

Careers in Educational Management

EME 105



**University of Ibadan Distance Learning Centre
Open and Distance Learning Course Series Development**

Copyright © 2016 by Distance Learning Centre, University of Ibadan, Ibadan.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner.

ISBN: 978-021

General Editor: Prof. Bayo Okunade

University of Ibadan Distance Learning Centre

University of Ibadan,

Nigeria

Telex: 31128NG

Tel: +234 (80775935727)

E-mail: ssu@dlc.ui.edu.ng

Website: www.dlc.ui.edu.ng

Vice-Chancellor's Message

The Distance Learning Centre is building on a solid tradition of over two decades of service in the provision of External Studies Programme and now Distance Learning Education in Nigeria and beyond. The Distance Learning mode to which we are committed is providing access to many deserving Nigerians in having access to higher education especially those who by the nature of their engagement do not have the luxury of full time education. Recently, it is contributing in no small measure to providing places for teeming Nigerian youths who for one reason or the other could not get admission into the conventional universities.

These course materials have been written by writers specially trained in ODL course delivery. The writers have made great efforts to provide up to date information, knowledge and skills in the different disciplines and ensure that the materials are user-friendly.

In addition to provision of course materials in print and e-format, a lot of Information Technology input has also gone into the deployment of course materials. Most of them can be downloaded from the DLC website and are available in audio format which you can also download into your mobile phones, IPod, MP3 among other devices to allow you listen to the audio study sessions. Some of the study session materials have been scripted and are being broadcast on the university's Diamond Radio FM 101.1, while others have been delivered and captured in audio-visual format in a classroom environment for use by our students. Detailed information on availability and access is available on the website. We will continue in our efforts to provide and review course materials for our courses.

However, for you to take advantage of these formats, you will need to improve on your I.T. skills and develop requisite distance learning Culture. It is well known that, for efficient and effective provision of Distance learning education, availability of appropriate and relevant course materials is a *sine qua non*. So also, is the availability of multiple plat form for the convenience of our students. It is in fulfilment of this, that series of course materials are being written to enable our students study at their own pace and convenience.

It is our hope that you will put these course materials to the best use.



Prof. Abel Idowu Olayinka

Vice-Chancellor

Foreword

As part of its vision of providing education for “Liberty and Development” for Nigerians and the International Community, the University of Ibadan, Distance Learning Centre has recently embarked on a vigorous repositioning agenda which aimed at embracing a holistic and all encompassing approach to the delivery of its Open Distance Learning (ODL) programmes. Thus we are committed to global best practices in distance learning provision. Apart from providing an efficient administrative and academic support for our students, we are committed to providing educational resource materials for the use of our students. We are convinced that, without an up-to-date, learner-friendly and distance learning compliant course materials, there cannot be any basis to lay claim to being a provider of distance learning education. Indeed, availability of appropriate course materials in multiple formats is the hub of any distance learning provision worldwide.

In view of the above, we are vigorously pursuing as a matter of priority, the provision of credible, learner-friendly and interactive course materials for all our courses. We commissioned the authoring of, and review of course materials to teams of experts and their outputs were subjected to rigorous peer review to ensure standard. The approach not only emphasizes cognitive knowledge, but also skills and humane values which are at the core of education, even in an ICT age.

The development of the materials which is on-going also had input from experienced editors and illustrators who have ensured that they are accurate, current and learner-friendly. They are specially written with distance learners in mind. This is very important because, distance learning involves non-residential students who can often feel isolated from the community of learners.

It is important to note that, for a distance learner to excel there is the need to source and read relevant materials apart from this course material. Therefore, adequate supplementary reading materials as well as other information sources are suggested in the course materials.

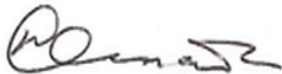
Apart from the responsibility for you to read this course material with others, you are also advised to seek assistance from your course facilitators especially academic advisors during your study even before the interactive session which is by design for revision. Your academic advisors will assist you using convenient technology including Google Hang Out, You Tube, Talk Fusion, etc. but you have to take advantage of these. It is also going to be of immense advantage if you complete assignments as at when due so as to have necessary feedbacks as a guide.

The implication of the above is that, a distance learner has a responsibility to develop requisite distance learning culture which includes diligent and disciplined self-study, seeking available administrative and academic support and acquisition of basic information technology skills. This is why you are encouraged to develop your computer skills by availing yourself the opportunity of training that the Centre's provide and put these into use.

In conclusion, it is envisaged that the course materials would also be useful for the regular students of tertiary institutions in Nigeria who are faced with a dearth of high quality textbooks. We are therefore, delighted to present these titles to both our distance learning students and the university's regular students. We are confident that the materials will be an invaluable resource to all.

We would like to thank all our authors, reviewers and production staff for the high quality of work.

Best wishes.



Professor Bayo Okunade

Director

Course Development Team

Content Authoring

Ademola I. Atanda

Content Editor

Prof. Remi Raji-Oyelade

Production Editor

Ogundele Olumuyiwa Caleb

Learning Design/Assessment Authoring

SkulPortal Technology

Managing Editor

Ogunmefun Oladele Abiodun

General Editor

Prof. Bayo Okunade

Table of Contents

Study Session 1: Overview of Management	13
Introduction.....	13
Learning Outcomes for Study Session 1	13
1.1 The Concept of Management.....	13
1.1.1 Management as an Art or a Science	16
1.2 Features of Management.....	17
1.3 Functions of Management	20
Summary of study session 1	21
Self-Assessment Questions (SAQs) for study session 1	23
Notes on Self-Assessment-Questions for Study Session 1.....	23
References	24
Study Session 2: Educational Management and Its Functions	25
Introduction.....	25
Learning Outcomes for Study Session 2	25
2.1 Educational Management	25
2.1.2 Importance of Educational Management	27
2.1.3 Objectives of Educational Management	28
2.2 Educational Management Processes or Functions	28
2.3 Nature of Education.....	31
2.3.1 Forms of Education.....	33
Summary from Study Session 2.....	34
Self-Assessment Questions (SAQs) for study session 2	34
Notes on Self-Assessment-Questions for Study Session 1.....	35
References	36
Study Session 3: Task Areas in Educational Management	37

Introduction.....	37
Learning Outcomes for Study Session 3	37
3.1 Task Areas of Educational Management.....	37
3.2 Educational Manager.....	38
3.3 Characteristics /qualities of a good manager	40
Summary of Study Session 3	41
Self-Assessment Questions (SAQs) for study session 3	41
Notes on Self-Assessment-Questions for Study Session 1.....	41
References	42
Study Session 4 Career Related Concepts.....	43
Introduction.....	43
Learning Outcomes for Study Session 4	43
4.1 Career Related Concept in Education.....	43
4.1.1 Career Related Concepts.....	44
4.2 Careers Education and its Qualities.....	46
4.2.1 Qualities of a Good Career Education	47
4.3 Importance of Career Education	48
Summary for Study Session 4.....	49
Self-Assessment Questions (SAQs) for study session 4	50
Notes on Self-Assessment-Questions for Study Session 4.....	50
References	51
Study Session 5: Career Education Models.....	52
Introduction.....	52
Learning Outcomes for Study Session 5	52
5.1 Career Education Model.....	52
5.1.1 The school-based model.....	53
5.1.2 The Employer-Based or Experience-Based Model	54

5.1.3 The Home Community - Based Model.....	54
5.1.4 The Rural Residential - Based Model.....	54
5.1.5 The Integrated Theory and Practice Model.....	55
5.2 Types of Programmes in Educational Management	55
5.2.1 Educational Management.....	55
5.2.2 A Case Study of University of Ibadan, Ibadan.....	56
Summary for Study Session 5.....	61
Self-Assessment Questions (SAQs) for study session 5	61
Notes on Self-Assessment-Questions for Study Session 5.....	62
References	63
Study Session 6: Career Opportunities for Educational Management Graduates	64
Introduction.....	64
Learning Outcomes for Study Session 6	64
6.1 Career Opportunities in Educational Sector	64
6.2 Career Opportunities in Other Sectors	68
6.3 Job Description.....	72
Summary for Study Session 6.....	73
Self-Assessment Questions (SAQs) for study session 6	73
Notes on Self-Assessment-Questions for Study Session 6.....	74
References.....	74
Study Session 7: Theories on Choice of Career	75
Introduction.....	75
Learning Outcomes for Study Session 7	75
7.1 Theories on Choice of Career	75
Summary for study session 7	77
Self-Assessment Questions (SAQs) for study session 7	78
Notes on Self-Assessment-Questions for Study Session 7.....	78

References.....	79
Study Session 8 Factors that Impact in Person’s Career Decision	80
Introduction.....	80
Learning Outcomes for Study Session 8	80
8.1 Factors that Impact in Person’s Career Decision	80
8.1.1 Individual’s Variable	81
8.1.2 Peer Influence Factor	82
8.1.3 Parental Variables factor.....	83
8.1.4 Social and Environmental Factors.....	83
8.1.5 Religion factor	84
Summary from study session 8	85
Self-Assessment Questions (SAQs) for study session 8	85
SAQ 8.1 (Testing Learning Outcomes 8.1)	85
Notes on Self-Assessment-Questions for Study Session 8.....	86
References.....	86
Study Session 9: Significant Pathways in Career Selection.....	87
Introduction.....	87
Learning Outcomes for Study Session 9	87
9.1 The steps in career selection	87
9.1.1 Experience your Field.....	88
9.1.2 Launch Your Career.....	90
Summary for Study Session 9.....	91
Self-Assessment Questions (SAQs) for study session 9	92
SAQ 9.1 (Testing Learning Outcomes 9.1)	92
References.....	92
Study Session 10: Career Development Activities	93

Introduction.....	93
Learning Outcomes for Study Session 10	93
10.1 Career Development Activities	94
10.1.1 Performance.....	94
10.1.2 Attitude.....	95
10.1.3 Adaptability	96
10.1.4 Identity	96
10.2 Career Stages in Educational Management	97
Summary for Study Session 10.....	100
Self-Assessment Questions (SAQs) for study session 10	101
Notes on Self-Assessment-Questions for Study Session 10.....	101
References.....	102
Study Session 11: Skills Required for Career Success of Management Graduates.....	103
Introduction.....	103
Learning Outcomes for Study Session 11	103
11.1 Skill required for career success of management.....	103
Summary for study session 11	106
Self-Assessment Questions (SAQs) for study session 11	106
Notes on Self-Assessment-Questions for Study Session 11.....	107
References	107
Study Session 12: Conflict Management	108
Introduction.....	108
Learning Outcomes for Study Session 12	108
12.1 Concept of conflict and conflict management’	108
12.1.1 Causes of Conflict.....	109
12.2 Theories of Conflict.....	110
12.2.1 Types of Conflicts.....	111

12.2.2 Role Conflict	112
12.2.3 Institutionalized Conflict.....	113
12.3 Effects of Conflict	113
12.3.1 Negative Effects of Conflicts	114
12.3.2 Conflict Resolution.....	114
Summary for Study Session 12.....	115
Self-Assessment Questions (SAQs) for study session 12	116
Notes on Self-Assessment-Questions for Study Session 12.....	116
References	118

Study Session 1: Overview of Management

Introduction

The focus of this study session is to make you understand the overview of management from different point of views. We shall discuss perspectives of management. That is, arguments for management as a science and as an art. Clarification on the perspectives will be made as well. Based on the different definitions; we shall discuss features of management.

Our discussion will revolve round things that we do daily or things that happen in our environment every day. The overview of management will covers the area of its concept, the arguments of two schools of thought on management, their opinions and the different features of management.

Learning Outcomes for Study Session 1

At the end of this study session, should be able to:

- 1.2 Discuss the Concept of management
- 1.2 Discuss the arguments of two schools of thought on management
- 1.3 Express their opinions on the arguments of the two schools of thought
- 1.4 Highlight features of management

1.1 The Concept of Management

Management a universal phenomenon. It is a very popular and widely used term. You should know that all organizations-business, political, cultural or social are involved in management because it is the management which helps and directs the various efforts towards a definite purpose.

According to **Harold Koontz**, Management is an art of getting things done through and with the two people in formally organized groups. It is an art of creating an environment in which people can perform and individuals can co-operate towards attainment of group goals.

According to **F.W. Taylor**, Management is an art of knowing what to do, when to do and see that it is done in the best and cheapest way. Management is a purposive activity. It is something that directs group efforts towards the attainment of certain predetermined goals.

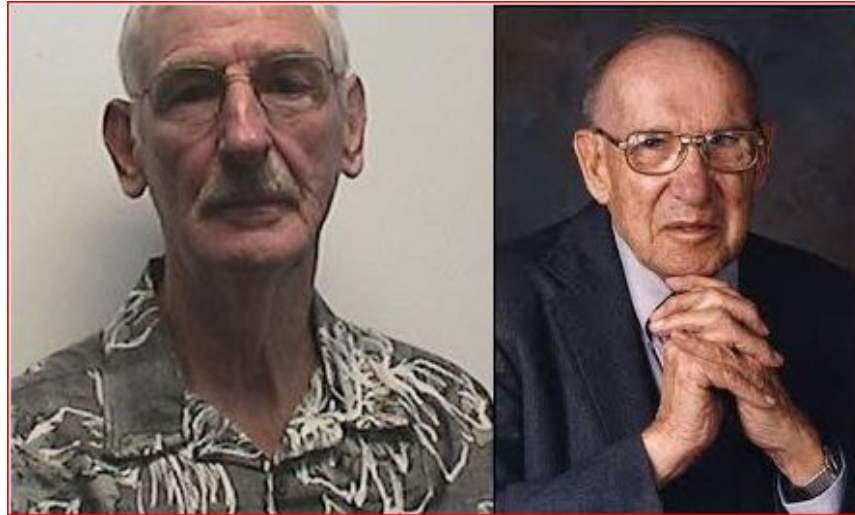


Figure 1.1:Harold Koontz and F.W. Taylor

Source:<http://c2w.com/quizzes/44473-Business-Personalities/questions>

Source: <https://www.linkedin.com/in/harold-koontz-a6478b90>

It is the process of working with and through others to effectively achieve the goals of the organization, by efficiently using limited resources in the changing world. Of course, these goals may vary from one enterprise to another, e.g. For one enterprise it may be launching of new products by conducting market surveys and for other it may be profit maximization by minimizing cost.

In-Text Question

Management is an art of knowing what to do, when to do and see that it is done in the best and cheapest way according to _____ scientist

- A. Henry Fayol
- B. Harold Koontz
- C. F.W. Taylor
- D. James Crasser

In-Text Answer

Option C

Management as a discipline refers to that branch of knowledge which is connected to study of principles and practices of basic administration. It specifies certain code of conduct to be followed by the manager and also various methods for managing resources efficiently. Any branch of knowledge that fulfils following two requirements is known as discipline:

- There must be scholars & thinkers who communicate relevant knowledge through research and publications.
- Knowledge should be formally imparted by education and training programmes.

Since management satisfies both these problems, therefore it qualifies to be a discipline. Though it is comparatively a new discipline but it is growing at a faster pace.

Do you have any idea what management is? You can make an attempt by defining management in your own terms and compare it with what we have below.

In-Text Question

_____ can be defined as a discipline refers to that branch of knowledge which is connected to study of principles and practices of basic administration.

- A. Management
- B. Administration
- C. Science
- D. Nature

In-Text Answer

Option A

According to **Theo Heimann**, management has three different meanings, viz:

1. **Management as a Noun:** refers to a Group of Managers. Management is an individual or a group of individuals that accept responsibilities to run an organisation. They plan, organize, direct and control all the essential activities of the organisation. Management does not do the work themselves.

They motivate others to do the work and co-ordinate (i.e. bring together) all the work for achieving the objectives of the organization.

2. **Management as a Discipline:** refers to the Subject of Management.
3. **Management as a Process:** refers to the Functions of Management i.e. planning, organizing, directing, controlling, etc. Management is simply referred to as a process of relating human resources to achieve the goals in an organization. It means realization of organisational goals is very central to the concept of management.

In another definition, management is viewed as planning, organizing, leading and controlling the efforts of organization members and of using all other organizational resources to achieve stated organizational goals.

In-Text Question

Theo Hermann define management as the following except _____

- A. As a discipline
- B. As a process

- C. As a conjunction
- D. As a noun

In-Text Answer

Option C

Management brings together all **Six Ms** i.e. Men and Women, Money, Machines, Materials, Methods and Markets. They use these resources for achieving the objectives of the organisation such as high sales, maximum profits, business expansion, etc.

Kindly compare your definition(s) with the definitions given above. Are there similarities in key words? Could you redefine the term management in a better way based on the tips in the definitions offered above?

1.1.1 Management as an Art or a Science

There are two opposing schools of thought on Management. One of the schools views management as an *art* while the other school conceives management as a science.

Management as an Art:

The school of thought that refers to management as an art conceives administration like art. The school is of the opinion that management belongs to those with natural gifts, traits and abilities for it. That management is an inherent trait and it cannot be learnt through formal training. The main emphasis is that good managers are born. They have the potentials to be successful as managers or entrepreneurs without having been specifically educated for the profession.

In-Text Question

The school of thought that refers to management as an art conceives administration like art. True/false

In-Text Answer

True

1.1.2 Management as a Science

This school of thought argues that management relates to the capacity to use existing, organised knowledge in the practice. That management is a technology, a matter of applying management principles and rules to the solution of management or organisational problems.

The emphasis is that good managers are not born but are trained on the use of scientific approach, relevant principles, theories and techniques of management to achieve the objectives of the organisation.

Therefore, they claim that management has developed certain principles, laws and generalisations which are universal in nature and can be applied under similar circumstance or environment. Scholars of scientific school of thought like **Fredrick W. Taylor, Henry Gantt, Henry Fayol, Frank and Lillian Gilbreths** believed that management process could be translated into a set of methodologies and techniques which could be learned and communicated.

In-Text Question

Which of the management school of thought argues that management relates to the capacity to use existing, organised knowledge in the practice?

- A. Management as an art
- B. Management as a science
- C. Management as a technology
- D. Management as a styles

In-Text Answer

Option B

Thus, the science of managing is not as exact as in the physical or biological sciences. It is crude and inexact because many variables which managers come in terms with are variable, complex and dynamic.

The submissions of the two schools i.e. management as an art and as a science are complimentary in the practice of management. Some aspects of management are essentially art while some other aspects have become more scientific in orientation e.g the use of computer programming in decision-making and the likes.

Therefore, we can conclude by saying that, management is an art of managing people and resources. It is also a science of using tested principles and applying scientifically based management theories. It implies that a professional manager must be well versed with both the art and science of management.

In-Text Question

Management can be as an art and as a science. Yes/No

In-Text Answer

Yes

1.2 Features of Management

We can now go through the features of management. These are

Management is an activity concerned with guiding human and physical resources such that organizational goals can be achieved. Nature of management can be highlighted as: -

Management is Goal-Oriented: The success of any management activity is accessed by its achievement of the predetermined goals or objective. Management is a purposeful activity. It is a tool which helps use of human and physical resources to fulfil the pre-determined goals.

For example, the goal of an enterprise is maximum consumer satisfaction by producing quality goods and at reasonable prices. This can be achieved by employing efficient persons and making better use of scarce resources.

In-Text Question

Which of the features of management says the success of any management activity is accessed by its achievement of the predetermined goals or objective?

- A. Management is Continuous
- B. Management is Goal-Oriented
- C. Management is all Pervasive
- D. All of the above

In-Text Answer

Option B

Management integrates Human, Physical and Financial Resources: In an organization, human beings work with non-human resources like machines. Materials, financial assets, buildings etc. Management integrates human efforts to those resources. It brings harmony among the human, physical and financial resources.

Management is Continuous: Management is an on-going process. It involves continuous handling of problems and issues. It is concerned with identifying the problem and taking appropriate steps to solve it, e.g. The target of a company is maximum production. For achieving this target various policies have to be framed but this is not the end. Marketing and Advertising is also to be done. For this policies have to be again framed. Hence this is an on-going process.

Management is all Pervasive: Management is required in all types of organizations whether it is political, social, cultural or business because it helps and directs various efforts towards a definite purpose. Thus clubs, hospitals, political parties, colleges, hospitals, business firms all require management.

Management is a Continuous process: Management is a process that involves four main functions. These are planning, organizing, directing and controlling. The manager has to plan and organize all the activities. He has to give proper directions to his subordinates. He also has to control all the activities. These functions have to be carried out continuously by a manager.

Getting things done through people: The managers get the work done through the subordinates. It therefore implies that a favourable work environment has to be created and maintained for better performance.

In-Text Question

All these are the features of management except _____

- A. Management is a Continuous process
- B. Management is all Pervasive
- C. Complex and Multidisciplinary in nature
- D. Management as game

In-Text Answer

Option D

Result-oriented science and art: Management is a result oriented because it gives a lot of importance to goal achievement. Management always wants to get the best results at all times.

Complex and Multidisciplinary in nature: Management is a very complex job because it has to get the work done through people. It has to manage people that have different emotions, feelings, aspirations, etc. Similarly, the same persons may have different emotions at different times. Therefore, management uses knowledge from many different subjects such as Economics, Information Technology, Psychology, Sociology, etc. Therefore, it is multidisciplinary in nature.

A group and not an individual activity: Management is not an individual activity but a group activity. It uses group efforts to achieve desirable objectives.

Follows established principles or rules: Management follows established principles, such as division of work, discipline, unity of command, etc. These principles help to prevent and solve the problems in the organisation.

Aided but not replaced by computers: With the introduction of technological devices, all managers use computers in their daily routine. Computers help the managers to take accurate decisions. Thus Management is aided but not replaced by computers.

Situational in nature: Management makes plans, policies and decisions according to the situation. It changes its style according to the situation. It uses different plans, policies, decisions and styles for different situations.

Both an art and science: Management is result-oriented. Therefore, it is an Art. Management conducts continuous research. Thus, it is also a Science.

Uses a professional approach in work: Managers use a professional approach for getting the work done from their subordinates. They delegate (i.e. give) authority to their subordinates. They ask their subordinates to give suggestions for improving their work. They also encourage subordinates to take the initiative. Initiative means to do the right thing at the right time without being guided or helped by the superior.

Dynamic in nature: Management is dynamic in nature. That is, management is creative and innovative. An organisation will survive and succeed only if it is dynamic. It must continuously bring in new and creative ideas, new products and new product features.

In-Text Question

All this are features of management except _____

- A. Dynamic in nature
- B. Parallel in nature
- C. Situational in nature
- D. Follows established principles or rules

In-Text Answer

Option B

1.3 Functions of Management

The functions of Management are common to all alike whether a business firm or a non-business firm. Management's primary function is the satisfaction of the stakeholders.

This typically involves making a profit (for the shareholders), creating valued products at a reasonable cost (for customers), and providing rewarding employment opportunities (for employees). This can be achieved only when management accomplishes its functions. A diagrammatic representation of the functions of management which are:

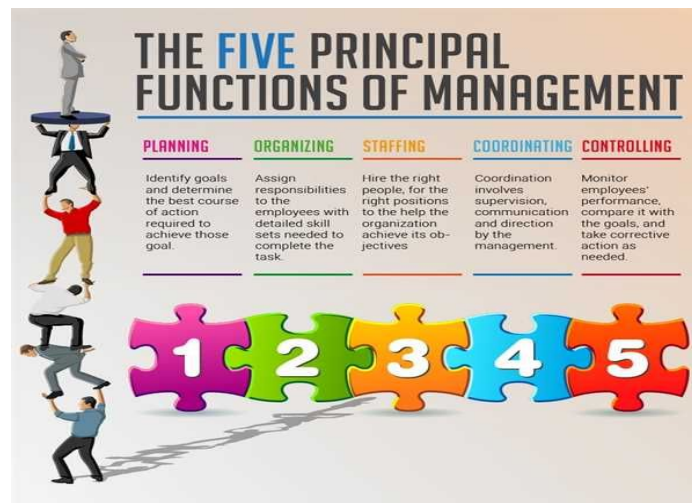


Figure 1.2: Function of Management

Planning: Planning means looking ahead and chalking out future courses of action to be followed taking into consideration available and prospective human and physical resources. It is a systematic activity which determines when, how and who is going to perform a specific job. It is rightly said well plan is half done.

According to Koontz and O'Donnell, Planning is deciding in advance what to do, how to do and who is to do it. Planning bridges the gap between where we are to, where we want to go. It makes possible things to occur which would not otherwise occur. Planning requires administration to assess appropriate course of action to attain the company's goals and objectives.

Organizing: Organizing is the function of management which follows planning. It is a function in which the synchronization and combination of human, physical and financial resources takes place. All the three resources are important to get results. Therefore, organizational function helps in achievement of results which in fact is important for the functioning of a concern. Hence, a manager always has to organize in order to get results.

Staffing: The managerial function of staffing involves manning the organization structure through proper and effective selection, appraisal and development of the personals to fill the roles assigned to the employers/workforce. Staffing pertains to recruitment selection, development and compensation of subordinates.

Nature of Staffing Function

- Staffing is an important managerial function
- Staffing is a continuous activity
- The basis of staffing function is efficient management of personals.
- Staffing helps in placing right men at the right job
- Staffing is performed by all managers depending upon the nature of business, size of the company, qualifications and skills of managers, etc

Directing: This is a process in which the managers instruct, guide and oversee the performance of the workers to achieve predetermined goals. Planning, organizing, staffing has got no importance if direction function does not take place.

In-Text Question

The following are the function of management except _____

- A. Organizing
- B. Planning
- C. Staffing
- D. Advertising

In-Text-Answer

Option B

Summary of study session 1

In this study session, you have learnt the following:

1. Management is a universal phenomenon. It is a very popular and widely used term. All organizations-business, political, cultural or social are involved in management

because it is the management which helps and directs the various efforts towards a definite purpose.

2. Management as a discipline refers to that branch of knowledge which is connected to study of principles and practices of basic administration. It specifies certain code of conduct to be followed by the manager and also various methods for managing resources efficiently.
3. **The two perspectives of managements were considered.** That is, school of thought that views management as an art and the other school of thought that considers management as a science. It was submitted that, management combines the elements of both science and art.
4. **Management as an Art:** The school of thought that refers to management as an art conceives administration like art. The school is of the opinion that management belongs to those with natural gifts, traits and abilities for it. That management is an inherent trait and it cannot be learnt through formal training.
5. **Management as a Science:** This school of thought argues that management relates to the capacity to use existing, organised knowledge in the practice. That management is a technology, a matter of applying management principles and rules to the solution of management or organisational problems.
6. The emphasis is that good managers are not born but are trained on the use of scientific approach, relevant principles, theories and techniques of management to achieve the objectives of the organisation.
7. **Some of the features of management discussed include;** continuous process, getting things done through people, result-oriented, complex and multidisciplinary in nature, a group and not an individual activity, it follows established principles and rules, aided by computer but not replaced by computer and is all pervasive.
8. **Features of Management:** Management is an activity concerned with guiding human and physical resources such that organizational goals can be achieved. Nature of management can be highlighted as: -
9. **Management is Goal-Oriented:** The success of any management activity is accessed by its achievement of the predetermined goals or objective.
10. **Management integrates Human, Physical and Financial Resources:** In an organization, human beings work with non-human resources like machines. Materials, financial assets, buildings etc.

The functions of Management are common to all alike weather a business firm or a non-business firm. Management's primary function is the satisfaction of the stakeholders.

- Planning
- Organizing
- Directing
- Staffing
- Controlling

Self-Assessment Questions (SAQs) for study session 1

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 1.1 (Testing Learning Outcomes 1.1)

Define management

Mention two schools of thought discussed in the study session

SAQ 1.2 (Testing Learning Outcomes 1.2)

Mention 5 features of management

SAQ 1.3 (Testing Learning Outcomes 1.3)

Explain the functions of management

Notes on Self-Assessment-Questions for Study Session 1

Management is an art of knowing what to do, when to do and see that it is done in the best and cheapest way. Management is a purposive activity. It is something that directs group efforts towards the attainment of certain predetermined goals.

Management as an Art: The school of thought that refers to management as an art conceives administration like art. The school is of the opinion that management belongs to those with natural gifts, traits and abilities for it. That management is an inherent trait and it cannot be learnt through formal training.

Management as a Science: This school of thought argues that management relates to the capacity to use existing, organised knowledge in the practice. That management is a technology, a matter of applying management principles and rules to the solution of management or organisational problems.

Features of Management

- Getting things done through people: The managers get the work done through the subordinates. It therefore implies that a favourable work environment has to be created and maintained for better performance.
- Result-oriented science and art: Management is a result oriented because it gives a lot of importance to goal achievement. Management always wants to get the best results at all times.
- Complex and Multidisciplinary in nature: Management is a very complex job because it has to get the work done through people. It has to manage people that have different emotions, feelings, aspirations, etc. Similarly, the same persons may have different emotions at different times. Therefore, management uses knowledge from many different subjects such as Economics, Information

Technology, Psychology, Sociology, etc. Therefore, it is multidisciplinary in nature.

- A group and not an individual activity: Management is not an individual activity but a group activity. It uses group efforts to achieve desirable objectives.
- Follows established principles or rules: Management follows established principles, such as division of work, discipline, unity of command, etc. These principles help to prevent and solve the problems in the organisation.

Functions of Managements

- Planning: Planning means looking ahead and chalking out future courses of action to be followed taking into consideration available and prospective human and physical resources.
- Organizing: Organizing is the function of management which follows planning. It is a function in which the synchronization and combination of human, physical and financial resources takes place.
- Staffing: The managerial function of staffing involves manning the organization structure through proper and effective selection, appraisal and development of the personals to fill the roles assigned to the employers/workforce. Staffing pertains to recruitment selection, development and compensation of subordinates.
- Directing: This is a process in which the managers instruct, guide and oversee the performance of the workers to achieve predetermined goals. Planning, organizing, staffing has got no importance if direction function does not take place.

References

- Atanda, A.I. &Lameed, .W.O (2006). *Essential of Educational Management*. Ibadan: Awemark Printers.
- Atanda, A.I. (2012). Eme 411: Introduction to Basic Concepts in Educational Planning and Administration. University of Ibadan: Centre for External Studies
- Ogunsanwo, O.A. (2000). EME 302: *Modern Principles and Techniques of Management*. University of Ibadan: Centre for External Studies
- Olagboye, A.A. (2004). *Introduction to Educational Management in Nigeria*. Ibadan: Kemsio Educational Consultant

Study Session 2: Educational Management and Its Functions

Introduction

In the last study session, we have successfully treated the concept of management. I believe by now you should be able to define management as a noun, a discipline and as a process. You may need to go over the summary of lecture one to refresh your memory. This is necessary because we are going to build this lecture on our previous knowledge.

Therefore, in this session, we shall link education with management i.e. “Educational Management”. The definitions of Educational management and its function or processes will be discussed.

Learning Outcomes for Study Session 2

At the end of this study session, you should be able to:

- 2.1 Discuss Educational Management
- 2.2 Explain Educational Management processes
- 2.3 Discuss Nature of Education Management

2.1 Educational Management

It is important to note that both the terms administration and management are used interchangeably, as the two words bear similar meanings. The process of administration is also the same as the process of management. Education is concerned with the transmission of skills, knowledge, vocation and culture and this is usually done through teaching, learning, research and dissemination of the findings for ultimate utilization.

In this view, Bosah (1998) in Eneasator et al, pointed out that Educational Administration should logically involve, arranging and using human and material resources and performances available for education, for the transmission of skills, knowledge, vocation and culture through efficient teaching, learning, research, its dissemination and utilization for a better society.



Figure 2.1:Bosah (1998)

Source: <http://www.rider.edu/faculty/bosah-ebo>

Cremin (1976) defines education as the deliberate, systematic and sustained efforts to transmit, evoke or acquire knowledge, attitudes, values, skills or sensibilities, as well as any outcome of that effort. We can infer from this definition that education includes all experiences. Meaning that, education transcends the four walls of a classroom.

In a related study, Castle (1976) defines it as what happens to us from the day we are born to the day we die. This implies that education takes place on a daily basis until one dies.

Box 2.1: Definition of Terms

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude.

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: The process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research.

In-Text Question

_____ is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude

- A. Education
- B. Acceleration
- C. Management
- D. Production

In-Text Answer

Option A

2.1.1 Needs of Educational Management:

Policy at the national level focuses on social, economic and cultural development. The best means to achieve the development in these spheres is through human resource development and Education. There have been tremendous advance in the field of technology this is made available to society only through education. Thus the knowledge of:

1. Educational management theories, principles, concepts, techniques, skills and strategies, when applied to education will bring about effective and efficient functioning of educational institutions.
2. Scientific and systematic management of educational institutions is necessary to bring about qualitative changes in the educational system.
3. Educational management is required to manage and create institutions of excellence like IIT, IIM etc so that the vast majority of students can benefit from such specialized training.
4. Knowledge of educational management is also required so that we can use our scarce and dwindling resources for education in the most effective and efficient manner.
5. Knowledge of educational management is also necessary to train the present teachers to learn and run educational institutions professionally, as basic courses like B.Ed / M.Ed do not prepare teachers to become managers.

In-Text Question

Policy at the national level focuses on social, economic and cultural development. The best means to achieve the development in these spheres is through _____

- A. Educational Administration
- B. Human resource development and Education
- C. Knowledge Elucidation
- D. Educational Management

In-Text Answer

Option B

2.1.2 Importance of Educational Management

The study of educational management is important as:

1. It includes the study of various the various theories of management science which define and describe the roles and responsibilities of the educational manager and develop managerial skills.
2. It includes the study of educational planning at macro levels, its goals, principles, approaches and procedures. At a micro level it helps in understanding and facilitates: Institutional planning and Educational administration.
3. Helps in decision making and problem –solving, communication and managing information and building effective teams.
4. Helps in planning of co-curricular activities, academics and preparation of time-table.
5. Helps in the maintenance of school records, evaluating students ‘achievements.

6. Financing and budgeting of the institution.

In-Text Question

The following are the importance of educational management except _____

- A. It helps in the maintenance of school record
- B. It helps the decision making to solve problem
- C. It helps in forming curricular activities and time-table
- D. It destroy the organization

In-Text Answer

Option D

2.1.3 Objectives of Educational Management

The following are the objectives of educational management:

- 1. To develop an understanding of the concept of educational management.
- 2. To develop an understanding of the various functions of an educational institution.
- 3. To develop an understanding of the roles and functions of an educational manager.
- 4. To develop an understanding of the essential components of democratic classroom management.
- 5. To develop an awareness of the various structure/levels of educational management.
- 6. To develop an awareness of the characteristics of quality institutions.
- 7. To sensitize the students towards effective management of human and material resources.
- 8. To develop an appreciation of the role of various administrative authorities in maintaining quality of educational institutions.

In-Text Question

Which of this is not part of the objectives of educational management?

- A. To develop an understanding of the concept of educational management.
- B. To promote economy
- C. To develop an understanding of the various functions of an educational institution.
- D. To develop an understanding of the roles and functions of an educational manager.

In-Text Answer

Option B

2.2 Educational Management Processes or Functions

Having understood what educational management is all about, we shall proceed to discuss educational management processes or functions and these are:



Planning: This is fundamental for every educational manager. It is a process of preparing a set of decisions for future action. It is a kind of organized foresight as well as attempting to control the events. In educational institution, it involves deciding what the educational objectives should be and what its members should do to attain them.

Thus, through planning, educational manager seeks to establish guidelines for channelling efforts and decision-making that will create unity of purpose within the organization's membership. Flexibility has to be built into planning because the future is uncertain. Hence, plans must be revised to make them consistent with reality.

In-Text Question

_____ is a process of preparing a set of decisions for future action.

- A. Budgeting
- B. Planning
- C. Directing
- D. Reporting

In-Text Answer

Option B

Organizing: This involves the establishment of formal, structural line of authority, which defines different duties and responsibilities of each staff. It is the determination of what need to be done in order to reach the organizational or institutional goals, assigning these activities to the proper personnel and delegating the necessary authority to carry out these activities in a coordinated manner. In summary, it is the process of arranging positions and tasks systematically to achieve educational objectives.

In-Text Question

The process of arranging positions and tasks systematically to achieve educational objectives is called _____

- A. Organizing
- B. Planning
- C. Directing
- D. Reporting

In-Text Answer

Option A

Staffing: This refers to personnel function in management. It involves recruitment, placement, welfare, compensation and staff development. In education, already designed jobs under organizing have to be entrusted to some people (both teaching and non-teaching staff).

This calls for recruitment of qualified staff. It does not stop at recruitment, what transpires after, such as compensation, development, promotion, discipline retirement and so on are concerns to the educational manager.

Directing: This is concerned with leadership, communication, motivation and supervision so that the staffs perform their assigned tasks in the most efficient manner so as to achieve the desired goals. Educational administrators must be conversant with different leadership styles as well as understanding their application as situations demand. Communication is referred to as the connecting fluid in every organization.

In-Text Question

All this are the process of educational management except _____

- A. Organizing
- B. Planning
- C. Directing
- D. All of the above

In-Text Answer

Option D

Coordinating: This involves the ability and capability of educational administrators to put the human and material resources together in the best way and proportion to achieve the organizational objectives. This is the 'wire' that binds all members in the organization. Coordination calls for the need to put every section and individual into consideration. It prevents confusion and delay.

Reporting: Educational manager is expected to be knowledgeable of all work in his organization through supervision and observation. He/she should disseminate information about the progress or problem of his organization to members of the organization and other stakeholders.

Budgeting: Educational manager should have adequate knowledge on fiscal management. For examples, financial planning, accounting and controls are his/her responsibilities as an accounting officer. He/she should be able to carve out the yearly budget on repairs of school materials, facilities, finance and equipment.

Though, there may be designated staff known as accountant or bursar in educational institutions or settings, the educational manager as chief executive officer will be responsible for any financial misconduct. Therefore, his/her knowledge of accounting will help in supervisory role.

In-Text Question

The following are function of educational management process except _____

- A. Accessing
- B. Reporting
- C. Budgeting
- D. Coordinating

In-Text Answer

Option A

2.3 Nature of Education

The nature of education is explained below:

1. **Education is a life-long process:** Education is a continuous that starts from the womb of the mother and continues till death.
2. **Education is a systematic process:** It refers to a transact of activities through a systematic institution and regulation.
3. **Education is development of individual and the society:** It is a force for social development, which brings improvement in every aspect in the society.
4. **Education is modification of behaviour:** Human behaviour is modified and improved through educational process.
5. **Education is purposive:** There is a definite purpose underlining all educational activities.
6. **Education is training:** Human senses, mind, behaviour, activities and skills are trained in a constructive and socially desirable way.
7. **Education is instruction and direction:** It directs and instructs an individual to fulfil his desires and needs for exaltation of his whole personality.

In-Text Question

The following are nature of educational management except_____

- A. Education is a life-long process
- B. Education is modification of behaviour
- C. Education is purposive
- D. Education is corruptive

In-Text Answer

Option D

- 8. **Education is life:** Life without education is meaningless and like the life of a beast. Every aspect and incident needs education for its sound development.
- 9. **Education is a continuous reconstruction of our experiences:** Based on the definition of John Dewey, education reconstructs and remodels our experiences towards socially desirable ways.
- 10. **Education helps in individual adjustment:** Through the medium of education, human being learns to adjust himself with the friends, class fellows, parents, relations, neighbours and teachers etc.
- 11. **Education is a balanced development:** Education is concerned with the development of all faculties of the child. It performs the functions of the physical, mental, aesthetic, moral, economic, spiritual development of the individual so that the individual may get rid of his animal instincts by sublimating the same so that he becomes a civilized person.
- 12. **Education is a dynamic process:** Education is not a static but a dynamic process which develops the child according to changing situations and times. It always induces the individual towards progress. It reconstructs the society according to the changing needs of the time and place of the society.

In-Text Question

Which of this is not part of nature of educational management?

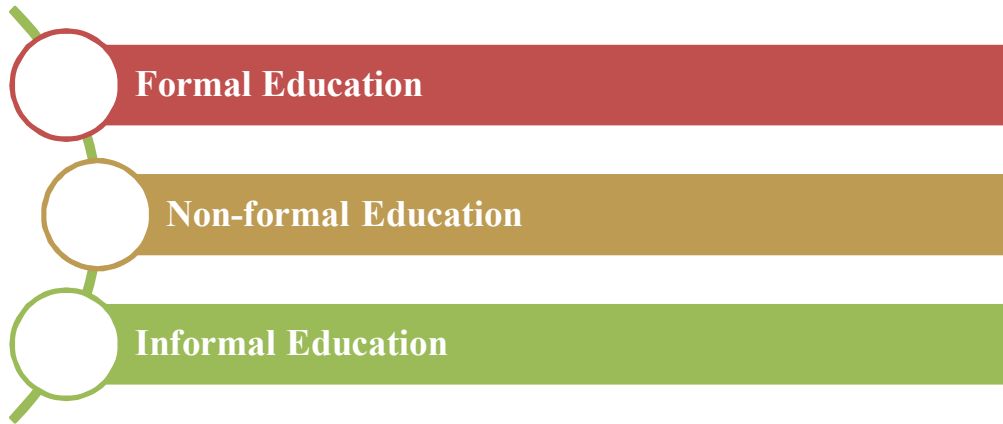
- A. Education is aggressive
- B. Education is a dynamic process
- C. Education is a balanced development
- D. Education helps in individual adjustment

In-Text Answer

Option A

2.3.1 Forms of Education

There are three forms of education, these are:



- **Formal Education:** This is a form of education that corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. This form of education is received in primary, secondary and tertiary institutions.
- **Non-formal Education:** It is an educational process that is endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established factor but is contingent upon the student's work pace. Examples of non-formal education are correspondence learning, distance learning and open system.
- **Informal Education:** Refers to education outside a standard school setting. It can also refer to various forms of alternative education, such as home schooling and self-teaching.

From the different forms of education discussed above, which one does your current mode of study belong?

In-Text Question

_____ is a type of education that corresponds to a systematic, organized education model, structured and administered according to a given set of laws.

- A. Administration Education
- B. Formal Education
- C. Non-formal Education
- D. Tertiary Education

In-Text Answer

Option B

In-Text Question

All these are forms of education except _____

- A. Adult Education
- B. Tertiary Education
- C. Formal Education
- D. Non-formal Education

In-Text Answer

Option A

Summary from Study Session 2

In this study session, you have learnt the following:

1. Education is defined as a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. The forms of education are informal, non-formal and formal.
2. Educational Management: The process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research.
3. Some of the features of education are, education is: a life-long process, systematic process, development of individual and the society, modification of behaviour, purposive, a training, instruction and direction, life, continuous reconstruction of our experiences, helping in individual adjustment and a dynamic process.
4. The needs for educational management, importance and objectives of educational management are also discussed.
5. Educational management functions and process are also explained in this session.

Self-Assessment Questions (SAQs) for study session 2

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 2.1 (Testing Learning Outcomes 2.1)

Define Education

What is Educational Management?

State two importance of educational management

SAQ 2.2 (Testing Learning Outcomes 2.2)

Highlight and discuss Educational Management processes

SAQ 2.3 (Testing Learning Outcomes 2.3)

What are the features of Education?

Explain the types of education

Notes on Self-Assessment-Questions for Study Session 1

SAQ 2.1

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: The process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research.

It includes the study of educational planning at macro levels, its goals, principles, approaches and procedures. At a micro level it helps in understanding and facilitates: Institutional planning and Educational administration.

Helps in decision making and problem solving, communication and managing information and building effective teams.

SAQ 2.2

1. **Planning:** This is fundamental for every educational manager. It is a process of preparing a set of decisions for future action. It is a kind of organized foresight as well as attempting to control the events. In educational institution, it involves deciding what the educational objectives should be and what its members should do to attain them.
2. **Organizing:** This involves the establishment of formal, structural line of authority, which defines different duties and responsibilities of each staff.
3. **Staffing:** This refers to personnel function in management. It involves recruitment, placement, welfare, compensation and staff development.
4. **Directing:** This is concerned with leadership, communication, motivation and supervision so that the staffs perform their assigned tasks in the most efficient manner so as to achieve the desired goals.
5. **Coordinating:** This involves the ability and capability of educational administrators to put the human and material resources together in the best way and proportion to achieve the organizational objectives.

SAQ 2.3

1. **Education is a life-long process:** Education is a continuous that starts from the womb of the mother and continues till death.

2. Education is a systematic process: It refers to a transact of activities through a systematic institution and regulation.
3. Education is development of individual and the society: It is a force for social development, which brings improvement in every aspect in the society.
4. Education is modification of behaviour: Human behaviour is modified and improved through educational process.
5. Education is purposive: There is a definite purpose underlining all educational activities.

Forms of Education

- **Formal Education:** This is a form of education that corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. This form of education is received in primary, secondary and tertiary institutions.
- **Non-formal Education:** It is an educational process that is endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established factor but is contingent upon the student's work pace. Examples of non-formal education are correspondence learning, distance learning and open system.
- **Informal Education:** Refers to education outside a standard school setting. It can also refer to various forms of alternative education, such as home schooling and self-teaching.

References

- Atanda, A.I. &Lameed, .W.O (2006). *Essential of Educational Management*. Ibadan: Awemark Printers.
- Atanda, A.I. (2012). Eme 411: Introduction to Basic Concepts in Educational Planning and Administration. University of Ibadan: Centre for External Studies
- Ogunsanwo, O.A. (2000). EME 302: *Modern Principles and Techniques of Management*. University of Ibadan: Centre for External Studies
- Olagboye, A.A. (2004). Introduction to Educational Management in Nigeria. Ibadan: Kemsio Educational Consultant

Study Session 3: Task Areas in Educational Management

Introduction

I know by now you should be able to define management, education and educational management. In addition, you should be able to enumerate the processes of educational management. You may use a few seconds to reflect on these terms before this session.

In this study session, we shall examine task areas of educational management, educational management and the characteristic of a good manager.

Learning Outcomes for Study Session 3

At the end of this study session, you should be able to:

- 3.1 Discuss task areas in educational management;
- 3.2 Explain educational manager and its roles
- 3.3 Discuss characteristics or qualities of a good manager

3.1 Task Areas of Educational Management

Do you know that by virtue of your studentship in the Department of Educational Management, you are a manager in making? Hope you have listed out tasks of educational management as requested in the pre-test. After this lecture, you may compare yours with points highlighted. Babalola (2006) highlights the task areas in educational Management as follows:

1. Career Management: That manager must know how to handle his career to make the best out of it.
2. Change Management: Change is necessary and Educational managers need to appreciate various types of educational change, understand how to decide the best course of action and how to handle resistance to good educational changes.
3. Consumer's Management: Educational managers and their staff must learn about how to communicate with people in writing and through telephone, handle complaints and appreciate consumer's legislation.

4. Decision-Making Management: Good educational managers are good decision makers. They need the skills to define educational problems and issues, gather information, create options or alternative solution, evaluate options make the decision, implement the decision with people and follow up and evaluate.

In-Text Question

The following are the task area of educational management except _____

- A. Team Management
- B. Change Management
- C. Career Management
- D. Security Alert

In-Text Answer

Option D

5. Resource Management: This involves carefulness and effectiveness in handling educational resources.
6. Staff and Student Management: It is the attraction and retention of the best students and staff.
7. Standard (Quality) Management: This is being in control of quality to ensure adherence to stipulated educational standards.
8. Meeting Management: This is an effective and efficient handling of meetings.
9. Team Management: It ensures that people are brought and work together as one.
10. Workload Management: This is the responsibility of a manager to carefully handle workload to avoid over-and-under-utilization of workers.

In-Text Question

Which of the arrears of educational task ensure that people are brought and work together as one?

- A. Meeting Management
- B. Team Management
- C. Workload Management
- D. Resource Management

In-Text Answer

Option B

3.2 Educational Manager

On the other hand, a manager is an individual who holds a position of authority in an organization and makes decisions about allocation of human and material resources. A professional manager is an expert, trained and experienced enough to adeptly manage any type of organization, be it corporate house, a hotel, a social service organization, a hospital or a government agency. A manager is well-versed with both the art and science of management.

Box 3.1: Definition of Educational Manager

Educational manager is an individual who holds a position of authority in an organization and makes decisions about allocation of human and material resources.

A manager must be highly skilled in the art of optimally utilizing the human resources because they are most valuable assets of any organization. Therefore, educational managers take charge of both human and material resources to achieve educational objectives.

The effectiveness of a manager determines the extent of goal achievement in any organization either in business or educational organization.

In-Text Question

_____ is an individual who holds a position of authority in an organization and makes decisions about allocation of human and material resources.

- A. Administration Manager
- B. Educational Manager
- C. Human Resources
- D. None of the Above

In-Text Answer

Option B

Qualities and Characteristics of a Good Manager

These are some of the qualities and characteristics of a good manager:

1. Self-Motivation
2. Integrity
3. Dependability/Reliability
4. Optimism
5. Confidence
6. Calmness
7. Flexibility
8. Knowledge of the organization where he works
9. Organization
10. Outspokenness
11. Active listener
12. Team player
13. Respect
14. Collaboration
15. Value others

3.3 Characteristics /qualities of a good manager

Below are six skills that are crucial for anyone who manages projects and people. Remarkably enough, five of the six are people skills.

1. As a manager, it is important to ensure that your communication style is clear and effective. This can be done by using accurate words to express your thoughts and encouraging your staff to do the same. Excellent communication skills are at the root of effective management.
2. Being assertive is a key skill for both managers and employees. It is important to be tactful and communicate your ideas with confidence and without hesitating whilst respecting the other person's viewpoint. The first step of being assertive is to be a clear communicator, but it also goes beyond this.
3. Ultimately, business does come down to results, but there is still a component of interacting with individuals and building that rapport. Hence, another vital skill is the ability to connect with others and build a level of trust. Excellent managers are open, friendly, and easy going with others, especially their subordinates. They take an interest in others and interact in an informal, relaxed manner making it enjoyable for others to work with them.
4. This is all about building a trustworthy relationship and it refers to the alignment of thoughts, words and actions. A manager with integrity is transparent -they say what they are thinking and follow it through with actions. If a manager has integrity, their employees and colleagues find it easier to trust their manager. Transparency amongst the team along with constructive attitudes and performance are then a by-product of the manager's integrity.
5. This isn't referring to giving a speech in the front of a room. Instead, a more subtle approach is to understand other people's motivations and responding to them.
6. A good manager will consider each employee individually and match their strengths with their tasks and compensation.
7. A big part of a manager's role is putting together a puzzle. The puzzle pieces are people, tasks, goals and data. Putting all of this together involves creating strategies, distributing tasks, supervising the execution of it all and providing feedback. To succeed in these tasks, managers must be able to make first-rate decisions. This refers to thinking rationally, considering variables and creating a strategy accordingly.

In-Text Question

_____ refers to the alignment of thoughts, words and actions.

- A. Transition
- B. Relationship
- C. Management
- D. Administration

In-Text Answer

Option B

Summary of Study Session 3

In this study session, you have learnt the following:

The task areas of educational management. These task areas are; career management, change management, consumer's management, decision-making management, resource management, staff and student management, standard (quality) management, meeting management, team management and workload management.

A professional manager is an expert, trained and experienced enough to adeptly manage any type of organization. Some of the qualities and characteristics of a good manager are self-motivation, integrity, dependability/reliability, optimism, confidence, calmness, flexibility, knowledge of the organization where he works, organization, outspokenness, active listener, team player, respect and collaboration.

Self-Assessment Questions (SAQs) for study session 3

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 3.1 (Testing Learning Outcomes 3.1)

Highlight ten task areas of educational management

Discuss five out of the ten task areas of educational management

SAQ 3.2 (Testing Learning Outcomes 3.2)

Who is an educational manager?

SAQ 3.3 (Testing Learning Outcomes 3.3)

Explain any three characteristics or qualities of a good manager?

Notes on Self-Assessment-Questions for Study Session 1

SAQ 3.1

Let us consider the task areas of educational management .These task areas are; career management, change management, consumer's management, decision-making management, resource management, staff and student management, standard (quality) management, meeting management, team management and workload management.

1. Career Management: That manager must know how to handle his career to make the best out of it.
2. Change Management: Change is necessary and Educational managers need to appreciate various types of educational change, understand how to decide the best course of action and how to handle resistance to good educational changes.

3. Consumer's Management: Educational managers and their staff must learn about how to communicate with people in writing and through telephone, handle complaints and appreciate consumer's legislation.
4. Decision-Making Management: Good educational managers are good decision makers. They need the skills to define educational problems and issues, gather information, create options or alternative solution, evaluate options make the decision, implement the decision with people and follow up and evaluate.
5. Resource Management: This involves carefulness and effectiveness in handling educational resources.

SAQ 3.2

A manager must be highly skilled in the art of optimally utilizing the human resources because they are most valuable assets of any organization. Therefore, educational managers take charge of both human and material resources to achieve educational objectives. The effectiveness of a manager determines the extent of goal achievement in any organization either in business or educational organization.

SAQ 3.3

1. As a manager, it is important to ensure that your communication style is clear and effective. This can be done by using accurate words to express your thoughts and encouraging your staff to do the same. Excellent communication skills are at the root of effective management.
2. Being assertive is a key skill for both managers and employees. It is important to be tactful and communicate your ideas with confidence and without hesitating whilst respecting the other person's viewpoint. The first step of being assertive is to be a clear communicator, but it also goes beyond this.
3. Ultimately, business does come down to results, but there is still a component of interacting with individuals and building that rapport. Hence, another vital skill is the ability to connect with others and build a level of trust.

References

- Atanda, A.I. &Lameed, .W.O (2006). *Essential of Educational Management*. Ibadan: Awemark Printers.
- Atanda, A.I. (2012). Eme 411: Introduction to Basic Concepts in Educational Planning and Administration. University of Ibadan: Centre for External Studies
- Ogunsanwo, O.A. (2000). EME 302: *Modern Principles and Techniques of Management*. University of Ibadan: Centre for External Studies
- Olagboye, A.A. (2004). Introduction to Educational Management in Nigeria. Ibadan: Kemsio Educational Consultant

Study Session 4 Career Related Concepts

Introduction

In the previous study session, you learnt the task areas of educational management and qualities of a good educational manager. This session is going to take you through concept of career. In addition, related career concepts will be explained. The meaning of career education and significance of career education will also discuss.

Learning Outcomes for Study Session 4

At the end of this lecture, students should be able to:

- 4.1 Discuss career related concepts
- 4.2 Explain the career education and the qualities of good career education
- 4.3 Explain the importance of career education in educational programme

4.1 Career Related Concept in Education

A number of definitions have been put up on the concept of career. Let us consider some of these definitions from where you can come up with your own definition. Career refers to the major life domains which engage the individual in multiple roles, such as worker, family member, community participant and leisure time participant.

Career is an individually perceived sequence of all attitude and behaviour associated with work-related experiences and activities over the span of the person's life.



Figure 4.1: Depicting Some of Careers in Education

Source: <http://prairiecothrifter.com/2012/03/5-tips-planning-career.html>

In other words, the idea of career connotes a profession that requires training and is undertaken for life. In recent years, however, career refers to changes or modifications in employment during the foreseeable future.

Box 4.1: Definition of Career

Career can be defined as the sum total of work-related experiences throughout a person's life. A career is the sequence of occupations, jobs and positions held during the course of life.

In summary, career is referred to as a profession which requires training and is undertaken for life. It is a lifelong learning process in which one re-news him/herself to meet the challenges of the future.

In-Text Question

_____ refers to the major life domains which engage the individual in multiple roles, such as worker, family member, community participant and leisure time participant.

- A. Career
- B. Job
- C. Interview
- D. Management

In-Text Answer

Option A

4.1.1 Career Related Concepts

Having a clear understanding of one's career objectives and the skills required to attain them is critical. Research shows that many new entrants into the workforce are poorly informed about careers, how to advance in a career, and their own skills and preferences! In addition, research shows that careers are becoming increasingly self-managed, meaning that it is more important than ever for students to understand what they can do to develop their own careers. The following are the major career related concepts in education



Figure 4.2: Career Related Concepts

1. **Career Planning:** Structured exercise undertaken to identify one's objectives, marketable skills, strengths, weaknesses, etc., as a part of one's career management. Career planning involves research, reflection and realization of yourself, the jobs you desire, and the market in which you want to work.
2. **Career Management:** Lifelong, self-monitored process of career planning that involves choosing and setting personal goals and formulating strategies for achieving them. Managing your career is not a one-time event; it is a continuous cycle of personal development. As goals are reached, new goals are established and development continues in a new direction. There are several steps in this process, as illustrated below;
 - a. **Career Orientation:** This refers to the pattern of job related preferences that remains fairly stable over a person's work life.
 - b. **Career Skills:** This is the sum total of one's marketable or occupational abilities, experience and knowledge.
 - c. **Career Panning:** Sequence of jobs along which one may be promoted within an organization or progress in one's career.
 - d. **Career Stages:** Identifiable periods in one's work life which are distinguished by one's changing activities, concerns, motives and needs.
 - e. **Career Systems:** Set of policies, priorities and practices that an organisation employs to manage the flow of employees as they enter, serve and exit over time.
 - f. **Career Exploration:** the process in which an individual chooses an educational path or training or a job which fits their interests, skills and abilities.
 - g. **Career Assessment:** Tests and assessments taken to measure preferences in jobs and career types based on the individual's assessment of his or her own personality, character traits and skills.

In-Text Question

Which of the following is not part of career related concept?

- A. Career Stages
- B. Career Exploration
- C. Career Assessment
- D. Career Record

In-Text Answer

Option D

4.2 Careers Education and its Qualities

Career education is the total effort by educational agencies and communities in presenting organized career-oriented activities and experiences to all persons from the nursery school through adulthood.

This definition views educational agencies and communities as providers of career education. Why do you think it is not left in the hands of educational agency (like school) alone? This is because a school or educational institution is an off-shoot of the larger community. In addition, the products of schools will return to the community on graduation. If they are not properly guided in the course of their training, they may likely become misfits in the community.

Career education is a process that helps a person to develop the knowledge and skills they need to determine a career path. Career Education programme focuses on learning skills and on-the-job training versus academic subjects, which helps its recipients to advance quickly into the workforce. This definition is concerned with relevance of the people undergoing career education in the labour market.

In-Text Question

The process that helps a person to develop the knowledge and skills they need to determine a career path is called _____

- A. Job Interview
- B. Career Stages
- C. Career Education
- D. Management

In-Text Answer

Option C

Hoyt, Pinson, Laramore and Mangum (1973) said career education represents the total efforts of public education and the community to help all individuals become familiar with the values of work-oriented society, to integrate these values into the personal value structure and to implement those values in their lives that make work possible, meaningful and satisfying to each individual.

To summarize this conception, Hoyt (1974) defines career Education as the totality of experiences through which one learns about the preparations to engage in work as part of living.



Figure 4.3:Hoyt (1974)

Source:<http://www.stgeorgefh.ca/obituaries/99206>

Career education is an educational training related to a specific career field. Career education can take place on-the-job, at a school, or through the increasing popular method of distance learning.

In-Text Question

Who defines career education as the totality of experiences through which one learns about the preparations to engage in work as part of living?

- A. Hoyt 1974
- B. Mangum (1973)
- C. Pinson
- D. F.W Taylor

In-Text Answer

Option A

4.2.1 Qualities of a Good Career Education

Through a good career education programme, students acquire the knowledge, skills and attitudes they will need to make personally relevant and appropriate career decisions in the future.

The knowledge, skills and attitudes required include:

- Knowledge and understanding of self-e.g. achievements, strengths, weaknesses, interests, values, learning styles
- Positive attitudes to change and lifelong learning
- Skills to access and apply information about occupations and education/training pathways
- Career decision-making, planning and management skills

In-Text Question

All these are qualities of a good career education except _____

- A. Knowledge and understanding of self
- B. Positive attitudes to change and lifelong learning
- C. Skills to access and apply information
- D. Flow of income

In-Text Answer

Option D

4.3 Importance of Career Education

A comprehensive career education programme is expected to:

Show students the real life relevance of their school experience: Schools train students on behalf of the entire community. This is done with the expectation that on graduation the individuals trained would become assets to the community. This means that the curriculum of schools is derived from community's aspiration.

The aspiration embraces political, economic, cultural, technological development and so on. Thus, career education programme offers students the opportunity to familiarise with real life situation of what they are taught in school. Such training offers students a real life experience that they are being prepared to take up responsibilities in these areas after completing their programme.

Engage students in learning through relevant, interesting and fun activities: Learning is the essence of education and presentation of relevant experiences facilitates achievement of desirable educational objectives.

Develop meaningful partnerships with parents and the local community: Career education affords schools the opportunity of partnering with parents and local community at large. This is because resource persons are required in the course of career education. These resource persons are members of the local community where the schools are located.

Help students acquire the skills, knowledge and attitudes they will need: The purpose of career education is to help individuals learn new skills or enhance current skills that can help them achieve success in a particular career field.

Prepare students for today's constantly changing world of work: Career education is a worthwhile way to prepare for a new career or advance in your current career. As we all know that change is inevitable and it is through constant learning that one can be relevant. Thus, through career education, students are exposed to what it takes to cope in their proposed career.

In-Text Question

The following are the importance of career education except _____

- A. Help students acquire the skills
- B. Develop meaningful partnerships with parents
- C. It's highly complicated
- D. Engage students in learning through relevant

In-Text Answer

Option C

Summary for Study Session 4

In this study session, you have learnt the following:

1. Career is referred to as the sum total of work related experiences throughout a person's life. It is also the sequence of occupations, jobs and positions held during the course of life.
2. The related career concepts discussed are; career management, career planning, career patting, career orientation, career stages, career exploration, career systems, career skills and career assessment
3. Career education include those educational experiences and service provided at the elementary, secondary, post-secondary and adult levels, which help people to make intelligent decisions on occupations of their choice, and to advance in their chosen field. Proper choice of career eventually leads to success and happiness and indeed prerequisite for self-actualization.
4. Many people still think that career education is only for vocational trades such as electrician or plumbing. The truth is that career education has dramatically expanded over the years to encompass career fields of all kinds. This justifies the inclusion of this course into the curriculum of educational management, to prepare you ahead for the future.

Self-Assessment Questions (SAQs) for study session 4

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 4.1 (Testing Learning Outcomes 4.1)

Define career

Enumerate career related concepts

Explain five of the career related concepts

SAQ 4.2 (Testing Learning Outcomes 4.2)

What is career education?

Mention qualities of a good career education programme

Discuss the importance of career education?

Notes on Self-Assessment-Questions for Study Session 4

SAQ 4.1

Career is referred to as the sum total of work-related experiences throughout a person's life. A career is the sequence of occupations, jobs and positions held during the course of life. It is an individually perceived sequence of all attitude and behaviour associated with work-related experiences and activities over the span of the person's life.

Career Related Concept

- Career Orientation: This refers to the pattern of job related preferences that remains fairly stable over a person's work life.
- Career Skills: This is the sum total of one's marketable or occupational abilities, experience and knowledge.
- Career Pathing: Sequence of jobs along which one may be promoted within an organization or progress in one's career.
- Career Stages: Identifiable periods in one's work life which are distinguished by one's changing activities, concerns, motives and needs.
- Career Systems: Set of policies, priorities and practices that an organisation employs to manage the flow of employees as they enter, serve and exit over time.

SAQ 4.2

Career education is the total effort by educational agencies and communities in presenting organized career-oriented activities and experiences to all persons from the nursery school through adulthood.

Qualities of Career Education Concept

- Knowledge and understanding of self-e.g. achievements, strengths, weaknesses, interests, values, learning styles
- Positive attitudes to change and lifelong learning
- Skills to access and apply information about occupations and education/training pathways
- Career decision-making, planning and management skills

Importance of Career Related Concept

- Help students acquire the skills, knowledge and attitudes they will need
- Show students the real life relevance of their school experience
- Engage students in learning through relevant, interesting and fun activities
- Develop meaningful partnerships with parents and the local community

References

- Babalola J.B. (2006). Overview of Educational Management. In Babalola J.B. et al (Eds). Educational Management: Thought and Practice. Department of Educational Management, University of Ibadan, Ibadan.1-16.
- Emetaron, U.G. (2008). Career Management in Education. In Babalola, J.B. and Ayeni, A.O. (Eds.) Educational Management: Theories and Tasks. Ibadan: Macmillan Nigeria Publishers Limited. 379-395
- Olagboye, A.A. (2004). Introduction to Educational Management in Nigeria. Ibadan: Kemsio Educational Consultant.

Study Session 5: Career Education Models

Introduction

This session will familiarize you with the different models of career education. Your understanding of these models would provide you the opportunity of making reliable assessment of various models of career education. And also to know the career programmes in educational management.

This discussion will guide you as a beginner to have insight into career prospects in educational management based on the different programmes.

Learning Outcomes for Study Session 5

At this end of this session, you should be able to:

- 5.1 Discuss different career education models
- 5.2 Explain various types of career programmes available in Educational Management
- 5.3 Discuss appropriate career education model for Nigerian Educational system with reasons

5.1 Career Education Model

Hope you can still remember qualities of a good career education and its importance. In continuation of our discussion on career education, the different models of career education is our focus in this session as indicated in the introduction.

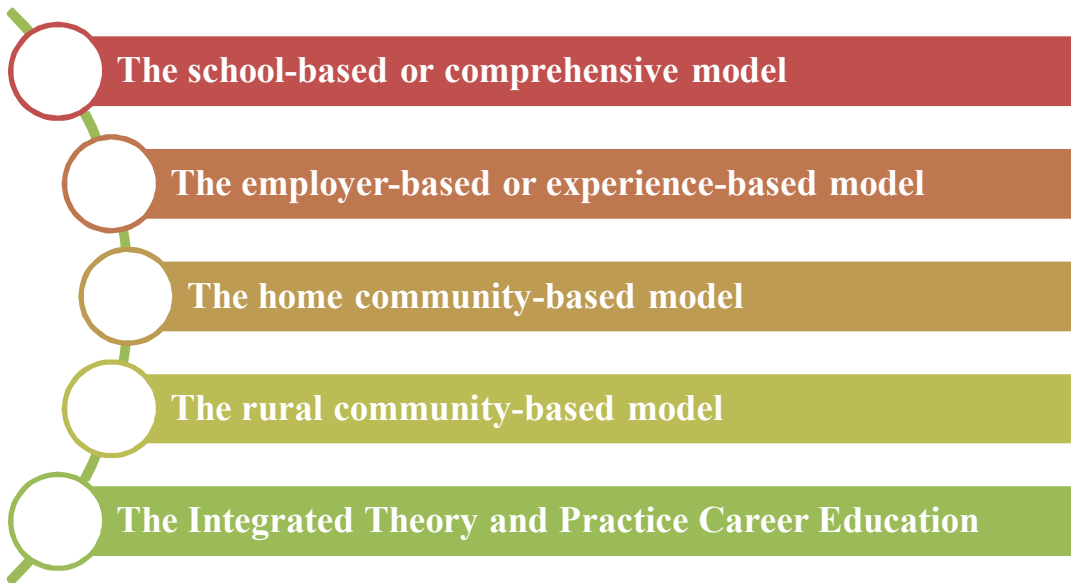


Figure 5.1: Career Education Model

5.1.1 The school-based model

This is a career education model designed to revitalise the education system from within by the way of infusing into it the ideas, experiences and skills that have traditionally not been systematically provided for all students or the recipient.

This is attested to by Herr and Cramer (1981), that the purposes of this model is to acquaint students more intimately with a variety of career opportunities through each of their school experiences and to ensure that every student receives an education which integrates academic skills, social development, career preparation and provides them with a continuing awareness of educational choices for career planning.

In-Text Question

The type of career education model designed to revitalise the education system from within by the way of infusing into it the ideas, experiences and skills is called

-
- A. Rural community based-model
 - B. Employer based-model
 - C. School based-model
 - D. Integrated theory model

In-Text Answer

Option C

5.1.2 The Employer-Based or Experience-Based Model

It is a model designed to meet the individual learning needs of a cross-section of young people (between 13 and 18 years). That is, those who need or are seeking significant alternatives to their current educational experience that are available in such settings as scientific or medical laboratories, warehouses, construction and housing projects, parks, museums, hospitals, factories and prisons. This model offers the recipient to keep fit or survive in the workplace.

5.1.3 The Home Community - Based Model

The model is designed for adult who for one or other reasons could not enter the labour market directly. In this regard, the home is considered and used as a career education center with the major component of a career-oriented educational television programming which focuses on building motivation in studying for a career.

Thus, this model is a deliberate effort to enhance the employability and career options of out-of-school adults through the systematic integration of mass media, conference centres, individual counselling and community resources.

This model helps to reduce unemployment cases in the society because it gives second chance opportunity to those graduates who would have been misfits for the rest of their lives in the labour market.

In-Text Question

_____ helps to reduce unemployment cases in the society because it gives second chance opportunity to those graduates who would have been misfits for the rest of their lives in the labour market.

- A. Home community based-model
- B. Employer based-model
- C. School based-model
- D. Integrated theory model

In-Text Answer

Option A

5.1.4 The Rural Residential - Based Model

This model is an attempt to cater for the entire disadvantaged rural families who can be helped to improve their economic and social conditions through an intensive programme at a residential center. The objective of this model according to Herr and Crammer (1981) include; to provide families with

- Employment capabilities suitable to the area and,
- Leverage on the economic development of the area; and to improve family life generally.

5.1.5 The Integrated Theory and Practice Model

This model emphasizes the integration of school-based, employer-based and residential-based models that are developed around lifelong learning. The assumption of this model is that the interplay among these models provides proper guides to the recipients of such career education. We can summarize that this model possesses all qualities of all the models from which ideas are borrowed.

In-Text Question

Which of this is not part of career education model?

- A. Home community based-model
- B. Market based-model
- C. School based-model
- D. Integrated theory model

In-Text Answer

Option B

5.2 Types of Programmes in Educational Management

Educational Management is a full academic programme in Nigerian universities. Though, different universities have different names for the programme. Below is a tip of different nomenclature for the programme

5.2.1 Educational Management

- At the Premier University which is the University of Ibadan, Ibadan; The University of Ilorin
- University of Port-Harcourt,
- Adekunle Ajasin University, Ondo State
- Lead City University, Ibadan

Educational Administration and Planning

- Obafemi Awolowo University, Ile-Ife, Osun State
- University of Lagos, Lagos
- University of Calabar, Cross River State

Educational Foundation and Management

- Abubakar Tafawa Balewa University, Bauchi State
- University of Ado-Ekiti, Ekiti State
- Ambrose Alli University, Ekpoma, Edo State

- University of Nigeria, Nsukka
- University of Jos, Plateau State
- Ignatius Ajuru University of Education, Rivers State
- Rivers State University of Science and Technology, Rivers State

Educational Administration and Policy Studies

- Delta State University, Abraka, Delta State
- NnamdiAzikwe University, Awka, Anambra State

In-Text Question

All this are types of programmes in educational management except_____

- A. Educational Administration and Policy Studies
- B. Educational Foundation and Management
- C. Educational Administration and Planning
- D. All of the above

In-Text Answer

Option D

5.2.2 A Case Study of University of Ibadan, Ibadan

In this study session, we are using University of Ibadan as a case study. This is necessary because we have to learn from known to unknown. In addition, University of Ibadan is the premier among the existing universities where Educational Management is offered.

Educational Management as a Department in the Faculty of Education, University of Ibadan came into existence in 1976 following a tripartite agreement among the Federal Ministry of Education, the United Nations Educational Scientific and Cultural Organization (UNESCO) and the University of Ibadan. This was in response to the need for Educational Administrators in Nigeria.

There two programmes in the department, these are undergraduate and postgraduate programmes. The objectives or purpose of training in Educational Management is to provide formal education or retraining which equips an individual to plan, organize, control, direct, stimulate, evaluate and perform all other duties needed in an educational organization for the purpose of achieving well-defined and articulated educational goals.

In-Text Question

Educational Management as a Department in the Faculty of Education, University of Ibadan came into existence in what year.

- A. 1880
- B. 1976
- C. 1900
- D. 2008

In-Text Answer

Option B

The Undergraduate Programme

At undergraduate, admission is open to candidates with minimum of five credits passes in a sitting at O'level including Mathematics, English Language, Economics and any other two subjects but six credit passes at two sittings. The curriculum at undergraduate covers wide areas. Some of the courses students are exposed to are:

1. Basic Concepts in Economics of Education and Planning
2. Basic Concepts of Educational Administration
3. Historical Development of Educational Administration, Policy and Reforms in Nigeria
4. Demographic Data and Statistics for Educational Management
5. Careers in Educational Management which is the current course you are studying now
6. Introduction to Educational Planning
7. Principles of Educational Administration
8. School of Administration and Supervision
9. School Mapping and Analysis of Educational Policy and Reforms
10. Mathematics for Management
11. Educational Statistics and Models
12. Educational Cost and Finance Analysis
13. Operations Management in Educational Practice
14. The Use of Computer in Educational Management
15. Leadership in Formal Organization
16. Accounting for School Management
17. Educational systems Analysis
18. Research Methods in Education
19. Statistical Measures of Relationship in Education
20. Personnel and Industrial Relations
21. Social and Political Context of Educational Planning and Administration
22. Legal aspects of Educational Administration
23. Supervision of Institution and Accountability
24. Managerial Accounting in Education

25. Practicum in Educational Management
26. Efficiency of Educational Systems
27. Comparative Education in Management
28. School Community Relations.



Figure 5.4: Faculty of Education University of Ibadan

Source: <http://www.digitaljournal.com/article/317347>

These courses are categorized into three, the first set are tagged '**Compulsory Courses**'. Students are expected to take these courses and they must be passed. The second category is tagged '**Required Courses**'.

These are courses that must be taken by students but not necessarily pass while the third category is tagged '**Elective**'. These courses are taken by students to make up the required additional units for the award of the degree. Students' failure in these courses does not affect their graduation.

These courses offer you opportunity to have wide range of experience in the field of educational administration from where you can decide to settle for an aspect as you proceed to higher degree programme.

Postgraduate Programme

There are three programmes at this level. These are

Master's Programme (Second Degree): Candidate applying for this programme is expected to have completed first degree in Educational Management or other related disciplines as specified in the brochure. The O'Level requirement specified under the degree programme is also required for the master's degree.

The minimum of Second Class Division (2²) is required. Entrance examination is also conducted for prospective candidates. The examination covers English Language, Management Concepts, and Economics. Thereafter, oral interview is conducted for those who meet up with the cut-off point. Candidates are selected on merit.

At Master's level there are six areas of specialization, these are:

1. Educational Policy and Planning
2. Economics of Education
3. Educational System Administration
4. Institutional Administration
5. Personnel Administration
6. Management Information Systems and Data Processing in Education

All students in different specializations have general courses (compulsory courses) which they must audit before registering for courses in their special areas. The General courses are:

1. Management in Education
2. Social and Political Context of Educational Planning and Administration
3. Supervision of Instruction
4. Educational Planning and Policy in Nigeria
5. Management Information System in Education
6. Economics of Education
7. Research Project and Viva
8. Personnel Administration in Education
9. Statistical Methods for Analysis of Educational Data
10. Research Methods Educational Management
11. Academic and Strategic Planning in Education

While the second category of courses (required and elective) from which students select based on their specializations are:

1. Managing Education in Peculiar Environment
2. Seminar in Educational Management
3. Leadership in Formal Organizations
4. Comparative Educational Management
5. Management Techniques in Education
6. Educational Systems Administration
7. The Teaching Profession
8. School Administration
9. Development of Higher Education in Nigeria
10. Problems and Issues in Higher Education in Nigeria
11. Case Studies in School Administration
12. Practicum in Educational Administration

13. Instruction, Evaluation and Accountability in Education
14. Methodologies Educational Planning
15. Statistical Methods of Analysis of Educational Data
16. Case Studies in Personnel Administration in Education
17. Practicum on Administration of Personnel in Education
18. Planning and Policy of Higher Education in Nigeria
19. Educational Planning for Community Development
20. Planning for Educational Reform and Innovation
21. School Mapping and School Plant Planning
22. Practicum in Educational Planning and Policy
23. Educational Cost and Finance
24. Educational Budgeting
25. Analysis of Cost and Efficiency of Education
26. Case Studies in Economics of Education
27. Practicum in Economics of Education

If you go through the courses listed above, you will notice that most of the courses meant for undergraduate programme are there. If you wish to pick up a career in Educational Management and wish to further your studies in the same field you are going to be at advantage over those who did not do Educational Management in their first degree.

In-Text Question

All this are part of postgraduate programme except _____

- A. Master's Programme (Second Degree)
- B. M. Phil Programmes:
- C. M.Phil. /Ph.D. and Ph.D. Programmes
- D. Adult programmes

In-Text Answer

Option D

M. Phil Programmes: The admission into M.Phil. Which is Master of Philosophy Degree is open to candidates who hold master's degree in Education and related disciplines. The applicants must satisfy the Level requirements of Credits in English Language, Mathematics and Economics.

M.Phil. /Ph.D. and Ph.D. Programmes: The difference between the M.Phil./Ph.D. and Ph.D. programmes is that those on the M.Phil. /Ph.D. are required to take and pass a conversion examination that will enable them to transit from the M.Phil./Ph.D. programme to full Ph.D. programme. If a M. Phil/Ph.D. candidate fails to obtain the minimum grade during conversion, he/she is dropped to M.Phil.programme. The same areas of specialization for masters' programme

Summary for Study Session 5

In this study session, you have learnt the following:

The five career education models discussed in this study session are:

1. The school-based or comprehensive model: This is a career education model designed to revitalise the education system from within by the way of infusing into it the ideas, experiences and skills that have traditionally not been systematically provided for all students or the recipient
2. The employer-based or experience-based model: It is a model designed to meet the individual learning needs of a cross-section of young people (between 13 and 18 years). That is, those who need or are seeking significant alternatives to their current educational experience.
3. The home community-based model- This model is a deliberate effort to enhance the employability and career options of out-of-school adults through the systematic integration of mass media,
4. Educational Management is an academic programme in Nigerian universities. The programme started in University of Ibadan, Ibadan in 1976 following a tripartite agreement among the Federal Ministry of Education, the United Nations Educational Scientific and Cultural Organization (UNESCO) and the University of Ibadan. This was in response to the need for Educational Administrators in Nigeria.
5. The programme is called Educational Management in University of Ibadan, University of Ilorin, AdekunleAjasin University, Ondo State, Lead City, Ibadan while it takes different nomenclature in some universities. These include: Departments of; Educational Administration and Planning, Educational Foundation and Management, Educational Management and Policy Studies.
6. The programme is run at undergraduate and postgraduate level. At postgraduate level, there are Masters, M.Phil, M.Phil/Ph.D and Ph.D programmes.

Self-Assessment Questions (SAQs) for study session 5

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 5.1 (Testing Learning Outcomes 5.1)

Mention different career education models

Explain any 2 of career education models

SAQ 5.2 (Testing Learning Outcomes 5.2)

Name three universities in Nigeria that have Educational Management as a department.

List at least ten courses available under each of the programmes in Educational Management

Notes on Self-Assessment-Questions for Study Session 5

SAQ 5.1

1. The school-based or comprehensive model
2. The employer-based or experience-based model
3. The home community-based model
4. The rural community-based model
5. The Integrated Theory and Practice Career Education

The school-based model

This is a career education model designed to revitalise the education system from within by the way of infusing into it the ideas, experiences and skills that have traditionally not been systematically provided for all students or the recipient.

The employer-based or experience-based model

It is a model designed to meet the individual learning needs of a cross-section of young people (between 13 and 18 years). That is, those who need or are seeking significant alternatives to their current educational experience that are available in such settings as scientific or medical laboratories, warehouses, construction and housing projects, parks, museums, hospitals, factories and prisons. This model offers the recipient to keep fit or survive in the workplace.

SAQ 5.2

- At the Premier University which is the University of Ibadan, Ibadan; The University of Ilorin
- University of Port-Harcourt

Ten courses available under each of the programmes in Educational Management

1. Basic Concepts in Economics of Education and Planning
2. Basic Concepts of Educational Administration
3. Historical Development of Educational Administration, Policy and Reforms in Nigeria
4. Demographic Data and Statistics for Educational Management
5. Careers in Educational Management which is the current course you are studying now
6. Introduction to Educational Planning
7. Principles of Educational Administration
8. School of Administration and Supervision
9. School Mapping and Analysis of Educational Policy and Reforms
10. Mathematics for Management

References

- Odedunmi, A. (1983). The Why, Who, When and What of Career Education Careers, Vols. 8 & 9. Herr, E. L. and Cramer, S. H. (1981). Vocational Guidance and Career Development In the Schools: Toward a System Approach. New York: Houghton Mifflin Co.
- Hoyt, K. B. (1974) An introduction to Career Education: A policy Proceedings, National Seminar on Vocational guidance, Marquette: Northern Michigan University. Hoyt, K.B., Pinson, N.M.; Laramore, A. and Mangum, G.L. (1973) Career Education and the elementary School Teacher. Salt Lake 6
- Department of Educational Management (2011) Departmental Handbook. Ibadan: Ibadan University Printing Press, University of Ibadan, Ibadan.
- Nigerian Association of Educational and Planning (2013). News Letter. A Publication of Nigerian Association of Educational and Planning (NAEAP)

Study Session 6: Career Opportunities for Educational Management Graduates

Introduction

The previous study session has provided you an insight into different courses you will offer at undergraduate level. In addition, programmes available at postgraduate level have been x-rayed.

The courses listed are meant to groom you in becoming an expert in educational management. This study session is going to highlight some of the opportunities you have as educational management expert. I believe you are going to appreciate the opportunity given to be a student in the Department of Educational Management.

Learning Outcomes for Study Session 6

At the end of this study session, you should be able to:

- 6.1 Discuss the career opportunities in educational sector
- 6.2 Discuss career opportunities in non-educational sectors
- 6.3 Explain the duties for each of the careers mentioned in 1 and 2

6.1 Career Opportunities in Educational Sector

What do you intend to do with your degree in educational management after graduation? Did you have genuine interest in the programme before enrolling for it? Do you find yourself in the programme by an accident? If you are on the programme by chance it is not too late, you can still adjust and make up your mind.

If your choice of Educational Management is not by chance I congratulate you. You have a number of career opportunities as a graduate of Educational Management. Our discussion will start from opportunities in educational sector before considering opportunities in non-educational sectors.

Do not forget that Educational Management is one of the disciplines in Faculty of Education meant to produce manpower required to drive educational sector. Thus, you have different career opportunities in the sector. Some of these opportunities are being considered in this section. These are:

1. A Teacher
2. School Administrator
3. School Proprietor/Proprieties
4. Education Officer
5. Researcher in Educational Research Outfit
6. Planning Officer
7. Lecturers in Tertiary Institution
8. Educational Inspector/Supervisor
9. Executive Secretary in Educational Agencies of Parastatals
10. Curriculum Developer/Expert
11. Educational Consultant

1. **A Teacher:** A teacher facilitates effective learning of the learner. Teacher provides instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills. This is your primary assignment as an educator.
- That is why you have a teaching subject in addition to Educational Management. Your subject matter mastery is very important in your teaching subject. The principles and practice of classroom management will be applied in the classroom.

In-Text Question

_____ facilitates effective learning of the learner.

- A. A farmer
- B. A teacher
- C. A trader
- D. A carpenter

In-Text Answer

Option B

This is necessary. It will help you to gain insight into what the profession demands. Therefore, as you go along in your programme in the department bear it in mind that you are a teacher-in-making. Nevertheless, apart from being a teacher in educational sector there are numerous opportunities. Let us examine others.



Figure 6.1: The Teacher

Source: <http://www.blackeconomicdevelopment.com/black-teachers-hit-hardest-by-chicago-school-layoffs/>

- 2. School Administrator:** This is another career opportunity for you in educational sector. I know you will like this. This relates to your course (Educational Management). This is likened to head-teacher or head of an educational institution. He oversees the administration of the school. A school administrator plans, organizes, directs and coordinates all affairs of staff and students. Specified qualification is expected from prospective administrators while certain qualities are also required.

In-Text Question

What is the function of school administrator

- A. He oversees the administration of the school
- B. Create job opportunity
- C. Accountability of work
- D. Adjustment of paper work

In-Text Answer

Option A

- 3. School Proprietor/Proprieties:** This is another opportunity for you as an educational manager. This is when you own your school. This gives total control of the school. Although, for the fact that you own a school does not mean you have to oversee the administration on daily basis. You can appoint the school head to oversee the daily administration. This does not eliminate your responsibilities as the owner.

As school proprietor/proprieties you can have more one school. You may have a group of schools but the effectiveness and efficiency depend on your managerial skills. I believe your training in the Department of Educational Management will

inculcate some of the required skills. However, you have to play your own part to realize your ambition.

4. **Education Officer:** Education Officer is another career opportunity that is available for you. This opportunity is available in Education Ministry either at the Local, State or Federal level. This is open to those who studied education. They are assigned to carry out education-related activities in the ministry. Read further on the duties of education officer and their job ethics.
5. **Researcher in Educational Research Outfit:** Educational Management graduates have an opportunity to work in research institutes that are educationally oriented. National Institute for Educational Administration and Planning (NIEPA), National Institute for social and Economic Research (NISER) and National Educational Research and Development Council (NERDC) are examples of such institutes where graduates of Educational Management are absorbed.

Research writing skills are required from applicants in these institutes. As we have highlighted earlier that Research Project is part of the courses you will offer in the department, this provides you an opportunity to acquire research writing skills. Apart from that, practicum courses and report-writing in various courses are different avenues to inculcate research skills in you. Find time to visit any of such research institutes or their websites for necessary enquiry.

6. **Planning Officer:** Educational Planning Officer in Tertiary Institutions is another remarkable area for your consideration. In Educational Management, the two vocal points are planning and administration. Your knowledge in educational planning qualifies you to take up appointment in the planning unit of any tertiary institution.

If you are interested in this area, you need to intensify effort in mastering educational statistics, demographic data, mathematics for educational management and other related planning courses. This is necessary because quality of plan would determine to greater extent effectiveness of such institution.

7. **Lecturers in Tertiary Institution:** Teaching appointment in institutions of higher learning is another career area. Although some people equate teaching at secondary level to teaching at tertiary institution, this is a bit different. Teaching at tertiary level requires minimum higher degree qualification like masters' degree while first degree is the minimum if not maximum entry qualification into teaching profession at secondary level.
8. **Educational Inspector/Supervisor:** Educational Management teaches educational supervision at undergraduate and postgraduate levels. Out of all departments in the faculties of education, educational management is the only department that teaches rudiments of educational supervision.

Educational Inspectors are needed in Federal and State Ministries of Education. Also at local government level, Local Inspectors on Education are required. Find out the duties of Educational Inspectors at Federal, State and Local government Council.

- 9. Executive Secretary in Educational Agencies of Parastatals:** Agencies and Commissions such as Universal Basic Education Commission, State Universal Basic Education Board and so on recruit graduates of Educational Management as Executive Secretary.
- 10. Curriculum Developer/Expert:** Curriculum is the totality of experiences that learners will be exposed to under the auspices of schools. Experts are needed to package these experiences. This is another area for your consideration.
- 11. Educational Consultant:** An Educational Consultant is an independent consultant who helps parents, students and organizations with educational issues. Educational Consultant is self-employed. One has to possess requisite skills in educational planning and administration to be a viable consultant. To operate as an Educational Consultant you have to register the outfit with government.

In-Text Question

Which of the following is not part of career opportunity in educational sector?

- A. Book Keeping
- B. Educational consultant
- C. Curriculum Developer/Expert
- D. Lecturers in Tertiary Institution

In-Text Answer

Option A

6.2 Career Opportunities in Other Sectors

Having considered the career opportunities available in educational sector, we can now go to other sectors. The followings are some of the career opportunities in other sectors;



Figure 6.2: Career Opportunity in Other Sectors

1. Marketing Officer: The Marketing Officer oversees the company’s marketing campaigns both internally and plays a key part in communicating the organizations marketing message.

Duties of a marketing officer include:

- a. Preparing, planning and managing the project publication of all publicity materials to maximize brand promotion.
- b. Creating marketing campaigns and working with the company's external PR agency to see them executed.
- c. Creating and developing new innovative ways to communicate the company message to their existing customers.
- d. Contributing to the annual sales and marketing plan.
- e. Planning and project managing marketing events and evaluating their success.
- f. Evaluating the effectiveness of all marketing activity.
- g. Developing and implementing an internal marketing programme.
- h. Supporting the marketing manager in day-to-day marketing activities
- i. Plan, develop and deliver campaigns as agreed within timescales.

In-Text Question

The following are the duties of marketing officer except _____

- A. Evaluating the effectiveness of all marketing activity
- B. Developing and implementing an internal marketing programme.

- C. Supporting the marketing manager in day-to-day marketing activities
- D. All of the above

In-Text Answer

Option D

Requirements of the role of a marketing officer:

Below are some of the requirements of the role of a marketing officer;

- a. Previous experience in a similar marketing role.
- b. Ideally a degree in marketing although not essential.
- c. Strong and confident communicator.
- d. Excellent copywriting skills and experience.
- e. Design skills including graphics and web design.

- 2. Public Relation Officer:** Public relations (PRO) are about managing reputation. This career field aims to gain understanding and support for clients as well as to influence opinion and behaviour. PR officers use all forms of media and communication to build, maintain and manage the reputation of their clients.

These range from public bodies or services to businesses and voluntary organizations. They communicate key messages, often using third party endorsements, to define target audience in order to establish and maintain goodwill and understanding between an organisation and its public. PRO officers monitor publicity and conduct researches to find out the concerns and expectations of an organization's stakeholders. They then report and explain the findings to its management

The role is very varied and will depend on the organisation and sector. Tasks often involve:

- a. planning, developing and implementing PR strategies;
- b. liaising with colleagues and key spokespeople;
- c. liaising with and answering enquiries from media, individuals and other organisations, often via telephone and email;
- d. researching, writing and distributing press releases to targeted media;
- e. collating and analyzing media coverage;
- f. writing and editing in-house magazines, case studies, speeches, articles and annual reports;
- g. preparing and supervising the production of publicity brochures, handouts, direct mail leaflets, promotional videos, photographs, films and multimedia programmes;
- h. devising and coordinating photo opportunities;
- i. organizing events including press conferences, exhibitions, open days and press tours;
- j. maintaining and updating information on the organization's website;

- k. sourcing and managing speaking and sponsorship opportunities;
- l. commissioning market research;
- m. fostering community relations through events such as open days and through involvement in community initiatives;
- n. managing the PR aspect of a potential crisis situation

3. Training Officer: Training officer's plans develops implements and evaluates training and development programs in organizations. Training officers are expected to perform the following tasks:

- a. Coordinate a staff training program based on organisational and employee needs
- b. Use questionnaires and surveys in consultation with managers and staff to analyse training needs as they relate to the goals of the organisation and work area
- c. Compile training manuals
- d. Develop training resources, which may involve preparing notes and visual displays from researched information or their own knowledge
- e. Arrange or conduct training courses, which may involve demonstrating equipment, operating video recorders and cameras, leading group discussions or role-playing activities and employing experts to run sessions
- f. Evaluate the effectiveness of training programs using surveys, questionnaires, interviews and observation, in order to plan future courses or to amend existing ones
- g. Obtain information on work-related external courses, prepare reports on their suitability and make recommendations on staff attendance at training courses
- h. Prepare, administer and conduct training assessments
- i. Provide career development sessions for existing staff and conduct induction sessions for new employees
- j. Assist in developing training interventions to meet the needs of internal and external stakeholders
- k. Support learners during training interventions
- l. Maintain learner outcomes in a Learning Management System

4. Project Manager: A project Officer is someone who works in a support role for a company's programme or overall mission. A project officer is expected to have a thorough understanding of the goals of a project and their company's guidelines. A project officer must possess strong verbal and written communication skills. He/she must be organized, motivated and work well alone as well as with a team.

5. Account officer: An account officer is responsible to look after the financial part of a firm or a particular company. He is also given the responsibility of financial planning and record keeping of all the account.

In-Text Question

Training officers are expected to perform the following tasks except _____

- A. Assist in developing training interventions
- B. Evaluate the effectiveness of training programs
- C. Support learners during training interventions
- D. Disturb learners attention

In-Text Answer

Option D

6.3 Job Description

The following are the various form of job description

1. The main purpose of an account officer is to analyze financial activities.
2. He is also responsible for promotion of all the products.
3. An account officer maintains the growth targets of finance in a company.
4. Helps in solving due accounts of the past.
5. The looks after managing financial risks.
6. He also helps in improving pricing of item and of sales.
7. He reviews all the necessary documents to avoid disputes.
8. If any financial problem arises, it is his duty to look after the matter and solve it.
9. He also looks for areas to cut the cost of the company. This helps in gaining profit.
10. He is responsible for all the client communications.
11. He looks after the quality standards to ensure clients are satisfied with the products.

In-Text Question

Job description are varies according to the following except _____

- A. Helps in solving due accounts of the past.
- B. He looks after managing financial risks.
- C. He also helps in improving pricing of item and of sales.
- D. He abuse the rule of law

In-Text Answer

Option D

6.3.1 Job Duties

The following are the duties under job description

1. Must be in charge of all the accounts maintained in the company.
2. Account officers prepare the budget for the companies they are working under. He compares previous years' budgets and tries to improve the drawbacks.
3. They should be prepared to lead during crisis.
4. An account officer must maintain payments and receipts.
5. He must ensure all the bills are paid properly.
6. Another important duty of an account officer is to check whether all the audit objectives and audit statements are responded properly.
7. He should allocate works to staffs according to workload.
8. Look after weekly/monthly reports.

In-Text Question

Which of this is not part of job duties in educational management?

- A. They should be prepared to lead during crisis.
- B. An account officer must maintain payments and receipts.
- C. He must ensure all the bills are paid properly.
- D. All of the above

In-Text Answer

Option D

Summary for Study Session 6

In this study session, you have learnt the following:

1. The career opportunities in educational sector are; classroom teacher, school administrator, school Proprietor, curriculum developer/expert, education officer in Ministries of Education, fellow researcher in Educational Institutions, educational planning officer in Tertiary Institution, lecturers in Colleges of Education and Polytechnics, educational Inspector, executive secretary in educational sector, and educational consultant.
2. While the career opportunities in non-educational sector are; marketing officer, public relation officer, training officer in Banks and other related organization, project manager and account officer.

Self-Assessment Questions (SAQs) for study session 6

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 6.1 (Testing Learning Outcomes 6.1)

What are the career opportunities in educational sector for you after graduation?

SAQ 6.2 (Testing Learning Outcomes 6.2)

Mention 3 career opportunities in non-educational sectors for you after graduation

SAQ 6.3 (Testing Learning Outcomes 6.3)

Mention at least 5 duties for each of the careers mentioned in 1 and 2

Notes on Self-Assessment-Questions for Study Session 6**SAQ 6.1**

Public Relation Officer: Public relations (PRO) are about managing reputation. This career field aims to gain understanding and support for clients as well as to influence opinion and behaviour. PR officers use all forms of media and communication to build, maintain and manage the reputation of their clients.

A Teacher: A teacher facilitates effective learning of the learner. Teacher provides instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills. This is your primary assignment as an educator.

SAQ 6.2

Marketing Officer

Public Relation Officer

Training Officer

SAQ 6.3

1. Must be in charge of all the accounts maintained in the company.
2. Account officers prepare the budget for the companies they are working under. He compares previous years' budgets and tries to improve the drawbacks.
3. They should be prepared to lead during crisis.
4. An account officer must maintain payments and receipts.

References

Atanda, A.I. and Lameed, W.O. (2006). Fundamental of School Organization and Classroom Management. Ibadan: Awemark Industrial Printers

Department of Educational Management (2011) Departmental Handbook. Ibadan: Ibadan University Printing Press, University of Ibadan, Ibadan.

Study Session 7: Theories on Choice of Career

Introduction

Theory is referred to the body of rules, ideas, principles, and techniques that applies to a subject. There are some theories on the choice of career by individuals. Thus, in this lecture, we shall make an attempt to consider these theories. You will see how their assumptions influence individuals on the choice of their career.

Learning Outcomes for Study Session 7

At the end of this study session, you should be able to

7.1 Explain the existing theories on choice of career

7.2 Explain the different assumptions of these theories

7.1 Theories on Choice of Career

There are three major theories explaining the factors that determine individual's decision to join a firm. The theories are:

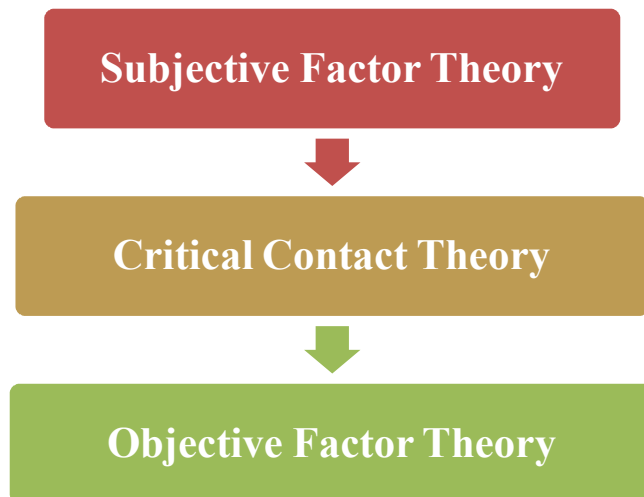


Figure 7.1: Theories on Choice of Career

Objective Factor Theory: This assumes that applicants or graduates are rational enough to decide which career pays off. The theory stresses that a choice of career is exercised after an objective assessment of tangible benefits of job. The assessment is likely based on any or combination of these:

Salary: A salary is a form of periodic payment from an employer to an employee, which may be specified in an employment contract. It is contrasted with piece wages, where each job, hour or other unit is paid separately, rather than on a periodic basis.

Salary is a fixed amount of money or compensation paid to an employee by an employer in return for work performed. Salary is commonly paid in stages at fixed intervals, for example, monthly payments of one-twelfth of the annual salary. There is salary structure in every organization. This means that workers are not likely to collect the same salary in an organization.

In-Text Question

The theory that assumes applicants or graduates are rational enough to decide which career pays off is known as _____

- A. Objective factor theory
- B. Location theory
- C. Subjective factor theory
- D. Salary

In-Text Answer

Option A

Location: Where the job is located is could also determine the choice of such job by individual. If job is located in rural area, this may discourage an individual who wishes to work in the city.

Opportunity for Career Advancement: The possibility of advancement in a career could determine choice of such career by individuals. A job that does not provide opportunity for career advancement may not attract many people.

Subjective Factor Theory: This suggests that your choice of career is influenced by social and psychological (self-esteem, ego) factors. The theory emphasizes that status of the job, reputation of the organization and other similar factors play important role in choice of career. From the social perspective, we are all products of the society. The society moulds and forms individuals that constitute it.

The perception of the society on a particular profession to a large extent determines the decision of an individual to choose such profession. For instance, Banking, Engineering, Medical and other related professions are viewed in the society as more lucrative than other professions with unattractive conditions of service.

In-Text Question

Which of the theory that suggest that your choice of career is influenced by social and psychological (self-esteem, ego) factors

- A. Objective factor theory

- B. Location theory
- C. Subjective factor theory
- D. Critical Contact Theory

In-Text Answer

Option C

At times, personal interest and skills possessed by people to excel in some careers are given little consideration. They are overwhelmed with societal opinions on certain careers at the expense of objectivity.

In addition to social factors, individuals' psychology is another strong factor in the choice of career. The characteristic temperament and associated behaviour of a person are determinant of career choice. A hot-tempered person might find it difficult to pick up teaching as his/her career.

The reason is that he/she would come in contact with people with different temperament. Thus, coping with individual differences might affect the survival in the career. Could you name other psychological factors that you think can determine your choice of career?

Critical Contact Theory: The first two theories are based on the decision for a career without getting closed to the reality at workplace. The decision makers are only concerned with their personal abilities and skills as well as perception of the society about the proposed careers. The submission of this theory is that a candidate's observations during his/her interaction e.g. how the recruiter/employer keeps in touch with the candidate, the promptness of response and similar factors are important.

In-Text Question

The following are the theories on choice of career except _____

- A. Objective factor theory
- B. Location theory
- C. Subjective factor theory
- D. Critical Contact Theory

In-Text Answer

Option B

Summary for study session 7

In this study session, you have learnt the following:

1. Objective Factor Theory: This assumes that applicants or graduates are rational enough to decide which career pays off. The theory stresses that a choice of career is exercised after an objective assessment of tangible benefits of job. The assessment is likely based on any or combination of these: Salary, location, and opportunity for Career Advancement.

2. **Subjective Factor Theory:** This suggests that your choice of career is influenced by social and psychological (self-esteem, ego) factors. The theory emphasizes that status of the job, reputation of the organization and other similar factors play important role in choice of career.
3. **Critical Contact Theory:** The submission of this theory is that a candidate's observations during his/her interaction e.g. how the recruiter/employer keeps in touch with the candidate, the promptness of response and similar factors are important.

Self-Assessment Questions (SAQs) for study session 7

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 7.1 (Testing Learning Outcomes 7.1)

7.1 Mention three theories on career choice

SAQ 7.2 (Testing Learning Outcomes 7.2)

7.2 Explain in details each of the theories listed

Notes on Self-Assessment-Questions for Study Session 7

SAQ 7.1

- a. Objective factor Theory
- b. Subjective Factor Theory
- c. Critical Contact Theory

SAQ 7.2

- a. **Objective Factor Theory:** This assumes that applicants or graduates are rational enough to decide which career pays off.
- b. **Subjective Factor Theory:** This suggests that your choice of career is influenced by social and psychological (self-esteem, ego) factors. The theory emphasizes that status of the job, reputation of the organization and other similar factors play important role in choice of career.
- c. **Critical Contact Theory:** The first two theories are based on the decision for a career without getting closed to the reality at workplace. The decision makers are only concerned with their personal abilities and skills as well as perception of the society about the proposed careers.

References

Hornby, A.S. (2013) Oxford Advanced Learner's Dictionary (8th Edition). New York: Oxford University Press.

Alex, T (2003) Sociology: A Brief Introduction. USA: Pearson Education, Incorporation

Study Session 8 Factors that Impact in Person's Career Decision

Introduction

You have learnt theories on career choice in the last session. Hope they are still fresh in your memory. How many are these theories? What are they? Good of you. I want to believe you will not forget them.

They are not just for examination sake, they are things you need to know and remember anytime. In this study session, you are learning something similar to that. We shall be discussing factors that impact on individual's career decision.

Learning Outcomes for Study Session 8

At the end of this study session, you should be able to:

8.1 Discuss factors that affect career decision of people

8.1 Explain some of the factors affecting career decision

8.1 Factors that Impact in Person's Career Decision

A number of factors could determine choice of individual's career. These are

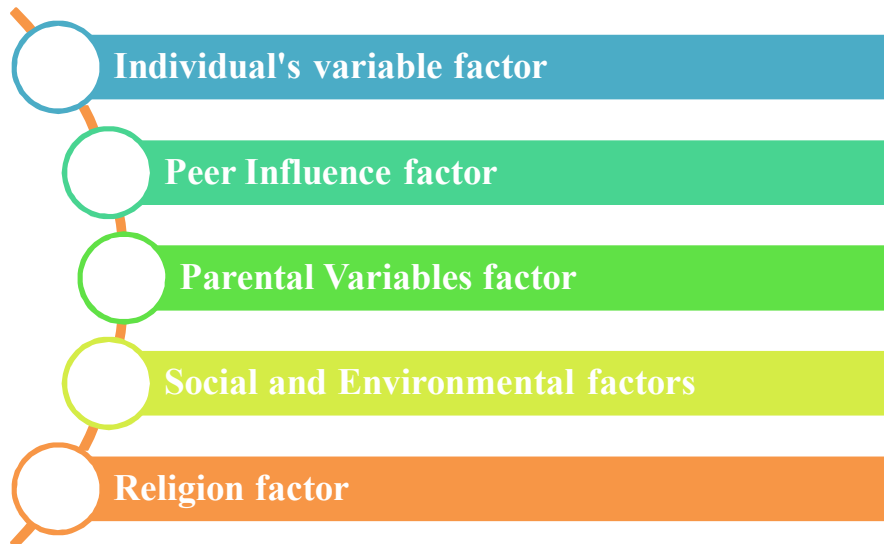


Figure 8.1: Impact in Person's Career Decision

8.1.1 Individual's Variable

There are some personality factors that are fundamental in career choice. The variables that come to play are:

Gender: This is the fact of being male or female, especially when considered with reference to social and cultural differences, not differences in biology. The choice of career to some extent is determined by gender.

Though sex is biological, society has attached some social status to either male or female. This brings the issue of gender. Some careers have been assumed to be for only male, female or both. This affects career decision making of either male or female.

In-Text Question

The fact of being male or female is called _____

- A. Gender
- B. Sex
- C. Religion
- D. Life

In-Text Answer

Option A

However, there has been an improvement on this. Unlike before when professions like pilot and driver were strictly meant for male. Both sexes are not restricted or confined to a particular career in today's modern world. Nevertheless, the number of either male or female going for certain career is still being affected by gender factor.

Belief: This is the opinion about something one thinks is true contrary to popular belief. A human being is assumed to be rational. Thus, he might hold different opinion and have different feeling. Therefore, individual's belief could determine his career choice or otherwise. If the belief held by individual is stronger than general belief of the society on a particular career, the individual's belief would prevail.

In-Text Question

The opinion about something one thinks is true contrary to popular belief is called _____

- A. Aptitude
- B. Belief
- C. Physical ability
- D. Temperament

In-Text Answer

Option B

Aptitude: This is the natural ability or skill at doing something. This is another strong individual variable that impact of career decision. In most cases aptitude test is designed to find out whether one has natural ability for a particular job or not. The performance in

this test helps in making valid decision. This goes with the level of intelligence, which is ability to learn, understand and think in a logical way about things.

Physical Ability: The physical fitness of individual is another advantageous factor in career decision. It will be difficult for those with physical challenges to choose a career that is demanding. For example, a person with a sight problem cannot choose to be a pilot or driver. Likewise a lame man or woman cannot decide to join the Nigeria Army. It means that, people with physical challenges are naturally screened out of some professions that require physical fitness.

Temperament: This is a person's nature as revealed in the way they behave or react to situations or people. People who are temperamental have a tendency to become angry, excited or upset easily. This could also determine choice of career. A career that requires regular attendance to different people on a daily basis might be suitable for individuals that are easily upset. This is because it has implications on the job holder and the organization.

Exposure: The extent at which individuals are familiarized with real life situations and facts would provide them an opportunity to make good career decisions. A candidate who stays in the rural area from the day of his/her birth might have difficulty in getting facts about some profession. This can limit his horizons thereby making wrong career decisions.

In-Text Question

The variables that come to play under individual variables are the following except _____

- A. Exposure
- B. Temperament
- C. Physical ability
- D. Career

In-Text Answer

Option D

8.1.2 Peer Influence Factor

Peers are people of the same age or who have the same social status. Peer pressure is strong among young people. They want to be like other people of the same age. Some young people want to get to where the friends aspire to reach whether or not the enabling conditions are met. If a young person who is brilliant finds himself among mediocre.

There is a possibility of being influenced to come down to their level by settling for a career that is not challenging. The group norms and values are strictly complied with by the peer group which could be remote factors in career decision.

8.1.3 Parental Variables factor

The different factors under parental factors are:

Parenting: There are different home factors that could influence a child's career decision. Parenting style which is the mode of caring for children while growing up is a strong factor of career choice. Good or poor parenting skills have implication on what the future holds for the child. In other words, permissiveness or autocracy nature of parents is another determinant of career. Some parents do enforce their children to choose a career based on their wishes or desire.

Socio-Economic Status: People belong to different socio-economic status in the society which affects their standard of living. There are high, middle and low socio-economic statuses. In most cases, classification into any of these statuses is determined by one's affluence. The level of income is a strong factor here.

Thus, parent's financial status influences choice of career. Some programmes are more expensive than others. Programme like pharmacy, Medicine, Law, Dentistry and Engineering take more years and require very expensive books and materials. It therefore means that, a child from low socio-economic background who has strong desire for Medicine might not be able study it because of inability of his/her to provide financial support required.

Educational Background of Parent: The level of education of parents is another factor to reckon with in career decision making. If both parents are illiterate, they may not be able to provide proper guide while their wards are deciding on choice of career. The reason for this is that you cannot give what you do not have.

In-Text Question

The following are the factors under Parental Variables except _____

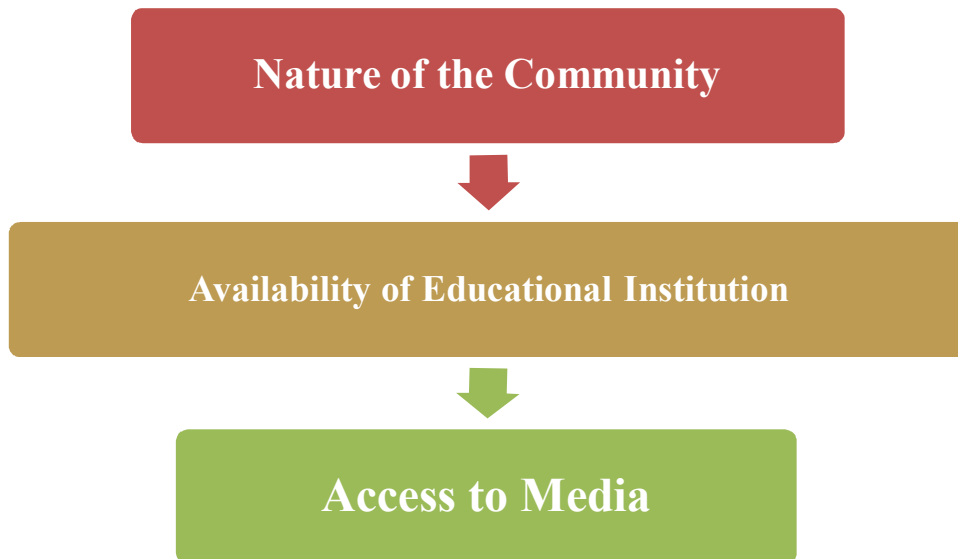
- A. Socio-Economic Status
- B. Educational Background of Parent
- C. Temperament
- D. Parenting

In-Text Answer

Option C

8.1.4 Social and Environmental Factors

The environment in which an individual lives has tendency of shaping one's career decision. The nature of the community, political structure, educational institutions and the media play significant role career decision making.



Nature of the Community: The nature of the community where one resides has implication on career decision. For instance, a community that does not give priority to girl child education would not encourage their female children to go to secondary school not to talk of university. An agrarian community might limit their children to agricultural practices.

An example of this is nomadic community. In spite of concerted effort made by government to encourage circular education among them through nomadic education, only few utilize the opportunity.

Availability of Educational Institution: Concentration of educational institutions in a particular area can motivate children in the environment. An area without primary school, secondary school not to talk of university denies the children opportunity of being motivated to attend school. If people have opportunity of mingling with students from institutions of higher learning, their interaction would give them orientation on what they do in the institutions. This helps them to be focused and take wise decision.

Access to Media: The role of media in a society cannot be underestimated. Information is power and helps people out ignorance. The media such as radio, newspaper, television, internet facilities and others have strong influence on career decision. One of the important roles of media is to educate and inform. Information on availability of programme of study helps in career decision. However, if access to media is denied it can lead to wrong career decision.

8.1.5 Religion factor

Religion is the system of belief in the existence of god or gods, and the activities that are connected with the worship of them. Religious belief might determine female access to some careers. Therefore, willingness an individual to choose a particular career can be

obstructed by his/her religious practices. For instance, a female whose husband wanted as purdah can be denied of becoming a lawyer.

In-Text Question

Which of this is not part of Social and Environmental Factors?

- A. Access to Media
- B. Nature of the Community
- C. Availability of Educational Institution
- D. Religion factor

In-Text Answer

Option D

Summary from study session 8

In this study session, you have learnt the following:

The following factors are discussed as factors determining career choice

1. Individual's Variable: There are some personality factors that are fundamental in career choice. The variables that come to play are: (a) Gender (b) Belief (c) Aptitude (d) Physical Ability (e) Temperament: (f) Exposure.
2. Peer Influence
3. Parental Factors / Variables: (a) Parenting (b) Socio-Economic Status (c) Educational Background of Parent
4. Social and Environmental Factors: (a) Nature of the Community (b) Availability of Educational Institution (c) Access to Media.
5. Religion

Self-Assessment Questions (SAQs) for study session 8

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 8.1 (Testing Learning Outcomes 8.1)

List factors that affect career decision making

Discuss social and Environment Factors affecting career decision

What are the individual variables in career decision?

Explain parental factors in career decision making

Notes on Self-Assessment-Questions for Study Session 8

SAQ 8.1

Factors that affect career decision making:

6. Individual's Variable: There are some personality factors that are fundamental in career choice. The variables that come to play are: (a) Gender (b) Belief (c) Aptitude (d) Physical Ability (e) Temperament: (f) Exposure.
7. Peer Influence
8. Parental Factors / Variables: (a) Parenting (b) Socio-Economic Status (c) Educational Background of Parent
9. Social and Environmental Factors: (a) Nature of the Community (b) Availability of Educational Institution (c) Access to Media.
10. Religion

Environment Factors affecting career decision: The environment in which an individual lives has tendency of shaping one's career decision. The nature of the community, political structure, educational institutions and the media play significant role career decision making.

References

- Hornby, A.S. (2013) Oxford Advanced Learner's Dictionary (8th Edition). New York: Oxford University Press.
- Alex, T (2003) Sociology: A Brief Introduction. USA: Pearson Education, Incorporation

Study Session 9: Significant Pathways in Career Selection

Introduction

The current session will take us through significant pathway in career selection as indicated in the title. Could you guess what the course is about? Okay, do not worry. You will provide answers to the question in your self-assessment-question.

Learning Outcomes for Study Session 9

At the end of this session, you should be able to:

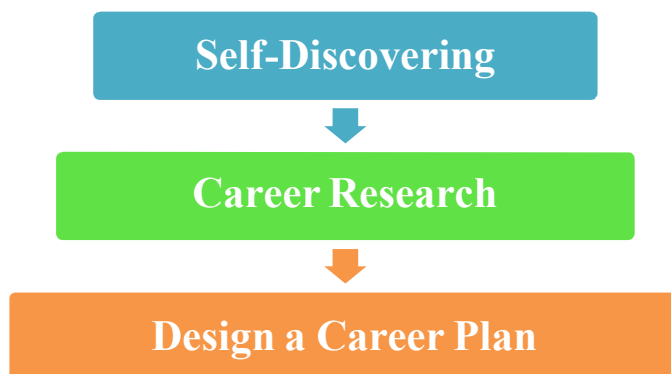
9.1 Discuss the steps in career selection

9.2 Explain the following:

- a. self-discovery
- b. career research
- c. career plan
- d. launching your career
- e. launching your career

9.1 The steps in career selection

Having explained those factors that can impact on career decision making of an individual, it therefore requires that the concerned person follows some steps before final selection. If these steps are followed meticulously, the career success of such individual is likely guaranteed. There are five major steps in career selection and they are interrelated. There are five significant pathways to career selection, these are:



- I. **Self-Discovering:** Individual worth (in terms of skills possessed his values and interests) matters in career selection. In essence, one needs to explore his/her values, interest, and skills to discover which careers are aligned with his/her

strengths and unique talents. It is important to emphasize that career assessments are crucial for you to better understand yourself and serve as the foundation of your career planning.

- II. **Career Research:** Career research is a stage to conduct occupational exploration research using multiple sources to find specific information on career pathways. There are different media of sourcing information on different occupation. Information on occupational descriptions, working conditions, education and training, earnings and job outlook is available on internet, newspapers, occupational handbook, and so on.

In fact, your interaction with those who are already engaging in different occupations gives opportunities to have privileged information that can help.

- III. **Design a Career Plan:** Based on the career research, you can now develop short-term and long-term goals to enrich your education through preparing for experimental-based opportunities that provide added value to you academic experience. The essence of career research is for you to take action. This calls for planning, which is taking decision for future action.

For instance, if you discovered after career research that certain educational qualification or skill is required in a particular occupation you desire, there is need to make effort to meet up. In most cases, undergraduate education begins the process of career development.

That is why there is need for proper guide at secondary school level. The introduction of school counselling was meant to provide necessary guides and orientation to students at this level to facilitate their career at the next level of education.

In-Text Question

Which of this is not part of steps in career selection?

- A. Design a Career Plan
- B. Self-Discovering
- C. Career Research
- D. Nature of the Community

In-Text Answer

Option D

9.1.1 Experience your Field

This is a step where you gain valuable hands-on experience in your field through participating in internships, service learning, volunteer opportunities, networking, mentorship and informational interviews.

Internships: Internship is a period of time during which a student or new graduate gets practical experience in a job. For example, students who study education in colleges of education or universities do observe teaching practice.

For the students in Colleges of Education, they go for a whole semester after their 200 level in the programme. While the undergraduate students studying education observe teaching practice in two instalments. They go for six weeks at 300 level and another six weeks at 400 levels.

The medical, engineering and law students and other practical related courses do observe internship. Internships allow you to test-drive career options, develop important skills and establish relationships with people who may ultimately help you get hired after graduation.

Some of the benefits of internship to interns are

1. Experience in a field will help you make more educated career choices.
2. It is an opportunity to explore careers in different fields or specific areas.
3. Hands-on experience enhances academic experience and performance.
4. Opportunity to develop career related skills and demonstrate them for future employers
5. Evidence abounds from graduates that they got their job because they previously interned for their employer.
6. Most employers prefer candidates with previous work experience in their workplace.
7. Professional contacts gained during internship can help in securing job in one's career
8. Some organizations use internships as extended interviews for full-time employment.
9. Organizations may hire successful interns over candidates they have just met
10. Payments are attached to some internship positions to the advantage of interns

In-Text Question

The benefits of internship include the following except _____

- A. Conduct research on companies
- B. Experience in a field will help you make more educated career choices.
- C. It is an opportunity to explore careers in different fields or specific areas.
- D. Hands-on experience enhances academic experience and performance.

In-Text Answer

Option A

Volunteer Opportunities: Involvement in some jobs related to your field without payment can be value added. Volunteer experience related to your career interests enables you to make contacts with the industry and network your way into paid opportunities.

Networking: This is the process or practice of building up or maintaining informal relationships, especially with people whose friendship could bring advantages such as job or business opportunities. It is the act of meeting people with whom you can develop mutually beneficial relationships and exchange information, advice, contacts or support.

Networking in the early stages of your career can help you build contacts, find out about open positions, enhance your understanding of industries, and gain important insight into what it takes to succeed in your field.

In-Text Question

The process of building up or maintaining informal relationships, especially with people whose friendship could bring advantages such as job or business opportunities is called_____

- A. Networking
- B. Designing
- C. Aspiration
- D. Volunteer experience

In-Text Answer

Option A

Informational Interviews: This is a very good step in securing good workplace where your chosen career is needed. An informational interview is one of the best ways to identify what organizations are really looking for in competitive applicants.

The information generated through this medium gives you opportunity to know tips and strategies on how to enter the field. You will also learn about the challenges associated with the position and get recommendations on how to become a competitive applicant.

There are four steps you need to follow in your informational interview. These are:

- Step I: Conduct research on companies/organizations in your field of interest.
- Step II: Identify the potential individuals who you want to interview.
- Step III: A draft letter to request the informational interview
- Step IV: Preparation for the informational interview by developing a series of questions to ask the interviewee(s)

9.1.2 Launch Your Career

At this stage, you have acquired all it takes to fit into your desired career. You need to market yourself effectively through gaining skills to launch your career including a polished

r3sum3, proactive job search strategies, professional networking skills, salary negotiation techniques, and strong interview skills to become a competitive applicant in the labour market. Let us take some of these one after the other:

1. **A Polished R3sum3:** This is a summary of somebody's educational and work experience, for the information of possible future employers. This is often the first impression to an employer and you want it to be outstanding. There may need for you to consult experts on r3sum3 design for a polished one.
2. **Job Search:** You need to try several job search methods to get a pool of job opportunities.
3. **Professional Networking:** This has been explained under the fourth step. Your ability to build contacts in the field will help you tremendously as you prepare to launch your career.
4. **Professional Associations:** Your membership of professional association will be of help. For instance in Nigeria, the national professional association of educational management is 'Nigerian Association for Educational Administration and Planning (NAEAP). Your membership of this association and participation in her annual conference could open doors of opportunities in teaching and research areas.
5. **Interview Preparation:** Your preparation for an interview provides you a better chance of getting good grade. There is need to practice your responses to specific interview questions ahead of the interview. This facilitates your actual response at the interview.

Job Offer: Your performance at the interview will determine whether you will be offered the job or not. If you are offered the job, you are free to make choice to accept offer or not. Your decision to accept or reject an offer depends on some conditions in the offer. Offers usually include the job title, salary, start date, deadline for responding and son on. If you are okay with the conditions, then you communicate officially to accept the offers.

However, there may be need for some clarifications. This might be on salary of other areas before your final decision. If it is on salary, you need to negotiate.

Salary Negotiation: Some organizations encourage salary negotiation because they are aware of other alternatives their interviewees might have. Therefore, there is need to develop salary negotiation skills so as to be at advantage when negotiating.

Summary for Study Session 9

In this study session, you have learnt the following

1. **Self-Discovery:** To explore you values, interests, and skills to discover which careers are aligned with your strengths and unique talents
2. **Career Research:** To conduct occupational exploration research using multiple sources to find specific information on career pathways

3. Design a Career Plan: To develop short-term and long-term goals to enrich your education through preparing for experimental-based opportunities that provide added values to your academic experience.
4. Experience your Field: To gain valuable hands-on experience in your field through participating in internships, service learning, volunteer opportunities, networking, mentorship and informational interviews.
5. Launch your Career: To market yourself effectively through gaining the practical skills to launch your career including a polished resume, proactive job search strategies, professional networking skills, salary negotiation techniques, and strong interview skills to become a competitive applicant in labour market.

Self-Assessment Questions (SAQs) for study session 9

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 9.1 (Testing Learning Outcomes 9.1)

List factors that affect career decision making

Mention three theories on career choice

Explain in details each of the theories listed

Which of the theories is most essential?

References

Hornby, A.S. (2013) Oxford Advanced Learner's Dictionary (8th Edition). New York: Oxford University Press.

Alex, T (2003) Sociology: A Brief Introduction. USA: Pearson Education, Incorporation

Study Session 10: Career Development Activities

Introduction

The focus of this session is to examine career activities that can determine your career growth and development. Do not forget what we discussed in the last session. The fifth step of the pathways to career which is ‘experience your career’ discussed offer of appointment or job as the last stage.

Nevertheless, your acceptance of the offer is the beginning of your development and growth in the career. The real experience of the career begins at work while your educational qualification only serves as foundational knowledge. At times, some organizations like banks can employ people from different educational background such as humanity, social sciences and sciences. This they do with the intention of re-training them to suit their workplace.

Therefore, survival of those employed depends on the activities we shall be considering in this study session. The present study session discusses career stages in any workplace. At every stage, the four career activities such as performance, attitude, adaptability and identity are crucial for individual to survive. Failure at any stage will eventually lead to retardation of concerned employee.

Learning Outcomes for Study Session 10

At the end of this study session, you should be able to;

- 10.1 Discuss career development activities
- 10.2 Explain Career steps in Educational Management

10.1 Career Development Activities

There are four employee career development activities either in educational management or other careers. These are performance, attitude, adaptability and identity.

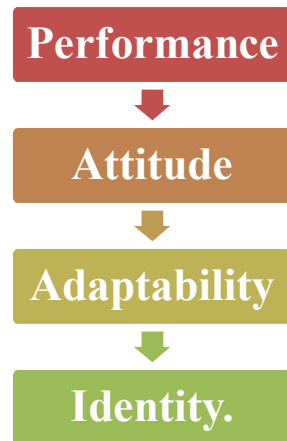


Figure 10.1: Career Development Activities

10.1.1 Performance

Every employee is offered an appointment to discharge some duties in line with agreement as indicated the letter of appointment. Performance is the way in which somebody does a job, judged by its effectiveness.

The effort committed in rendering career related tasks enhances career growth. The more one involves in his job by executing assigned tasks, the more dexterous he/she becomes. Do not forget that employers to take note of the employees as they perform. This is done inform of performance appraisal. Thus, performance brings about promotion and when one is promoted he/she get motivated.

This encourages him/her to do more. As he/she does more, additional skills are acquired which could necessitate additional or higher responsibilities by the employers. In other words; non-performance can affect an employee negatively. Employer can decide not extend fringe benefits to such employee.

In-Text Question

_____ is the way in which somebody does a job, judged by its effectiveness.

- A. Promotion
- B. Performance
- C. Attitude
- D. Adaptability

In-Text Answer

Option B

The promotion can also be denied and when this happens, the concerned employee becomes frustrated. This will eventually lead to non-satisfaction or dissatisfaction. If an employee is not satisfied with in the chosen career, psychologically he/she will not be happy. This will in turn affect the productivity and professional growth. A time will come when such person would be relieved of his position.

10.1.2 Attitude

This refers to the way individuals perceive and evaluate their careers. To develop a career in educational management or other related professions you must have positive perceptions. The more positive these perceptions and values are the more effective your career development is.

It should be noted that individuals with positive attitudes towards their career are more likely to be committed to the organization and be interest in their jobs. This invariably accelerates their growth in the career.

If an employee sees his/her job as something meant for ‘second class citizens’, there is the tendency of being lukewarm. His thoughts, feelings and emotions will be negative towards the job. For instance, a person who did not prepare for teaching profession but was forced by parents or problem of unemployment into the profession might have poor attitude to the job.

In-Text Question

_____ refers to the way individuals perceive and evaluate their careers

- A. Promotion
- B. Performance
- C. Attitude
- D. Adaptability

In-Text Answer

Option A

Hardly would he make necessary effort to add value to what he teaches. In this situation, the organizational objectives are at stake. That is why the significant pathways discussed in lecture eleven are very important to avoid being a misfit after taking up an appointment.

10.1.3 Adaptability

Adaptability (Latin: adaptō "fit to, adjust") is a feature of a system or of a process. This word has been put to use as a specialised term in different disciplines and in business operations.

According to Andresen and Gronau Adaptability can be seen as an ability to change something or oneself to fit to occurring changes. Adaptability holds that in order for individual to be relevant and successful in a newly and different situation, he/she must possess the ability to change to meet the newly identified needs.

Change and development are much more common in contemporary professions and change requires new knowledge and skills. This can be acquired through workshops, seminar and self-assessment. Developing a career in educational management also requires updating one's knowledge.

Box 10.1: Definition of Career Adaptability in Educational Management

Career adaptability in educational management can be defined as acquisition and application of the latest knowledge, skills and technology in the career.

The survival of people in their profession is a function of how they could adjust to changes in the workplace. Do not forget that it was explained earlier that your entry qualification into your career is just the foundation to the reality in workplace.

For instance, a Bachelor degree holder in Islamic or Christian Religious Studies who is recruited at bank would have to conform with, and adapt to the banking environment for survival. Failure to do so could render him/her redundant. This is why most organizations organize training and retraining regularly through workshops, seminars, and further studies.

In-Text Question

Developing a career in educational management also requires updating one's knowledge. True/False

In-Text Answer

True

10.1.4 Identity

I guess you know what identity means. Compare your idea with this definition of identity. The Oxford Advanced Learner's Dictionary defined identity as the characteristics, feelings, or beliefs that distinguish people from others. Career identity is made up of two important components.

Individuals who find satisfactory answers to these questions are likely to have effective career development. In addition, they will also make effective contributions to the profession When you are interested in your career you will enjoy doing it. As you do that, more skills are acquired which in turn leads to high productivity.

Anticipation of standards of conduct is another driving force as indicated in question one above. If your expectation in that career is low, the rate of development and growth in the career is retarded.

Some engage in their professions like slaves. They fail to observe code of conduct or professional ethics. That is why you see some teachers with low-self-concept dress shabbily to schools. Since you are to be addressed based on your dressing, they command little or no respect from students and their colleagues.

The second question bothers on one's career aspiration, career plan and career development. If one does not have focus, there will be no plan on where to be in the next five years in the career.

You will recollect that it was one of the typical questions for interview considered in the last study session. Some organizations might decide not to employ applicant without focus or career plan. They know that if such applicant is mistakenly employed, he/she could become liability to them. Therefore, strong career identity can be achieved through the following:

Nigerian Association for Educational Administration and Planning (NAEAP) is an example of profession association of educational management graduates.

- Keen interest in your career
- Development of career plan
- Value your career
- Have high expectation in your career

In conclusion, career development in educational management and other chosen careers for individual employees can be achieved through high levels of performance, positive attitude, adaptability as well as identity resolution.

10.2 Career Stages in Educational Management

Career development follows certain stages in almost every profession. It is just like growth process in human beings. If you are just joining an organization, you have to start from a particular stage. Your survival at that particular stage gives you opportunity to cross to the next level.

Therefore, it implies that certain skills are expected to succeed in a particular level. You have to be reminded that your career development activities as explained in the last lecture play significant role at every stage in your career growth. Do you still remember these activities? You may need to go back in case you have forgotten them.

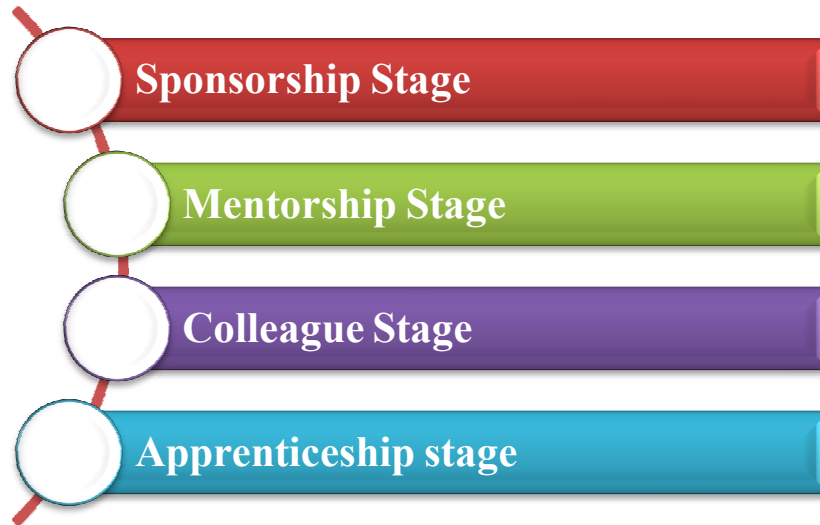


Figure 10.2: Career Stages in Educational Management

Careers in educational management and other related professions appear to follow the four stage process developed by **Dalton, Thompson and Prince (1977)**.

1. **Apprenticeship stage:** This is the early career stage which begins after a person accepts job offer. You need to learn specific job responsibilities and duties expected desired behaviour and important values of your boss and other members in the organization. As a learner, you performs many routine tasks, learns how work gets done because the apprentice usually is young and inexperienced, he or she should be subordinate to almost everyone else and must be able to cope with being dependent on others.

The apprentice also has to master his work, accomplishing something noteworthy or making an important contribution to the job for organization. He needs to identify where and how to make a truly significant contribution to the system.

At this stage, a mentor supports, guides and counsels the younger individuals who are the apprentices and learning in the organization. A young professional who has commenced a career in educational management with technical knowledge but without understanding the organization's demands and expectations, needs to work closely with a more experienced person in the area.

For instance, at the university level, there are different academic staff cadres. It starts from Graduate Assistant, Assistant Lecturer, Lecturer II, Lecturer I, Senior Lecturer, and Reader/Associate Professor to Professor.

A fresh graduate who is employed into the university system as an academic staff will start as an apprentice. Also, a Master's Degree holder who is employed as an Assistant Lecturer is an Apprentice as well as a fresh Ph.D. holder without cognate

experience in teaching the university level. Adequate experience at each level equips an individual to succeed to the next stage.

In-Text Question

Career development follows certain stages in almost every profession. It is just like growth process in human beings. True/False

In-Text Answer

True

2. **Colleague Stage:** This is the second stage in career growth process. The emphasis at this stage is on refined skills and developing mature working relationship with one's co-workers. A colleague is someone who is seen as knowledgeable and competent in the performance of his or her work. This stage of psychological state of independence is extremely important for the professional future career growth of the employee.

As a colleague, the individual is a full member of the team and has developed self-confidence and some independence. Those who fail in their future career development do so because they either do not have the requisite technical skill to perform independently or they lack the self-confidence to do so.

3. **Mentor stage:** At this stage, one is expected to become the mentor of those in their early career stage. i.e. the young professional apprentice. As a mentor, you develop, guide and assist other individuals, often those at the apprentice stage. A mentor emphasizes the interpersonal relationship and skill development of subordinates or colleague who need and want assistance in developing their skills.

You are expected at this stage to be responsible for the work of others and this can cause psychological stress. Those who cannot cope with this new and different requirement in this stage may decide to shift back to the colleague stage.

4. **Sponsorship Stage:** This is the last stage of career growth process. This is the last stage in career steps. This stage involves ability to shape the direction of the organization itself. Some individuals remain in the mentor stage while others progress to the sponsor stage. Sponsorship involves more than simply assisting others in learning task skills.

It means supporting their values and visibility to higher level executives and being involved in the political realities of their career progress. Risk-taking and internal political skills characterize the sponsorship stage.

In-Text Question

Which of this is not part of career stages in educational management?

- A. Sponsorship stage
- B. Mentor stage
- C. Colleague stage
- D. Adult stage

In-Text Answer

Option D

Summary for Study Session 10

In this study session, you have learnt the following:

1. **Performance:** Performance is the way in which somebody does a job, judged by its effectiveness. The effort committed in rendering career related tasks enhances career growth. The more one involves in his job by executing assigned tasks, the more dexterity he/she becomes.
2. **Attitude:** This refers to the way individuals perceive and evaluate their careers. To develop a career in educational management or other related professions you must have positive perceptions. The more positive these perceptions and values are the more effective your career development is.
3. **Adaptability:** Adaptability holds that in order for individual to be relevant and successful in a newly and different situation, he/she must possess the ability to change to meet the newly identified needs. Career adaptability in educational management, therefore, means the acquisition and application of the latest knowledge, skills and technology in the career.
4. **Identity:** Identity is the characteristics, feelings, or beliefs that distinguish people from others. Career identity is made up of two important components
5. **Apprenticeship stage:** This is the early career stage which begins after a person accepts job offer. One needs to learn specific job responsibilities and duties expected, desired behaviour and important values of your boss and other members in the organization.
6. **Colleague Stage:** This is the second stage in career growth process. The emphasis at this stage is on refined skills and developing mature working relationship with one's co-workers. A colleague is someone who is seen as knowledgeable and competent in the performance of his or her work.
7. **Mentor:** At this stage, one is expected to become the mentor of those in their early career stage. i.e. the young professional apprentice. As a mentor, you develop, guide and assist other individuals, often those at the apprentice stage.
8. **Sponsorship Stage:** This is the last stage in career steps. This stage involves ability to shape the direction of the organization itself. Sponsorship involves more than simply assisting others in learning task skills.

Self-Assessment Questions (SAQs) for study session 10

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 10.1 (Testing Learning Outcomes 10.1)

10.1 Discuss career development activities

SAQ 10.2 (Testing Learning Outcomes 10.2)

10.2 Explain apprenticeship stage in career growth

Notes on Self-Assessment-Questions for Study Session 10

SAQ 10.1

Performance: Performance is the way in which somebody does a job, judged by its effectiveness.

Attitude: This refers to the way you perceive and evaluate your careers. To develop a career in educational management or other related professions you must have positive perceptions.

Adaptability: Adaptability holds that in order for individual to be relevant and successful in a newly and different situation, he/she must possess the ability to change to meet the newly identified needs.

Identity: Identity is the characteristics, feelings, or beliefs that distinguish people from others.

SAQ 10.2

Apprentices Stage: This is the early career stage which begins after a person accepts job offer. One needs to learn specific job responsibilities and duties expected, desired behaviour and important values of your boss and other members in the organization.

Colleague Stage: This is the second stage in career growth process. The emphasis at this stage is on refined skills and developing mature working relationship with one's co-workers.

Mentor stage: At this stage, one is expected to become the mentor of those in their early career stage. i.e. the young professional apprentice. As a mentor, you develop, guide and assist other individuals, often those at the apprentice stage. A mentor emphasizes the interpersonal relationship and skill development of subordinates or colleague who need and want assistance in developing their skills.

Sponsorship Stage: This is the last stage of career growth process. This is the last stage in career steps. This stage involves ability to shape the direction of the organization itself. Some individuals remain in the mentor stage while others progress to the sponsor stage.

References

- Ball, A.T. (1997). Career Management. In Wikipedia. Free Encyclopedia. Retrieved August 23, 2007 http://en.wikipedia.org/wiki/Career_management
- Dalton, G.W, Thompson, P.H & Prince, R.L (1977). The Four States of Professionals". *Organizational Dynamics*. Summer. 19-42
- George, A.M. (1998). *Careers Management Review*. September P.57
- Dreher, G. and Ash, R.A. (1992). Mentorship and Career Mobility: An Empirical Investigation. *Journal of Organizational Behaviour*, 13. 69 – 174
- EMetarom, U.G. (2009). Career Management in Education. In Babalola, J.B and Ayeni, A.O. (Eds.) *Educational Management: Theories and Task*. Ibadan: Macmillan Nigeria Publishers Limited. Page 379-395

Study Session 11: Skills Required for Career Success of Management Graduates

Introduction

You were told in the beginning of this course that management is a unique discipline. Its application in various fields does not change the uniqueness. Therefore, every management graduate is expected to possess certain skills to survival in their chosen career. These skills are discussed in this lecture.

The skills are technical, human, analytical and conceptual skills. Thus, as educational management graduates in making, you are implored to develop your skills in these areas in preparation for proposed career.

Learning Outcomes for Study Session 11

At the end of this lecture, students should be to:

11.1 Discuss various types of skill required for career success of management

11.1 Skill required for career success of management

Skill refers to a particular ability or type of ability to something. It can also be described as the ability to do something well, usually gained through training or experience. What this implies is that skills are learnt either by training or experience.

In-Text Question

_____ refers to a particular ability to do something well

- A. Conflict
- B. Skill
- C. Management
- D. Career

In-Text Answer

Option B

Experience, however has been adjudged to be the best teacher, it is good to have learnt some basic skills before getting to workplace. Therefore, as a management trainee, basic knowledge of the skills discussed in this lecture is necessary. The four major skills concerned here are:



Figure 11.1: Skills required for career success of management

1. **Technical Skills:** This is a specialized knowledge expertise which is used in day-to-day problems and activities. This skill is highly necessary at the lower level of management and desirable at the middle management levels and even the top level of management must be skilled enough to understand some of the technical problems that might arise from time to time.

In-Text Question

One of the skills that are basically involve the knowledge methods and techniques and ability to use these techniques and ability in performing a job effectively _____

- A. Technical skills
- B. Human skills
- C. Analytical skills
- D. Conceptual skills

In-Text Answer

Option A

2. **Human Skills:** Human skills are also referred to as skill management. This is the ability to understand others, develop interpersonal relationships, as well as organize and manage time effectively. It involves patience, trust, and genuine

involvement in interpersonal relationships. This skill is needed at all levels of management.

Human skills are used most often to define what characteristics a company is searching for in an employee who will fill a management position. Management positions require an individual to possess collective skill sets, in addition to continuing to build and maintain skills needed to perform tasks required by the employer.

In-Text Question

The ability to understand others, develops interpersonal relationships, as well as organizes and manages time effectively is term to what skills _____

- A. Technical skills
- B. Human skills
- C. Analytical skills
- D. Conceptual skills

In-Text Answer

Option B

3. **Analytical Skills:** Analytical skills are skills relating to the ability to look at and figure out problems. Someone who has analytical skills can take a problem and figure out the whole issue with no problem. The ability to organize a mass of data and draw proper correlations or infer the lack thereof, and then interpreting these trends in terms that are meaningful to others is called Analytical skill

As you know that effective and right decision making is the most important function of management. A wrong but crucial decision could make the difference between success and failure. The right decision basically depends upon the correct analysis of the problem and the situation.

Therefore, a successful management graduate must possess the analytical skill, involving the ability to logically, objectively, and scientifically analyze the problems and opportunities and scientific approaches arrive at feasible and optimal solutions.

4. **Conceptual Skills:** The conceptual skill is the ability to view the organization as a whole, and as a system comprised of various parts and sub-systems, integrated into a single unit. The conceptual skills usually depend upon the organized thinking process which deals with understanding of various functions of an organization, their interdependence, the relationship of the organization with the external environment and recognizing the opportunities and challenges.

However, this is an extremely crucial skill necessary for successful operations of the top management. The top management must formulate objectives, policies and

strategies and must know how each part of the organization contributes towards the achievement of primary goals and how each part is interrelated to each other.

In-Text Question

One of this is not part of skill required in conflict management

- A. Technical skills
- B. Human skills
- C. Analytical skills
- D. Adaptation skills

In-Text Answer

Option D

Summary for study session 11

In this study session, you have learnt the following:

1. **Technical Skill:** This is a specialized knowledge expertise which is used in day-to-day problems and activities.
2. **Human Skill:** This is the ability to understand others, develop interpersonal relationships, as well as organize and manage time effectively. It involves patience, trust, and genuine involvement in interpersonal relationships.
3. **Analytical Skill:** This is the ability to organise a mass of data and draw proper correlations or infer the lack thereof, and then interpreting these trends in terms that are meaningful to others.
4. **Conceptual Skill:** The conceptual skill is the ability to view the organization as a whole, and as a system comprised of various parts and sub-systems, integrated into a single unit.

Self-Assessment Questions (SAQs) for study session 11

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 11.1 (Testing Learning Outcomes 11.1)

Mention skills required to succeed as management graduates

Explain the difference between technical skill and analytical skill

How do you explain human skill?

Notes on Self-Assessment-Questions for Study Session 11

SAQ 11.1

- Analytical skill
- Human Skill
- Conceptual skill
- Technical skill

Technical skills basically involve the knowledge, methods and techniques and ability to use these techniques and ability in performing a job effectively. Analytical skills are skills relating to the ability to look at and figure out problems. Someone who has analytical skills can take a problem and figure out the whole issue with no problem.

Human skills are also referred to as skill management. This is the ability to understand others, develop interpersonal relationships, as well as organize and manage time effectively. It involves patience, trust, and genuine involvement in interpersonal relationships. This skill is needed at all levels of management.

References

Chandan, J.S. (2006). Management Theory and Practice. New Delhi: Vikas Publishing House PVT Ltd.

Study Session 12: Conflict Management

Introduction

You are going to work with people in an organization as a career office to achieve your objective in the career. The organization where you are going to work is composed of individuals who anticipate satisfaction of their various needs. Thus, in every day interaction, competition for resources and ideas ensue. Conflict is an inevitable and essential part of organizational behaviour. This study session discusses conflict management in organization.

Learning Outcomes for Study Session 12

At the end of the study session, you should be able to:

- 1.1 Discuss the concepts of ‘conflict and conflict management’
- 1.2 Discuss the theory of conflict
- 1.3 Explain the effect of conflict

12.1 Concept of conflict and conflict management’

Conflict can occur anytime there is a high level of interdependence, differences of values or beliefs, resources or rewards are scarce, people are under a great deal of stress, or they face an uncertain environment. In other words, conflict refers to as a struggle over values and claims to scarce status, power and resources.

Conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in organizational setting (Ra him, 2002, p. 208).

Box 12.1: Definition of Conflict

Conflict refers to as a struggle over values and claims to scarce status, power and resources in which the aims of the opponents are to neutralize or eliminate their rivals.

Conflict can have both positive and negative effects. For instance, negative effects could reduce productivity, decreased communication, and negative feelings. On the other hand, conflict may actually be healthy. Competition increases a team’s effort and pending feelings are often revealed and offer better understanding of our team mates.

In-Text Question

One of the following is composed of individuals who shared the same objectives

- A. Organization
- B. System
- C. People
- D. Management

In-Text Answer

Option B

Conflict may also be organized or unorganized. Organized conflict has to do with a conscious strategy designed to change the situation identified as the source of conflict. In unorganized conflicts the workers react spontaneously to the situation as the only way open to them as individuals it could be through outright sabotage or indiscipline.

In-Text Question

Competition for scarce resources results into any of the following

- A. Cooperation
- B. Conflict
- C. Resolution
- D. Companionship

In-Text Answer

Option B

12.1.1 Causes of Conflict

The following causes of conflicts in organizations:

1. **Breakdown in communication:** Communication is the life wire of any organization. When there is distortion in organizational communication, the resultant effect may be conflict. The distortion may occur as in result of language problem, wrong channel of communication, hoarding of vital information among others.
2. **Wages related issues:** This has to do with the tendency of workers comparing wages received and subjective cost of the work to the workers in terms of physical efforts and stress. Besides, wages related issue could degenerate into conflict when workers have to compare their wage to the level of living provided by the earned wage and the level of living of other persons within the community.
3. **Ignorance:** The ignorance of workers about the markets within which the organization operates, its products and consumers of its products, sourcing of raw materials and other related constraints of the organization.

4. **Role Ambiguity:** This can arise if people don't know what they are supposed to do. They don't know their level of responsibility – to whom they report, how much authority they have etc. The absence of these means ill-defined roles, which will lead to ambiguity and conflict.
5. **Authority and Power Differences:** The fact that a person has power or authority over another often causes conflict.
6. **Change Expectations:** The dynamic business environment calls for improvement on already defined activities expected of staff so as to meet up with change. This invariably may call for conflict in organization.
7. **Duplication in Work Efforts:** Duplication or overlaps in work can cause conflict. Important task do not get done because two or more people are assigned the job and each person leaves it up to the other person.

In-Text Question

One of the following does not cause conflict in organization

- A. Ignorance
- B. Break in communication
- C. Wage-related issues
- D. Mutual understanding

In-Text Answer

Option D

In-Text Question

In an organization, conflict can be

- A. Functional
- B. Dysfunctional
- C. a & b
- D. None of the above

In-Text Answer

Option C

12.2 Theories of Conflict

Conflict Transformation Theory: The theory assumes that conflict is caused by real problems of inequality and injustice. This inequality and injustice is, however, expressed by competing social, cultural and economic frame works where allocation of resources is often not enough to satisfy all involved (**George, 2000; Solomon and Mngqibisa (2000).**

Lederach (1995) and Rupesinghe (1995) affirm that conflict transformation emphasizes a multi-track approach in which it recognizes the need to involve multitude of actors in a number of roles in order to establish long-lasting peace.

The main goals of the theory include

- To change structures and frameworks that causes inequality and injustice,
- To ensure economic re-distribution and even political redistribution,
- To improve longer term relationships and attitudes among the conflicting parties, and
- To also develop processes and systems that promotes empowerment, justice, peace, forgiveness, reconciliation and recognition.

Human Needs Theory

This theory emanated from **Abraham Maslow**, a psychologist who submitted that people are driven to fulfil their fundamental human needs. (The needs are: physiological, safety, love and affection, achievement, self-esteem aesthetic and self-actualization needs).

Conflict theorists like **Herbert Kelman** and **John Burton** adopted **Abraham Maslow's** ideas to conflict theory when they ascertained and suggested that these needs underlie many deep-rooted and intractable conflicts. A denial of one or more of these essential human needs will therefore, resort in conflict and the affected victims will however, fight indefinitely to ensure the achievement of and attainment of the needs.

12.2.1 Types of Conflicts

The typology of conflict can be explained based on structure, role and institutions.

Structural Conflict

1. **Structural Related Conflict:** The dynamic nature of organizations calls for enlarged dimensions along horizontal and vertical lines. For instance, creation of more departments and units in a tertiary institution will eventually lead to modification of policy and mission statement. As this happens element of conflict is also built in. therefore, these two major types of conflicts are likely to ensue
2. **Vertical Conflict:** This is the type of conflict that arises between various levels in an organization, e.g. students/teachers; teachers/heads of departments or teachers/headmaster or principal. Sometimes conflict arises from a breach of level e.g. when students deal with the principal on matters that concern a class without reference to the class teacher who therefore feels slighted if the principal proclaims on the issue.

It has been discovered that inadequate communication between levels within an organization can lead to conflict. Conflicts also arise when holders of position within an organization have difference interest which they seek to get entrenched.

When also there are no shared perceptions or attitudes in an organization, conflicts may arise. So, when a conflict occurs between a supervisor and his subordinate as a result of

the supervisor's control which is resented by the subordinate, a cycle develops whereby the supervisor tries to use bureaucratic powers to establish control while the subordinate further rejects such reinforced control.

3. **Horizontal Conflict:** Interaction between departments within an organization sometimes degenerates into conflict. This arises from pressures from departments which have different priorities for achieving the same goals as set down by the organization. Sometimes, even the goals are interpreted differently, thus widening the gap for conflict.

Another area of potential conflict is in mutual task dependence which demands mutual assistance, information and compliance in order to assist each other attain the goals.

In-Text Question

All these are types of structural conflict except _____

- A. Horizontal conflict
- B. Vertical conflict
- C. Database conflict
- D. Structural Related Conflict

In-Text Answer

Option C

12.2.2 Role Conflict

Sometimes, roles are prescribed by job descriptions, delegated authority, assignments, and organizational handbooks and are also derived from tasks performed, missions, procedures and instructions worked out by individuals occupying positions in the organizations.

There are also formal and informal roles and the individual is allowed some discretion in performing such tasks.

The formal roles are those specified in the job descriptions while the informal ones may be performed by peers and others not directly in the authority line but who in common have expertise, technical competence or also shared goals with others e.g. officials of the Ministry of Education, members of PTA.

However, role conflicts occur when an individual has to assume roles for different situations which are not consistent with one or other roles which he normally has to play. Role conflict is not limited to individuals. Sometimes, units within an organization may experience it. Such role conflicts arising from ambiguity of job or role prescriptions may result in job dissatisfaction and loss of effectiveness on the part of staff of the organization.

Within organization, those in authority often perform such conflicting roles as judge symbols of leadership, object of affection, rallying point, target of hostility, etc. However, power struggle ensues while performing these roles as a result of pressures from interest groups. This leads to formation of cliques and coalitions to protect entrenched interests.

Delegations of authority are carried out based on personal loyalty and valid proposals and actions of one supervisor may be blocked by others, not just for logical and professional reasons, but also for self-interest and emotional reasons.

12.2.3 Institutionalized Conflict

The most obvious institutionalized conflict is labour-management relations. When the conditions, procedures and operations for conflicts are legitimized by law, precedent or practice, then conflict is institutionalized. The strike is the most prominent of such conflicts and it takes various forms such as peaceful bargaining, grievances, boycotts, sabotage, protests, etc.

12.3 Effects of Conflict

Under this heading you will be taught both the positive and negative effect of conflicts

Positive Effects of Conflicts

Filley (1975) put forward some positive effects of conflicts situations: these include:

1. Diffusion of more serious conflicts: Games can be used to moderate the attitudes of people providing a competitive situation which can liberate tension in the conflicting parties as well as having some entertainment value.

In organizations where members participate in decision-making, disputes are usually minor and not acute as the closeness of members moderate, belligerent and assertive behaviour into minor disagreements which minimizes the likelihood of major flights.

Stimulation of search for new facts and resolutions: when two parties who respects each other face conflict situation, the conflict resolution process may help in clarifying the facts and stimulating a search for mutually acceptable solutions.

2. Increase in group cohesion and performance: When two or more parties are in conflict situation, an opponent's position is evaluated negatively and group allegiance is strongly reinforced, leading to increased group efforts and cohesion.
3. Assessment of power or ability: In a conflict situation, the relative ability or power of the parties involved can be identified and measured.

In-Text Question

Which of the following is not among the positive effects of conflict?

- A. Stimulation of search for new facts and resolution
- B. Increase in group cohesion and performance
- C. Diffusion of more serious conflicts
- D. Displacement of objectives.

In-Text Answer

Option D

12.3.1 Negative Effects of Conflicts

The destructive effects of conflicts are as follows:

1. **Impediments to smooth working:** The grievances expressed by members of an organization could hinder effective work. The rate at which work is accomplished is slowed down in the face of conflict;
2. **Diminishing Output:** As the smooth working is impeded, the productivity level is affected. The output per worker reduces which in turn reflect in the entire output.
3. **Obstruction in decision-making process:** Decision making an essential element of organization process. It is the process of choosing the best from alternatives available to organization when conflict persists in an organization, the forum at which best alternative will be chosen may not be friendly thereby resulting in choosing wrong option.

This is because the warring parties will not be sincere as expected. The organizational goal will in turn be affected.

In-Text Question

Which of the following is the negative effect of conflict?

- A. Diminishing output
- B. Standardized-decision-making
- C. Group cohesion
- D. Unity among staff

In-Text Answer

Option C

12.3.2 Conflict Resolution

Gurr (1993) provides five common Conflict resolution strategies available to professional managers. These are:

1. **Direct Communication:** The problem or conflict with the persons involved, is the primary ingrained method for most developed nations. In this case, if there is a problem or misunderstanding between employer and employee, one or the other party would approach the other to discuss clearly what the problem or misunderstanding may be and how to resolve it.
2. **Third-party intermediary:** It is a tried and true method of conflict resolution. There are many advantages to this option including the avoidance of direct

communication which could possibly lead to a confrontation between the parties involved; it allows information to be passed between the parties while saving face.

3. **Appeal to the Group:** When the first two options are not available or desirable, the manager will often appeal to the group as a source of information or guidance. If the manager is successful in obtaining the required information to solve the problem or conflict, this strategy avoids direct communication and that ever-present possibility of confrontation.
4. **Denial:** This is perhaps the most common of the conflict resolution strategies. Denial has many advantages. It avoids confrontation. It maintains the appearance of harmony in the office. Apart from the highlighted conflict resolution measures strategic withdrawal, can also be adopted.

In-Text Question

Which of this is not among the conflict resolution?

- A. Organization authority
- B. Denial
- C. Appeal to the group
- D. Direct communication

In-Text Answer

Option A

Summary for Study Session 12

In this study session, you have learnt the following:

1. **Conflict management** is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict.
2. **Conflict Transformation Theory:** The theory assumes that conflict is caused by real problems of inequality and injustice.
3. **Types of conflict**
 - **Structural Related Conflict:** The dynamic nature of organizations calls for enlarged dimensions along horizontal and vertical lines. For instance, creation of more departments and units in a tertiary institution will eventually lead to modification of policy and mission statement. As this happens element of conflict is also built in. therefore, these two major types of conflicts are likely to ensue
 - **Vertical Conflict:** This is the type of conflict that arises between various levels in an organization, e.g. students/teachers; teachers/heads of departments or teachers/headmaster or principal. Sometimes conflict arises from a breach of level e.g. when students deal with the principal on matters that concern a

class without reference to the class teacher who therefore feels slighted if the principal proclaims on the issue.

- **Horizontal Conflict:** Interaction between departments within an organization sometimes degenerates into conflict. This arises from pressures from departments which have different priorities for achieving the same goals as set down by the organization. Sometimes, even the goals are interpreted differently, thus widening the gap for conflict.

Self-Assessment Questions (SAQs) for study session 12

Now that you have completed this study session, you can assess how well you have achieved its Learning outcomes by answering the following questions. Write your answers in your study Diary and discuss them with your Tutor at the next study Support Meeting. You can check your answers with the Notes on the Self-Assessment questions at the end of this Module.

SAQ 12.1 (Testing Learning Outcomes 12.1)

What do you understand by conflicts?

SAQ 12.2 (Testing Learning Outcomes 12.2)

Explain the theory of conflicts

SAQ 12.3 (Testing Learning Outcomes 12.3)

Explain any two types of conflict management

Notes on Self-Assessment-Questions for Study Session 12

SAQ 12.1

Conflict refers to as a struggle over values and claims to scarce status, power and resources in which the aims of the opponents are to neutralize or eliminate their rivals.

1. **Breakdown in communication:** Communication is the life wire of any organization. When there is distortion in organizational communication, the resultant effect may be conflict. The distortion may occur as in result of language problem, wrong channel of communication, hoarding of vital information among others.
2. **Wages related issues:** This has to do with the tendency of workers comparing wages received and subjective cost of the work to the workers in terms of physical efforts and stress. Besides, wages related issue could degenerate into conflict when workers have to compare their wage to the level of living provided by the earned wage and the level of living of other persons within the community.

3. **Ignorance:** The ignorance of workers about the markets within which the organization operates, its products and consumers of its products, sourcing of raw materials and other related constraints of the organization.
4. **Role Ambiguity:** This can arise if people don't know what they are supposed to do. They don't know their level of responsibility – to whom they report, how much authority they have etc. The absence of these means ill-defined roles, which will lead to ambiguity and conflict.
5. **Authority and Power Differences:** The fact that a person has power or authority over another often causes conflict.
6. **Change Expectations:** The dynamic business environment calls for improvement on already defined activities expected of staff so as to meet up with change. This invariably may call for conflict in organization.
7. **Duplication in Work Efforts:** Duplication or overlaps in work can cause conflict. Important task do not get done because two or more people are assigned the job and each person leaves it up to the other person.

SAQ 12.2

Conflict Transformation Theory: The theory assumes that conflict is caused by real problems of inequality and injustice. This inequality and injustice is, however, expressed by competing social, cultural and economic frame works where allocation of resources is often not enough to satisfy all involved (**George, 2000; Solomon and Mngqibisa (2000).**

Positive Effects of Conflicts

SAQ 12.3

Structural Related Conflict: The dynamic nature of organizations calls for enlarged dimensions along horizontal and vertical lines. For instance, creation of more departments and units in a tertiary institution will eventually lead to modification of policy and mission statement.

Vertical Conflict: This is the type of conflict that arises between various levels in an organization, e.g. students/teachers; teachers/heads of departments or teachers/headmaster or principal. Sometimes conflict arises from a breach of level e.g. when students deal with the principal on matters that concern a class without reference to the class teacher who therefore feels slighted if the principal proclaims on the issue.

References

Babalola, J. B. Oni, A. A. and Ayeni, A. O. 2006. Management Strategies of Labour Conflict. In Babalola, J. B., Ayeni, A. O. Adedeji, S. O., Sulaiman, A. A. & Arikewuyo, M. O. (eds.) *Educational Management: Thought and Practice*. Ibadan: Codat Publications. Pp. 582-602.

Filey, A.C. 1975. *Interpersonal Conflict Resolution*. Glenview, IL: Scot, Foreman

George, A. 2000. Strategies for Preventive Diplomacy and Conflict Resolution: Scholarship for Policymaking. P.S: *Political Science and Politics*. 33(1):15.

Gurr, T.R. 1993. *Minorities at Risk – A Global View of Ethno-Political Conflict*. Washington D.C.: USIP Press.

Lederarch, J. 1995. *Repairing for Peace Conflict Transformation across Cultures*, New York: Syracuse University Press.

Ogunsanwo, A.O. (2008) .Basic Concept of Educational Planning and Administration-EME 102. University of Ibadan Distance Learning Center

Rupensinghe, K. (ed.) 1995. *Conflict Transformation*. London: Macmillan.