainted with the situation of the school in order to discover problems and make effective decisions.

Stage 2: Recognize and define the problem: The process of decision-making only starts when the problem has been identified. Efforts for solving problems can only be made when the problem has been identified. A good administrator is always on the lookout for actions in the organization that are not good for it healthy functioning. Thus, he needs to be alert at all times in order to identify potential problems and function accordingly to prevent future problems. Thus, it is crucial to identify and assess the problems for effective decision-making. The administrator needs to approach indiscipline with a clear understanding of the problem.

Stage 3: Examine the detailed make-up of the problem in the existing situation: In this stage, the problem needs to be classified by the administrator. He has to assess the nature of the problem, whether it is unusual or difficult by nature. Sometimes, the establishment forms a procedure to deal with some problems that can be found in use of the existing school regulations. The administrator has to have complete knowledge about the problem's jurisdiction. For example, if student is expelled from school, will the administrator accept the responsibility for the decision? If the decision does not come under the administrator's jurisdiction, it would be better to abstain from it.

Stage 4: Decide on the criteria for resolving the problem: After the process of problem description, analysis and specification is completed, decision-makers have

to decide on an acceptable solution for that problem. There are a few questions asked regarding this acceptability of solution. On what factors or variables should the decision be based? What are the criteria for acceptability of the decision? Are the factors acceptable by the staff members? What minimum objectives should be achieved? Decision-makers or administrators are advised to rank their criteria with possible outcomes along a continuum, ranging from minimum to maximum satisfaction. The criteria used for judging decisions need to be in sync with the organizational goals, or in this case, school regulations.

Stage 5: Develop a plan of action: In this stage, identification of alternative problem tackling methods, evaluation of the cost and consequences of each alternative as well as the selection of the most appropriate solution. At this stage, the administrator must ask the following questions:

- What is the cost of each solution?
- What are the different options available?
- What is the most likely result?
- Which is the best alternative?

The plan of action is developed by the administrator based on a simplified picture of reality, selecting the factors regarded by him as most crucial and appropriate.

Stage 6: Initiate the plan of action: This stage involves the implementation of the selected plan of action. The implementation of the selected programme, policy or decision, resource allocation and staff motivation are few steps carried out during this stage. A sound decision can fail if implemented poorly. Therefore, it is useful to consider the following suggestions for successful implementation:

- School administrators need to make sure that the alternative is clearly understood.
- School administrators need to encourage acceptance of the alternative as a necessary course of action.
- School administrators need to provide enough resources to make the alternative succeed.
- School administrators need to establish workable timelines.
- School administrators need to assign responsibilities clearly.

The other thing we do in the implementation stage is to establish controls to monitor the performance of the plan, evaluate its degree of achievement and determine the reasons for any deviation from expected consequences. Evaluation is important because decision-making is a continuous, never ending process. Reasons for the success or failure have to be identified. If the decision has been a failure, then corrective action must be taken.

The process of decision-making in its description above may seem to be a simple process. However, it is not when the multiplicity of factors involved in any educational organization are involved in the same. The actual nature and complexity of the decision-making process is individualistic and depends on a number of factors.

Basic Strategies of Decision-Making

In the last decade, decision-making has gained due importance as an aspect of administration. It has been well-accepted fact that the process of decision-making may vary depending on several factors like nature of the problem, exigency of the problem, impact of the solution and context of the problem. The selection of a particular model in decision-making in educational settings depends on the situation specificity that decides selection of the appropriateness of model. The most popular models implied in decision-making process have been discussed as follows:

(1) **The Classical Model:** According to the classical model, the decision-making process is a series of sequential steps. This model employs an optimizing strategy. It pledges that decisions should be completely rational; it employs an inflecting strategy by seeking the best possible alternative to maximize the achievement of goals and objectives.

(2) **The Administrative Model:** The complexity of most organizational problems and the limited capacity of the human mind make it virtually impossible to use an optimizing strategy on any but the simplest problems. Hence, the need for strategies which could be more effective arose. Herbert Simon (1974) was first to introduce the strategy of satisfying (searching for satisfactory; alternatives rather than optimal ones). It is popularly known as satisfying strategy. This is a situation whereby there is a reliance on both theory and experience in decision-making.

(3) **The Incremental Model:** In educational settings, there may be situations where neither the classic model nor administrative model works and may need other strategies. Occasionally, these situations require an incremental strategy, which is a strategy of successive limited comparisons. This strategy works if the set of relevant alternatives is indefinable and the consequences of each alternative unpredictable. For example, to what new activities should a school administrator allocate more resources? The incremental strategy was first introduced by David Bray Brooke and Charles Lindblom (1963) as well as Lindblom and Cohen (1979). Their decision-making approach was characterized as ‘the science of muddling through’. They are of the opinion that this is the only appropriate approach towards systematic decision-making when there is high uncertainty and complex issues at play. This kind of decision making does not