APPLICATION OF FAYOL’S PRINCIPLES OF MANAGEMENT IN PHYSICAL EDUCATION

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Abstract

Fayol’s principles of management imply loose universal truths of management. In his research, he has managed to formulate 14 principles of management, which are completely in harmony with the postulates of modern management theory. The significance of these principles caused enthusiasm among many scholars but also provoked their ideological opponents. His rules have showed perspicacity in practice with achievement of better work results and more human relations among workers.

Key words: Fayol’s principles, management, physical education

AUTHORIZATION AND RESPONSIBILITY ARE INTERCONNECTED

In Fayol’s opinion, responsibility comes from authorization. Managers with authorization over others must take responsibility for made decisions and results. It needs to be emphasized that authority represents the inseparable part of authorization, it is legalized power. It originates from the manager’s position in organizational hierarchy of the firm, while personal responsibility comes from intelligence, experience, moral characteristics, etc. In addition, he thinks that managers should not take over authorizations without taking over responsibility, and that responsibilities should not be smaller than authorizations.

The subject physical education in elementary and high school represents one of the minor subjects in educational process (it has up until now). Physical education has been, therefore, always considered as a form of recreational activity, with a goal to improve certain physical qualities of the students and their health. However, with contemporary challenges that modern education imposes in educational institutions, physical education needs to be approached from a different angle, a different aspect, with a different type of its organization and activity.

In order to do so, we need to express some aspects that can contribute to improvement of more complete perception of physical education in order for it to become more purposeful and universal within the area of physical activity of the youngest population.

With the purpose of realization of this idea in practice, the teachers of a certain subject themselves ought to be in a process of manager education. Although we have not started this process in time, with the rest of the world, it is noticeable that similar (sporadically) indications started to appear in our faculties of physical education. First generations of students have already been introduced to the subject of management and possibilities of application of this scientific subject in physical education.

The responsibility of direct participants in physical education has therefore the critical significance for the success of the education. Immediate results in of this subject classes are also directly connected to priory created logistics of management. The teacher has to be aware of his responsibility and authorizations he possesses in the process of education.

The authority of the personality, coming from authorization, represents the legalized power of the teacher, who uses it in the best way possible. Still, in order to acquire all positions of the teacher in the process of application of management principles, the relations between the immediate teacher and the conception of the use of management at the level of global interest of educational institution of school organs needs to be harmonized (Đorđević, 2010).

From all this, we draw the conclusion that authorization and responsibility of the teacher in physical education comes from organizational and hierarchically arranged educational environment. If the management of the educational institution understands the problem, vertical hierarchy of
responsibility of the teachers can be expected, and in accordance with this, their authorizations. On the contrary, the possible consequences in physical education can be serious for many generations of students.

Unity of command

The position on unity of command is the defining position in almost all human manifestations, therefore, in working activity also. Actually, we could say that without the unity in command which, in the process of labor, comes from the boss who gives all orders and requests to the employees, it would not be possible to realize most of the work tasks.

By coordinating all of the employees, the boss has the best survey over the situation considering the execution of given work tasks and the insight in the capabilities of firm’s personnel to realize the given tasks. One person should be in charge of the communication with the employees – the immediate manager. The rest of the executives should not be able to obstruct the execution of decisions and tasks given by authorized person in the firm, because it would lead to confusion, interleaving of orders and requests, which would eventually bring to failure of the execution of given tasks.

If there are such requests from other managers in the firm, their requests must be forwarded to the first and immediate manager in charge of execution of set tasks. Principle of unity of command has shown purposeful and advisable, on contrary to Taylor’s principle of numerous functional managers in a line of specialists for certain types of work.

In the process of physical education, the principle of unity of command reaches its maximum expression. Teacher-professor is directly in charge of execution of educational classes. His engagement is decisive in such scale that all participants of physical education (students, professor, school’s headmaster) have direct association in execution of set goal, but the priority is given to the person immediately in charge of execution of classes – teacher-professor.

Unity of leadership

This principle basically implies “unification and leading of all management and other activities with a same goal in a firm.” Although this principal overlaps in many aspects with the previous one, it is different especially in the following: unity of the leadership means having one plan which realization is executed through one manager.

Here we have the case of efforts to accomplish focused goals and efforts needed for the realization of set task. To dissipate coordinated efforts joined to participate in execution of an assignment would be the complete opposite of this. The teacher – professor in physical education receives commanding role. It further means that the success of the set working task depends upon the focus of the role and personality of the teacher and unity of leading, arising from his working place.

Scalar chain of command

In management, scalar chain of command represents the inevitable process in management of the firm. It implies the command system of the organization, which consists of an array of participants – subordinates and superiors. Certainly, this chain of command runs from top to bottom of the entire organization. “According to this principle... on the request of, for example,... manager (F) addressed to the manager in charge of maintenance of resources for work needs to go through all line managers on certain scalar chain, started from...
manager (E), till the manager (O).” Fayol allows partial deviation from this principle where needed but insists on its preservation (Fayol, 1949).

Regarding this principle and its applicability in physical education, we can say that it can be applied only partially. It is normal for pedagogical and educational organizations to be organizationally established on the principle of scalar chain of command. Therefore, one set work task has to go through the similar path to that specified above. Still, when school institutions are in question, the ultimate realization of the set task always (inevitably) devolves to the subject teacher – professor.

Division of labor

Principle of work division is not unknown or new. It basically originates from old times and can be even be recognized in prehistoric times, above all in division of work based upon sex. Certainly, it gets more discernable on the beginning of creation of industrial society. Precursor of division of labor appears in the manufactures in the 15th and 16th century, where every individual carried on the set task. This way, every individual gradually during time became specialized for a certain task or part of the task.

With the establishment of the first industrial enterprises at the end of the 18th century, begins the first specialized division of labor within factories. Still, it needs to be emphasized, that any eventual change in set work process necessary implies unavoidable changes, sometimes leading to catastrophe of the factory that conducted them. Therefore, any change in work demands prior introduction and training of workers, as well as their adaptation.

Division of labor exists in education also. It might not be expressed in the way that it manifests itself in industry, but it is still respected. Division of labor in educational process is represented through the division of educational process on subjects with all their diversities. This further means that in educational institution every teacher has to possess recognized and adequate knowledge needed for execution of the subject’s program that he is appointed to (Aćimović, 2004).

In physical education, subject teacher has to possess the expertise of the physical education teacher. Beside this general condition, it is advisable that in physical education subject teacher has the narrower specialty for certain sports (football, basketball, volleyball, etc.). In practice, this is manifested in educational process and in choosing and creating the school team according to his specialty, which could proceed to take part in school competitions.

This manner of work implies that chosen team, according to all parameters of the specialist, could win top places on certain competitions, and therefore bring certain acknowledgement to the school and teacher that created it.

Discipline

The imperative of labor process is to have disciplined employees that must obey the rules set by the organization. Without this, nothing would be the same in the labor process. Good discipline is a result of understanding between management and workers. Discipline above all implies rules and implementation of punishment for their disrespect.

In organizations, everything is subordinated to collective success, and therefore any individual caprice is unacceptable. Certainly, in order to keep discipline on a certain level, it must be secured through priory clearly defined and objective arrangement between the workers and employers and through rights that employees have according to union agreement. Disregarding of either of these, and deviation from set standards either by workers or by employees must be sanctioned according to the law.

In physical education this principle is on of the most important. Subject teacher superior to students but subordinated to the employer. Employer and the educational advisor have to ensure by standards and according to the law that subject teacher conducts certain discipline among students, because this subject requires above all working discipline from students.

This all comes from the reason that physical education belongs to subjects that can lead to injuries (slight and severe). Exceptional discipline is required from students in order to bring injuries to the minimum. The authorization of the teacher come from the general danger which can occur in this subject’s execution, which can even prove fatal for individuals.

Subordination of individual to common interest

Management as a form of organizing of working process is not a goal by itself. It has a far more
significance for the process of work and for the participants of this process as well: starting from the owner of the organization in which process of work takes place, to the employees (workers), who see their success in successful management of the firm. The point here is that the interest of the organization has to be kept above the interest of individual or a group within the organization.

Providing that the principles of management are applied in educational institutions, school as an institution has a general interest, which can be expressed through better results in the education and pedagogics. Individual in school (subject teacher of any subject) has to conduct his work with the goal to do it most successfully, just as other individuals.

Success of the working process, and this implies the success of the educational organization as a whole, depends upon individual success of the representatives of the educational process. Achieved results from all subjects in numerous competitions give the realistic picture of the success of school and its ranking among similar institutions.

Rewarding

Rewarding of the participants in work process is a normal expression in successful management application. Participant in work process will be more motivated when he knows that someone is observing and evaluating his efforts. He will then be even more successful in the work process if there is a rewarding fund as a stimulation for successfully realized job.

In educational institutions, which are part of the general social system, in our country still in the process of ownership restructuring, rewarding funds are still minimal and therefore distimulative. In addition, the differences in working resources and material resources between schools are large. In certain schools it is on the satisfying level, somewhere approximately, and somewhere inadmissible and made worthless.

Certainly, city schools are in advance when compared to village schools regarding provided work resources. From this comes the rule that city environment and city schools can always be in advance compared to other educational institutions, especially rural. This is true and it is hard to achieve the ideal concept here.

However, it can all be regulated with the effort of the whole society to give smaller schools at least the minimal chance to successfully advance and achieve best possible results. With the situation where schools cannot even be compared, it is only left for small schools and schools in rural areas to rest their overall success on individual results of their teachers. In order to do this, the participants of the work process must have adequate stimulation.

Centralization

The question of centralization in firms with management structure has always been interesting, both from idealistic-political and sociological aspect. As a form of centralization we can consider in historical meaning different forms of process and integration of work, disregarding the political aspect of it. Certainly, we wish to indicate the working dimension of the centralization, and its advantages and shortcomings in the process of work.

Management of the firm, in order for it to be successful in the market, more or less requires certain type of centralization of process of work. Semidesintegration of process of work is allowed only there, where characteristics of working process make it impossible to conduct centralization. Fayol has always stood for centralization and highly centralized management structure within the organization. However, centralization does not exclude decentralization in any case. It can be said that this two phenomena are compatible.

In educational institutions we have the similar situation. We have so called complex and simple educational institutions. In the first students are divided in only a few classes while in other we have more classes and even more educational directions (specializations). Certainly, centralization of personnel and process of work will be more present in our case, with the first type of institution, and decentralization will be present more in the second. Decentralization usually implies higher level of alertness and unpredictability of results and their just evaluation.

In this kind of environment, the success of management structure in educational institutions must be fully expressed with the transfer of authorization from higher to lower organs. Centralization in this ultimate case must be in some way discrete and unobtrusive, while the inner control must be strengthened.
Work
Old rules for the success of any work process: order, work and discipline reach their full meaning in the process of management in a firm. People and raw material needs to be at the right place at the right time. Without successful order in the firm, the impeccable order in the organization of the labor is necessary.

This way of making order is also present in educational organizations. If there is no appropriate and lawfully based order, these kinds of institutions usually allow certain irregularities and serious forms of violations of working responsibilities. Healthy school environment basically represents the harmony between management of the institution, teaching personnel and students, which are the subjects of educational process.

Justice
Justice is relative category in legal or sociological sense of meaning. However, in working process, the justice in treatment of the students in working process has the different meaning. Justice in work represents the justice of the management personnel and their judgment whether every student gets to be treated the best way. Obedience of this principle is important in order to gain their further devotion and loyalty to the organization.

Justice in education is not only understood but also necessary. Justice in educational institutions implies honesty of the teachers basically toward their work and in relation to students. Without it, the success of the institution is questionable. Certainly, this chain of command implies the total behavior ranging from the managers of the institution to teaching personnel.

Employment stability
Principle of stability of employment is questionable today, to say the least. Some experiences from the past in our country and former countries of real socialism are indicative regarding this question. In those days, the employment was “total” but with the standard that raises different opinions. Experience from this system has demanded its success in practice.

In capitalistic surroundings, definition of the “stability of employment” gets a different meaning. Actually, there is no stability of employment as such. Everything is subject of constant evaluation of success of individual – his qualifications and will to contribute to the successful work of the firm. Then only it is decided if the employee can work in future in some working place, or his working activity does not satisfy the total efforts to which the firm aspires.

In school surroundings, this principle also gets a new meaning. It is noticed that those teachers who does not have so called stable employment, who work part time or only a couple of classes, give better working results, as compared to their colleagues as full time teachers.

If that is true, and it seems to be, then the principle of stable employment comes to question. Does a person with full employment feel comfortable at work, because his work is protected with the law, while other participants do not have this protection nor all the rights that are derived from the full working process? Certainly, excluding all this and transferring it to process of activity of managers in educational institutions, by this we should consider that managers must develop the sense of reasonable security of employment when the employers are in question.

Employing and lay off of employees must not depend upon the caprice and habits of the manager, but on the well designed personnel policy of the educational institution.

Initiative
Personal initiative of employees is one of the conditions for the complete progress of both employees and the firm. This principle has a goal to develop motivation of inventiveness, enterprise spirit and independence without the influence of others in employees. In order to achieve this, managers must develop and create work ambient where personnel would feel best and their creativity would come to expression.

In educational institutions, principle of initiative is most important. Without it, there would be no success in results but only mediocrity. Personal initiative of the teacher can contribute to above-average results of school institution, which again depends upon all principles listed above.

When physical education is in question, personal initiative can get an expression and give results that undoubtedly prove that there is the person behind them, full of enthusiasm and desire to prove oneself among colleagues and wider. The expertise of the teacher (proved earlier) can guarantee favorable results in physical education.
Team spirit
Spirit of fellowship is unavoidable when achieving goals is in question. Without this principle, all work results are less certain. Spirit of fellowship should develop the creation of cohesion and team spirit among employees. Certainly, the organization itself needs to create the ambient for this mode of creation of winning atmosphere in work organization. All this assumes certain harmony among employees, subordinated to one goal only: achieving work results.

This should be a goal of training – educational organizations also. On the level of institution, it is necessary to develop the spirit of fellowship and sense of success related to similar institutions. On individual level, common subjects must develop mutual collaboration and use experiences gained this way in competitions when students are in question.

In physical education, such spirit of fellowship, of one team, can reach culmination when encouraged from professional teacher who has knowledge of a manager also. Teacher – manager is not a luxury or illusion. Such teacher is the teacher of the future, unavoidable in spite of those who do not admit it.