Everyday teaching is fun, manageable and worry-free especially nowadays that we are living in a modernized world. Technology has given teachers the aide necessary for educating the “millennials”. But weather teachers like it or not, times like teaching, urgent reports and some other related works come in one after another. In turn, stress builds up.

Some load full and stressful situations could diminish efficiency and destroy coherence as well as time management. They may be resolved by the practice of classical principles of organization popularized by Henri Fayol. What are these and what could they do to properly manage functions in the school?

First in the review is unity of command. It is a rule that says that there is only one superior in the school who is responsible in giving direction and it is the head or principal. It is the accountability of the superior to give clear and coherent direction. Sometimes clarity and coherence of instruction is highly affected by its channel and medium, like the noise and choice of appropriate words. Negative effects such as confusion, inaction due to lack of direction and conflict may therefore be resolved by proper communication between the superior and the subordinates. The type of communication of course depends on the need and the situation. Be mindful also that proper communication may create the feeling of importance on the part of the subordinates which in turn could push him or her to take necessary actions.

Fayol’s second and third principles are parity of authority and responsibility. These principles state that proper authority should be given to the responsible person for
accomplishing a certain task. Why do heads or principals need to? Defined assignments or instructions and proper selection of talent or teacher to do the job would achieve desirable outputs. Since education is an evidence-based process, designation letters really matters.

The fourth principle, absoluteness of responsibility, states that superior may use delegation of authority but not to the extent of avoiding accountability for unsatisfactory result. There are times when we could hear “I ask Juan to do that....what happened?” Here comes Juan... “I was just asked to do that..... I said before hand, I don’t have the necessary knowledge.... I am sorry but that’s the best I could do”. Lack of responsibility, blaming and unfavorable outcomes are the causes and effects. Principals and heads need to avoid capitalizing on loopholes for the sake of compliance rather they could use oido to capitalize on practical experience of others to compensate lack of managerial skills. Subordinates, in turn, must be responsible enough and resourceful enough to come up with an endeavor which carries the name not just of one member but of the entire school, the district and the department.

Others are checks and balance which states the need of evaluation and balanced of all the activities that affects the operation of the school. The reasons are for improvement and retention of good practices or activities as well as performances for the continuous development of school functions. Reports are subject to evaluation, if skipped may result to undesirable outcomes and repetition, and improvement comes next.

Lastly, the principle of specialization in which we could use in the school in such a way that teachers with expertise may be tasked to responsibility/ ies related to his or her skills for the sake of efficiency and efficacy. They could mentor fellow teachers as to equip them also and be experts to some functions over time. End results are proper dissemination and light workloads. Coordinatorships, chairmanships and paper reports could be smartly done and addressed if this principle is to be practiced.
Based on many scholars who studied about leadership, leaders have the power to create or destroy our world. Qualities of heads or principals have correlation to efficiency and effectiveness in the functions of the school as Edwin Ghiselle revealed in his study. I therefore believed that teachers need more of an employee-centered leader, who have concern over welfare, well-being, harmony and sensibility of subordinates, and a little of a job-centered one whose main concern is to complete the job. Quality inputs if properly processed have better quality outputs, does really make sense in education.

References:
