

ORGANOGRAM AND SCHOOL ADMINISTRATION: ORDEALS OF PRIVATE SECONDARY SCHOOL TEACHERS

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Abstract

This study examined implementation of organogram in private schools and ordeals faced by teachers in these schools. Two research questions guided this study. A sample of 150 private school teachers were randomly selected. Analysis of data was by simple percentages and mean. Findings revealed a low extent of implementation of organogram in private schools; teachers reported to more than one unit head; teachers were saddled with other tasks outside their pedagogical duties; teachers get confused on who to report to, amongst others. Based on the findings, it was recommended that private school owners ensure full implementation of organograms in their schools for maximum benefit of its use; teachers should not be saddled with responsibilities outside their duties, hence promoting a good working environment for teaching and learning to thrive.

Keywords: Management; Ordeals; Organogram; Private school teachers; School Administration.

INTRODUCTION

Organizations strive to attain their goals employing different strategies and tools. One of such tools is the use of organogram which visually depicts structures and established chain of authority within an organization. With an organogram, staff are in the know of who and whom to report to and the various tasks assigned to different workers in the organization. Job titles, responsibilities and even names are depicted, making it a practical organizational tool. The use of organogram ensures structure and relationship between people, departments and jobs within an organization are clearly laid out. This provides direction on how tasks should be carried out, with each employee in the know of who the immediate superior officer is, hence providing a sense of organisation and ease of management and administration in any organization.

Invariably, teachers should know what is expected of them and who to report to, all things being equal. The management staff should also have their job responsibilities spelt out. This gives room for orderliness and the establishment of a chain of authority within the school system. Having an organogram should be complimented by its effective implementation, without which misunderstanding, and conflicts are inevitable. It is a fundamental part of any business as it helps keep everyone organized and aligned towards achieving goals. (Greg 2022).

BENEFITS OF IMPLEMENTATION OF ORGANOGRAM IN A SCHOOL

- Organogram visually depicts hierarchical levels of formal structure within an organization. This helps everyone within the system to understand who reports to whom. It promotes efficiency and effectiveness within the system.
- Organogram provides an official channel of communication within an organization. If effectively implemented, it provides a seamless flow of information. As a result, decision making is prompt.
- It serves as a vital tool for clarity, efficiency, and adaptability.
- Source of loopholes in the system leading to inefficiency is easily detected using the organogram.
- Employees' job responsibilities are clearly spelt out.
- It provides vision and transparency within a system.
- It aids the smooth functioning of educational systems.
- Students and staff thrive and strive towards achieving education goals.
- Performance expectation is established, and accountability is promoted as names are put to faces, roles and responsibilities.
- It stimulates workflow and smooth management (Skylar and Shawn, 2024).

SCHOOL ORGANOGRAM

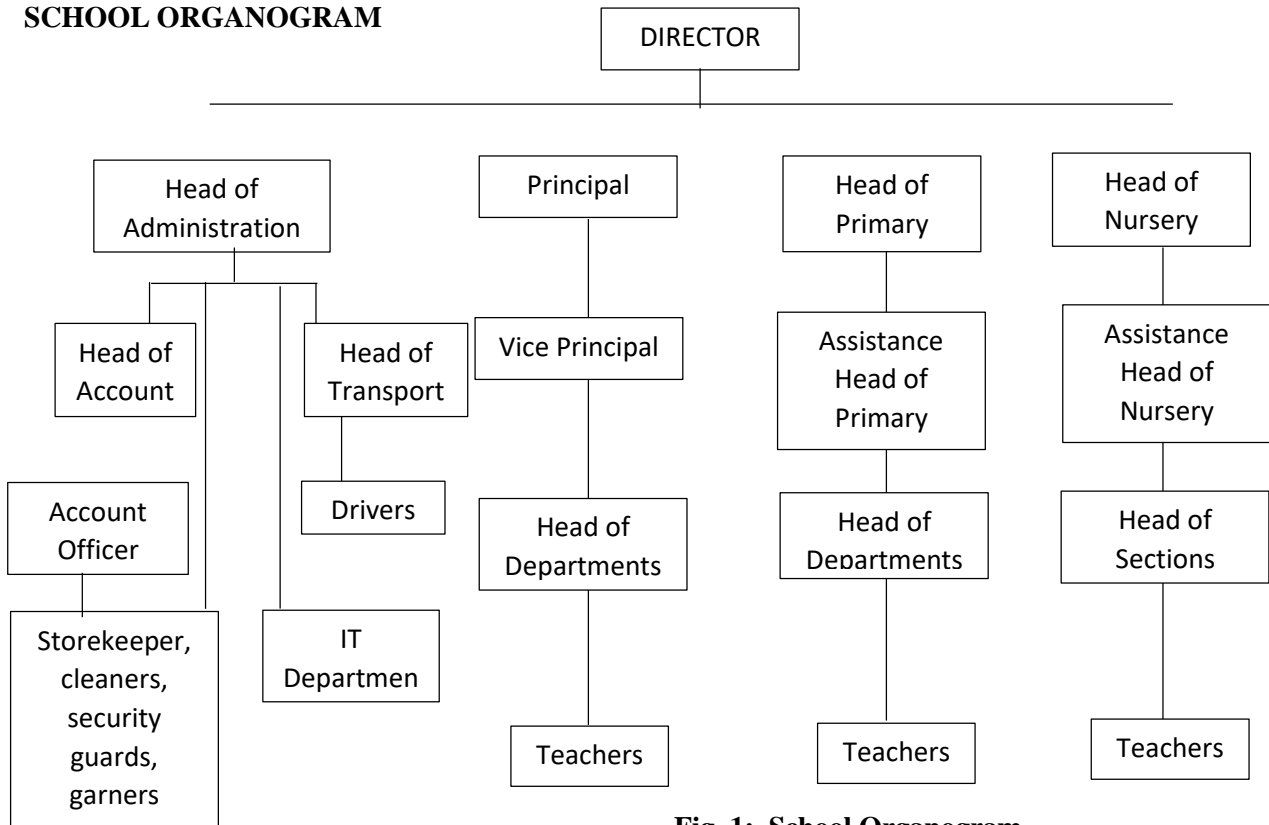


Fig. 1: School Organogram
SOURCE: Sanctus Lumen Christi School (2024)

Fig 1 shows the organogram of a school. It clearly shows teachers are to report to their Head of Department. While the Principal oversees academics, the Head of Administration is in charge of other non-academic issues. This implies that at no time will teachers have to submit their lesson notes to the Head of Administration following this chain of authority. The Head of Administration, Principal, Head of Primary and Head of Nursery are all in charge of their various units with laid out chain of authority. If effectively implemented, chaos, conflicts and misunderstandings will be greatly minimized. One characteristic of the public sector organizations is the chain of authority. The hierarchy levels reflect the ladder of authority. Junior employees are in the know of who and whom to report to. Job responsibilities are clearly spelt out and executed accordingly. The executive are also in the know of the limits of authority of the office they represent. There seem to be a high level of use of the organogram in public sector organizations. This however, seem not to be the case in most private organizations, schools inclusive ,as they either

do not have an organogram or do not effectively implement the organogram, hence this study. The focus of this study is on private school implementation of organogram. Do they have an organogram? If yes, how effective is the implementation of the organogram in private schools? Are teachers directly supervised by their Heads of Department on pedagogy delivery or are there interferences by other department heads? What are the ordeals of teachers in private schools on the use of organogram? This study is therefore delimited to investigating the use of organogram in private schools in ascertaining ordeals of private school teachers, if any.

Research Questions

1. What is the extent of implementation of organogram in private schools in Akwa Ibom state?
2. What are the ordeals of teachers on implementation of organogram in private schools in Akwa Ibom state?

Methodology

The study adopted a survey method. The population of this study was made up of 298 private schools registered with Association for Formidable Educational Development (AFED) in Akwa Ibom State. (Source: AFED, Akwa Ibom state). A questionnaire titled ‘Organogram Implementation in Private Schools’ was used to elicit data from 150 teachers in private schools that were selected randomly, using the convenience sampling techniques. A reliability coefficient of 0.89 was

established using the Cronbach alpha.139 questionnaires were retrieved, and data gathered was analyzed using simple percentage and mean. The criterion mean is 2.5, meaning items with a mean of 2.5 and above were accepted and those with a mean below 2.5 were not accepted.

Data Presentation and Analysis

Research Question 1: What is the extent of implementation of organogram in private schools in Akwa Ibom state?

Table 1: Extent of implementation of organogram in private schools

s/n	Items	VHE		HE		LE		VLE		Mean	Decision
		No	%	No	%	No	%	No	%		
1	As a teacher, I have clearly laid out pedagogical responsibilities.	46	33	73	53	14	10	6	4	3.14	Accepted
2.	I am usually saddled with other interfering tasks.	23	17	61	44	38	27	17	12	2.65	Accepted
3.	There is an organogram that is strictly adhered to.	24	17	30	22	59	42	26	19	2.37	Not Accepted
4.	I report only to my Head of Department on my pedagogical duties.	16	12	29	21	70	50	24	12	2.27	Not Accepted
5.	I report to other Heads of units on my pedagogical duties.	41	30	43	31	27	19	28	20	2.69	Accepted

**KEY: VHE- VERY HIGH EXTENT; HE- HIGH EXTENT
LE- LOW EXTENT; VLE- VERY LOW EXTENT**

Table 1 shows the extent of implementation of organogram in private schools. An analysis of data gathered showed a low extent of implementation of school organogram in private schools. Although teachers have clearly laid out pedagogical duties, the organogram in schools was not strictly adhered to. Only 12% of sampled teachers report that to a Very High Extent (VHE) they only report to their Heads of Department on the execution of their pedagogical responsibilities and 21% agree that

to an High Extent (HE), they only report to their Head of Department (HOD). Over 50% of the teachers say they report to other HODs also. 30% and 31% responded to VHE and HE respectively, that they report to other Head of Units also.

Based on the criterion mean of 2.5, it was accepted that teachers in private schools have clearly laid out pedagogical duties, however they are usually saddled with other interfering tasks and also have to report to other heads of

unit with regard to their pedagogical duties. It was also not accepted that school organograms in private schools were strictly implemented as teachers responded extent of implementation was low, neither do they report only to their HODs on their pedagogical duties.

Research Question 2: What are the ordeals of teachers on implementation of organogram in private schools in Akwa Ibom state?

Table 2: Ordeals of teachers on implementation of organogram in private schools

s/n	Items	VHE		HE		LE		VLE		Mean	Decision
		No	%	No	%	No	%	No	%		
6.	Other unit heads interfere with my pedagogical service delivery.	29	21	42	30	48	34	20	14	2.57	Accepted
7.	I get confused on who to report to most of the times.	23	16	69	50	37	27	10	7	2.75	Accepted
8.	The proprietor interferes with my pedagogical service delivery.	30	21	71	51	15	11	23	17	2.77	Accepted
9.	I run errands outside my pedagogical duties which affects my service delivery.	33	24	63	46	25	18	18	12	2.80	Accepted
10.	I feel tossed about by every wind of instruction and counter instruction.	48	35	46	33	25	18	20	14	2.88	Accepted

**KEY: VHE- VERY HIGH EXTENT; HE- HIGH EXTENT
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Table 2 analysis shows ordeals of teachers with regards implementation of school organogram includes: interferences on their pedagogical service delivery by other unit heads and school proprietors, confusion most of the times on who to report to, running of errands outside their duties and a feeling of being tossed about by instructions and counter instructions

Discussion of Findings

Data analysis revealed over 50% of teachers report to more than one head of unit. Amongst the 14 management principles of Henri Fayol is the unity of command. Nnabuo, Okorie and Agabi(2004) opined that in order to reduce conflicts and confusion to the minimum, each employee should receive instructions or orders and also report or be responsible to one superordinate. In the school, there are different

departments of which group of subjects are attached to. Teachers of those subjects should know which HOD to report to. Okorie (2014) also supports this assertion by emphasizing employees should receive directions from and be accountable to one superior. She further asserted that organizational structure coordinated by management is key to rational efficient administration of an organization. People should be appropriately fitted to structure and the organizational chart is a basic tool for monitoring and controlling the entire process.

Evidently, although schools have organogram, a large number (61%) of teachers say it is not strictly implemented in their schools. Having an organogram should be complimented by its effective implementation, without which misunderstanding, and conflicts are inevitable.

It is a fundamental part of any business as it helps keep everyone organized and aligned towards achieving goals. (Greg 2022).

The organogram in Fig 1 clearly depicts teachers are to take instructions and report to their HODs who in turn report to the Vice/Assistant Head of School, who also report to their various Principal/School Heads. The Principal/School Head is the middleman between the school Director and the academic staff. It is therefore an error for the Head of Administration, who oversees administration or the school accountant or any other officer, to request teachers submit their lesson notes to his/her office for whatever reason. This function is not their responsibility and therefore they lack the authority to act in this regard. However, when this occurs and is allowed in this school system, teachers are forced to be accountable to more than one HOD which can lead to chaos in the system. This act also undermines the principle of unity of command. According to Max Weber (1947) in Okorie (2006) hierarchical authority directs activities of subordinates. Position holders are equipped with the authority that comes with the office they hold, to act. The Principal has the authority of interfacing between the Directors and the teachers in the school system. He receives directives from the school board and disseminates them among staff and has the authority of ensuring staff diligently carry out their duties to achieve the overall school goals. Interferences with this function, undermines the authority of the Principal.

Herzberg's Motivator-Hygiene theory of job satisfaction shows the importance of the work itself and the working condition. His research concluded that when workers related an instance when they felt good about their job, the incidents had to do with work itself. Herzberg also found that when workers felt bad about their jobs, the incident had to do with the working condition. Findings on the ordeals of teachers in the ineffective implementation of school organogram in private schools showed teachers felt tossed around between instructions and counter instructions. This fosters ambiguity in the system and is an unfavourable working condition which can lead to job dissatisfaction.

George and Gareth (2021) opined that motivation is one factor that contributes to a worker's job satisfaction. They further opined

that motivation influences the extent to which workers perceives an organization's processes to be fair and just. Workers reactions to procedures depends on how they perceive procedures. Negative perceptions lead to negative reactions and positive perceptions triggers positive reactions. Interferences in teaching processes by heads of units not officially authorized to oversee teaching process, has led to teachers in such schools having negative perceptions, thus negative feelings of being tossed about between instructions and counter instructions.

Teachers are basically employed for pedagogical purposes. Data analyzed also revealed 24% and 46% of teachers responded 'VHE' and 'HE' respectively and are of the opinion that errands they are made to run which are outside their duties, affect their service delivery. When organograms are fully implemented, teachers' tasks are limited to academics. Teachers have no business running errands for HODs, Directors/Proprietors and the likes when they are meant to be teaching. This is in line with Okorie's assertion that people should be appropriately fitted to structure. However, the reverse seems to be the case in private schools as teaching staff are made to take up other responsibilities outside their duties.

Also drawing from Okorie's assertion, the possibility of fitting square pegs in round holes when people are not properly fitted to structures, is possible. A good administrator should know it is in the overall interest of the school to stick to his/her duties, leaving those specifically assigned duties of supervision of teachers to do their jobs. Interferences should be avoided. School owners' interferences can be avoided when they allow those engaged to manage the school, do their jobs.

Conclusion

The importance of organograms in an organization cannot be overemphasized. Organograms are beyond pictorial displays of who occupies which office or who reports to what office. Its benefits are fully harnessed when fully implemented. Schools like other organizations, should not only have an organogram, but also see to its full implementation. For it is in its full implementation, that people can be appropriately fitted to structures and processes

within the system properly monitored and controlled.

Recommendations

Based on the findings, it is recommended that:

1. private school owners ensure the implementation of organograms in their schools.
2. teachers should not be saddled with other responsibilities outside their pedagogical service delivery, hence promoting a good working condition for teaching and learning to thrive.

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