

UNIT-1

CONCEPT OF ADMINISTRATION

Written by: Dr. Naveed Sultana
Reviewed by: Dr. Col. Manzoor Arif

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Introduction

The word 'administration', as the Latin root 'minister' suggests, means services, i.e., worked dedicated to the good of others. The main objective of administration, therefore, is to secure for an individual or society, or the nation, such environment which may lead to their fullest growth and development.

Today more than five thousand men and women are entrusted with the responsibility of administering education in the country. While majority of them are of professional background, a few have been natured in the school of experience. The total look towards educational administration has undergone rapid changes during the recent years.

Objectives

After studying this Unit you will be able:

1. To describe the meaning, nature, importance and scope of educational administration.
2. To apply the principles of administration in concerned field.
3. To discuss the approaches to educational management and administration.
4. To relate Islamic concept of administration
5. to describe the principles and a dynamics of Islamic administration model.

1.1 Educational Administration Meaning and Nature

Administration is a machinery through which any organization or institution can be managed. It is a mean set up for a smooth and efficient working of educational structure. Educational administration is the direction, control and management of all matters pertaining to school affairs. direction is the leadership within the community and the school system. Control and management are the means for realization of purposes defined in educational planning. Education is in the control of the state as certain controls are at the state level in the form of constitutional provisions, enactments and also as executive activities. Management designates a broad function, which the responsibilities related to the school, pupils, teachers and other affairs related to the school.

Russel T. Gregg defines, “Educational administration is the process of utilizing appropriate materials in such a way as to promote effectively the development of human qualities. It is concerned not only with the development of children and youth but also with the growth of adults and particularly with the growth of school personnel.

Good’s Dictionary of Education defines educational administration as, “All those techniques and procedures employed in operating the educational organization in accordance with established policies.”

Educational administration is concerned with the dealing and also coordinating the activities of groups of people. It is the dynamic side of education. Educational philosophy sets the goal; educational psychology explains the principles of teaching and educational administration deals with the educational practices. It is planning, directing controlling, executing and evaluating the educative process.

The scope of educational administration is very vast. It includes every thesis regarding the efficient functioning of the educational institutions, securing the greatest benefits to the greatest number through an adoption of practical measures. It interprets and clarifies the functions and the activities educational programme in fruitful relationship and also harmonises their mutual action. It ensures sound educational planning, good direction and efficient and systematic execution.

A good administration is one, which exhibits human activity at its best. The ingredients of good administration are:

1. Associated performance-Human beings work in close collaboration and there is sharing of responsibilities.

2. Organized purpose-well-defined purposes are achieved through sharing of responsibilities.
3. Creativity-through dynamic approach. The group proceeds towards its goal.
4. Achievement – the feeling of achievement makes an administrator to take more efforts to achieve perfection. Administration also involves different kinds of activities to achieve its purpose and to perform the functions related to it.

a) Importance of Educational Administration

The purpose of educational administration is to enable an organization or an institution to carry out its functions with maximum efficiency. It also enables the right pupils to receive the right education and from the right teachers at a cost which should be within the means of state, and which will enable the pupils to profit from their learning. The basic purpose is to bring students and teachers together under such conditions which will successfully promote the end of the education. The major purposes are:

- i) To frame well-defined policies and programmes so that teaching, learning situation results in the growth and development of human beings.
- ii) To make use of appropriate materials to bring about the effective development of human qualities.
- iii) To execute the programmes and activities of the organization so that its objectives may be achieved.
- iv) To assure the growth of children and adults and all the people involved in the management.

The other important purposes are:

1. Achievement of Goals

Educational Administration is not a goal in itself rather it is the means to achieve goals. It must serve the aims of education. If education is a tool for social transformation, it must inculcate and generate a sense of identification and a sense of one's fellow beings. Educational Administration is concerned with human and material resources. The human elements are pupils, parents, teachers and other employees in general at different levels. On the material side, there are money buildings, equipments and instructional supplies. Beyond these two elements are

ideas, curricula, courses of study, methods, principles, laws and regulations, community needs, and so on. The integration of these parts as a whole is a challenge for the Administrator; rather these should be effectively used to achieve the goals of education.

2. Economy

The administrative setup should check that human material resource should be economically used to achieve maximum benefits. Wastage of any, resource should be avoided. Education in the developing countries is consistently administered poorly. It involves extraordinarily high monetary cost and lacks in planning and coordination. For the most efficient mobilization of a country resource, it is very important that the plans for the development of economy and for developing human resources should be coordinated.

3. Conservation of Resources

From the standpoint of economic development three factors are of basic importance i.e. natural resources, physical capital and human resources. Natural resources are not only determining factor in economic development. Investment is directly related to economic development but varies greatly in its effectiveness. The problem is not only to bring about an increase in the share of natural produce, but also to bring about a more desirable allocation of investment. To make full use of capital investment, a qualified managerial, engineering and labour force is essential for selection, operation and maintenance of such investments. Therefore, to bring about development using education, it is desirable to conserve the three types of resources.

4. Optimum use of Resources

These resources should be used in such a way that one should get the maximum benefit out of them for good and efficient administration.

b) Scope of Educational Administration

Fayol considered administration as a way to plan, to organize, to command, to coordinate and to control education.

Planning is an intellectual activity, which is performed on the basis of facts and principles. It plans its activities in such a way that the objectives for which it has come into existence can be achieved.

To organize the means of arrangements, by which interrelationship along with order for people, materials, procedure, knowledge and the work can be done.

Command or to direction involves the execution of plans and decisions and makes the staff do their work.

Coordination requires harmonizing in a unified manner all the elements involved in the programme. It seeks the cooperation of all who are involved in the administration.

By control we can see that everything is carried out in accordance with the rules, which have been laid down in the instructions, in other words, it is evaluations.

Fayol's idea was further developed by Gulick and Urwick. The formula of the functions of administration was referred to as POSDCORB, involving.

Planning:

The establishment of the formal structure of authority through which work subdivisions are arranged, defined and coordinated for defined objectives.

Organizing:

The establishment of the formal structure of authority through which work subdivisions are arranged, defined and coordinated for defined objectives.

Staffing:

The personnel function of bringing in and training the staff and maintaining favourable conditions for work.

Directing:

It is a continuous task of making decisions and also deciding on specific and general orders and instructions and serving as the teacher of enterprise.

Coordinating:

It is the important aspect of inter-relating the various parts of the work.

Reporting:

Keeping the those records of who are answerable to executive and also to inform him about what is going on, and keeping himself and his subordinate informed through records research and inspection.

Budgeting:

It is the financial planning, accounting and control.

Planning:

It involves the identification and classification of objectives and scope of operation. It also investigates to reveal the condition which is affecting the achievement of objectives.

Organizing:

Organization means taking those steps by which, the people who are involved in administration remain in cooperative manner with each other and are prepared to contribute their best to the joint activity of their talents and their energies are optimally utilized.

Decision Making:

It is the art of executive decision to be take on pertinent questions which are not pre-mature and which can be effective and can be put into action.

Stimulating:

A successful administrator makes all efforts to provide stimulation to the member of the organization in order to get their cooperation spontaneously to achieve the goals. He avoids the exercise of authority. He does not give specific direction but helps them to attain the highest level of creativity.

Coordinating:

It s the brining up of appropriate relationships between people and the thing which are necessary for the organization to achieve the objectives and involves the allotment of duties and responsibilities also help the organization of all activities of the individuals.

Communicating:

It is process by which direct-information, ideas, explanations and questions are transmitted from person to person or from group to group. There are three channels of communication process:

1. Upward Communication is from teachers to the principals to district officials and to directorate etc.
2. Horizontal Communication, which runs along the same level of workers and enables the colleagues to be conversant with activities of the organization. There is no situation of subordination or superiority.
3. Downward Communication, where the flow of communication ideas, suggestions and commands, are from senior officers towards juniors.

Evaluating:

In this process whatever activities are performed, are put to test in order to find out the extent by which they provided success in the accomplishment of set goals. It is done to find out the weak spots and to make improvement in future by overcoming the deficiencies. Evaluation is done through cooperative studies, surveys, testing programmes, opinion polls, etc.

The administrative set-up should also see that elasticity and dynamism are introduced in the working of the system. Education administration cannot be rigid and static. Experimentation, trial and errors have to be allowed freely in the administration of education. Freedom is the very soul of education. Educational administration should enjoy the freedom to frame aims and ideals and put them into practice. There should be a change in the attitude of administrators who should cultivate openness of mind and a spirit of enquiry rather than a rule of the thumb approach, which tried to stick to, established practices even though they are meaningless. The practice of holding periodic reviews at least every three to five years is an important administrative practice to discard the old and introduce new practices, Inter-state contact should be built up and comparative analysis of different state practices should be encouraged. The evolution of the techniques of the detailed programming of the planned projects and by giving training in them should be the responsibility of the national Institute of Educational Planners and Administrators. The officer-oriented system where most of the work will be done by the officers at their own level should be practiced.

1.2 Approaches to Educational Management and Administration

In one sense, administration is one of the most ancient factors of all human endeavours. The Egyptians organized and administered vast complex enterprises that required sophisticated planning, complex organizations, skilled leadership and detailed coordination, at least two thousand years before the birth of Christ. Similarly, the Chinese are known to have had highly systematic, large scale systems at about same time as the pyramids were built, which used many of the management concepts, which are still in use today. Nearer to us in time and better known to most of us are the ideas and concepts that underlay the establishment of the reputed civil services of Europe and Great Britain in the nineteenth century. Two key nations provided the essential rationale for civil services.

1. The idea that administration is an activity that can be studied and taught separately from the content of what is being administered.
2. The belief that decisions about the policies and purposes of government belong to the realm of political action but that these decisions are best

implemented by civil servants whose jobs are not dependent on the whims of politicians and who are free to develop good administrative procedures.

In the United States in the nineteenth century, the term administration was used in the context of the government and the idea it represented gave rise to the growth of public administration, although civil service in America tended to connote a system which is designed to ensure honesty and fairness rather than the expertise associated with the European and British systems.

Industrial revolution brought about a change in the concept of general administration, which, in turn, reflected in educational management and administration.

Fredrick W. Taylor developed what later became known as his four principles of scientific management. They were:

1. Eliminate the guesswork of rule of thumb. Try to find out the approaches in deciding how each worker has to do a job by adopting scientific measurements, to break the job into a series of small, related tasks.
2. Use more scientific, systematic methods for selection of workers and training them for specific jobs.
3. Establish the concept that there is a clear division of responsibility between management and workers, as management has to do the goal setting, planning and supervision and workers executing the required tasks.
4. Establish the discipline in which management sets the objectives and the workers cooperate in achieving them. These became enormously popular not only in industry, but also in the management of all kinds of organization, including the family.

At the same time that Taylor's ideas and their application were having such enormous impact on American life; a French industrialist was working out some powerful ideas of his own. Unlike Taylor, who tended to view workers as the extensions of factory machinery, Fayol focused his attention on the role of manager rather than the worker. He clearly separated the process of administration from other operations in the organization, such as production, and emphasized on the common elements of the process of administration of different organizations.

Fayol believed that a trained administrative group was essential for improving the operations of organizations, which were becoming increasingly complex. He

defined administration in terms of five functions: planning organizing, commanding, coordinating and controlling.

A German sociologist, Max Weber, produced some of the most useful, durable and brilliant works on administrative system: it seemed promising at that time and since from that time has proved indispensable: bureaucracy. According to Weber, the bureaucratic apparatus should be very impersonal, minimizing irrational, personal and emotional factors and thus leaving bureaucratic personnel free to work with a minimum of friction or confusion. This, he concluded would result in expert and impartial service to the organization's clients.

Since the concept of scientific management called for the scientific study of jobs to be performed, professors of educational administration undertook to describe and analyze what role was played by school superintendents on the job. As the study of problems of organization, management and administration became established more and more firm, the principle of scientific management received increased attention, also faced challenges from scholars and practitioners.

Luther Gulick and Lyndall Urwick stand out among many scholars who attempted to synthesize what is now known as the classical formulation of principles, which would be useful in developing good functional organizations. They advocated that elements of the organization could be grouped and related according to function geographic location or similar criteria.

The work of May Parker Follett was unique in the development of management thought. Her ideas were rooted in the classical traditions of organizational theory but matured in such a way that she, in effect, bridged the gap between scientific management and the early industrial psychologists. Her ideas were instrumental in modifying the trend toward rigidly structuralist views in classical management theory and provided a rationale that was helpful in ushering the human relations movement which pioneered conceptualizing about what today is called contingency theory. Follett, first, viewed management as a social process and second, saw it inextricably enmeshed in the particular situation. She did not see authority as flowing from top of the organization's hierarchy to be parceled out among those in lower levels. In 1932, she sought the summaries her views by developing four principles of sound administration. The first two were coordinated by direct contact of responsible people and coordination in early stages. The third was coordinated as the reciprocal relating of all the factors in the situation and, finally, coordination as a continuing process which recognized that management is an ever changing dynamic process in response to emergency

situations, sharp contrast to traditional, static, classic views that sought to codify universal principles of action.

In the time when the principles of scientific management were applied to industry with greater care, a need to be more precise about the effect of human factors on production efficiency was felt. Elton Mayo along with other investigators made available to the administrators the five concepts: Morale, group dynamics democratic supervision, personal relations and behavioral concept of motivation. These human relations, particularly the group dynamics movement attracted social and behavioural scientists, who had already been studying the phenomena whether human behaviour of individuals is interacting with one another in groups.

Robert Bales was the first man to document that successful groups tend to have people in them who always play two key roles: It is necessary for someone to keep the group focused in accomplishing its task and at the same time, it is necessary for every successful group to have someone to see that the group is paying attention for maintaining productive human relations within the group. These two dimensions of group behaviour-task orientation and maintenance orientation have proved to be of lasting value in understanding the dynamics of group functioning.

Leadership was of great interest for those concerned with organizations and social scientists did not take too long in realizing that, unlike the classical view, leadership is not something that “great people” or individuals with formal legal authority do to their subordinates, but rather, is a processor which involved dynamic interaction with subordinates.

Classical or bureaucratic concepts of organizations are sometimes said to focusing on organizations without people. There is such great emphasis on formal organizational structure and high rational logic control that people are often viewed as those who can fit into the structure on the organization’s terms. Human relationship concepts, on the other hand, are often said to be deep within the organization. Because management/administrative science always an effective performance for goal seeking, and formal organization as its central focus. Organizational behaviour is also closely linked with that of science also. Management and administration necessarily must bear the responsibility for establishing internal management of the organizations so as to achieve maximum effectiveness.

A new concept of acceptance developed among students of educational administration, which recognized the dynamic interrelationships between the

structural characteristics of the organization and the personal characteristics of the individual. Using his insight, students of organization began to conceptualize organizations such as school system and schools' social system. Unlike informal human social systems, the school systems and schools may be classified as follows:

- a) They are specifically goal-oriented.
- b) The work to be done so as to achieve goals is divided into subtasks and assigned as official duties to established positions in the organizations.
- c) These positions are arranged hierarchically in the formal organization and authority relationships are clearly established.
- d) General and impersonal organizational rules govern, to a large extent, what people do in their official capacity and also, to a large extent, shape and delimit the interpersonal interactions of people in the organizations.

In the years 1955-1970, there was a great outpouring of theorizing and research in educational administration which explored public school systems and schools. Denial Giffith's initiated landmark work on decision-making in educational administration. Research in the field of educational administration revealed the importance of behavioural perspectives, that is, the Human Resources Management (HRM). Here the educational organizations are characterized not by their order, rationality and system inheritance in classical thinking, but by ambiguity and uncertainty in their fast changing environments, unclear and conflicting goals, weak technology, fluid participation and loose coupling of important activities and organizational units. However, non-instructional activities of educational organization, such as financial accounting, pupil accounting and the transportation system, are commonly managed by using bureaucratic perspectives and techniques. Thus, HRM schools and other educational organizations are understood to be dual organizational systems.

Conclusion

Educational administration becomes as essential as education: it is the practical side of education, which has a scientific basis. The contribution of administration:

1. To implement the policies and other decisions of the legislative body.
2. To clarify and pursue the predetermined objectives, directions and priorities of the enterprise.
3. To assemble and insure the prudent use of resources.
4. To help increase the productivity of all employed personnel.
5. To unify and coordinate human efforts and material resource use.
6. To monitor progress towards the realization of objectives.

7. To create desirable organizational climate and professional working relationships within the organization.
8. To appraise the quality and effectiveness of strategies selected and personnel employed to pursue various objectives.
9. To help project the image of the institution and its personnel as effective, productive and dynamic entities.
10. To report to the legislative body and the people on the stewardship of authority and responsibilities.

1.3 Basic Principles of Educational Administration

a) Principle of Democratic Leadership

Leadership is derived not from status or power under the law but from the situation by showing ability to deal with the problems. The supervisor, as a leader, does not impose his whims but arrives at certain conclusions through group thinking and cooperative decision-making. "It means a sharing responsibility for achieving a successful outcome rather than throwing the weight of authority behind a wrong judgment".

In this principle there is a fact that teacher should be involved in full, fair and frank discussion based upon a mutual recognition of the personal worth of the other person. Such a discussion must reach specific conclusions and concrete proposals, set down in writing so that the teachers and the supervisor can check progress from time to time.

b) Principle of Co-operation

Co-operation implies:

- i. Participation in an activity to attain a certain goal, and
- ii. A sense of responsibility on the part of the teacher that he is a co-worker, not a slave. It assumes that the best solution of any problem is not known to any single person but it can be known through mutual help and discussion. Even if the supervisor knows a better method of teaching a unit or organizing a class of pupils, he does not hand it down to the teacher dogmatically. He simply discussed the problem with the teacher, thinks with him of the various possible solutions, helps him to make a choice and encourage him to implement the decision which they have mutually arrived at. Such a cooperative effort raised teacher's morale encourages creativity and develops a sense of responsibility on his part. It also develops a climate in which teachers tend to change.

c) Principle of Scientific method

This principle focuses attention upon getting the facts, upon analyzing the situation, as it exists and upon drawing objective conclusions. The supervisor should use the scientific method in making decisions as well as in determining needs, examining resources, planning procedures and evaluating results.

d) Principle of Coordination

This principle assumes that a school or a group of schools is so such organized that all teachers work as coordinated parts rather than individuals. It, however, does not mean that the individuals should lose their identities. There is need for coordinating instructional work and other activities in a certain subject through all the schools classes as well as in various subjects in the same classes. Without such an effort on the part of the supervisor the main purpose of education, i.e. balanced development of child's personality cannot be achieved.

Another important implication of this principle is that school and community efforts to provide formal and non-formal learning experiences to the children, who should also have the same focus and direction. Supervision must play an important role in coordinating school and community efforts as well.

e) Principle of Flexibility

this principle implies that rules, procedures and standards should be adjustable to meet the requirements changing conditions. Not only that each individual is different from the other but the same individual may reach a goal with different ways in similar situations and at different times. The supervisor must recognize and respect individual differences in teachers, as should the later do in respect of children. He should also adjust supervisory activities according to the individual needs of teachers.

The principles of flexibility do not mean lowering the standards; it simply means an adjustment of an arrangement or method so as to create a more favourable environment for an individual's growth and improvement. It also means that the teacher should be provided with a variety of instructional aids and materials, that the standards and the procedures should be so modified as to fit different schools and communities (in urban and rural areas), and that supervisor must be fully aware of the personal and professional problems of every teacher to be able to provide individual guidance.

f) Principle of Planning

Successful accomplishment of the objectives of an organization implies planning. Planning involves both deciding what to do and determining how this is to be

done i.e. identification of the objectives and laying out of the alternatives for the achievements of the objectives. Effective supervision, too, depends, for its success, on careful planning. Planning is a cooperative enterprise. Besides clear vision of goals and foresight of consequences, planning must be based on the thinking of the persons concerned, their needs and aspirations.

To quote Ayer, “a supervisor without a plan has no point of departure and no destination” some of the reasons given by him for supervisory planning are that:

1. The supervisor should have thought the situation, analyzed it selected for his attention the weak sports new needs;
2. He has conceived before-hand professional activities directed to the achievement of certain definite objectives.
3. He has provided for the coordination o the work of all; and
4. He has developed a basis for evaluation

g) Principle of Evaluation

Evaluation is one of the basic functions of supervision. It is more than testing pupils or rating teachers. It aims at the improvement of persons, and products involved. It is a process of making judgment by which more planning for improvement is possible. To be effective the supervisor must be able to evaluate school situations as well as his own role in the professional growth of teachers. He should have developed evaluative criteria with the cooperation of teachers to assess teaching, learning and supervision.

1.4 Meaning and Spirit of Islamic Administration

The Holy Quran is the real basis of Islamic life and its actual legislation is very limited. Muslims are free to legislate as needs arise, in the spirit of social justice. The few laws in the Holy Quran are often permissive and give large latitudes to suit any change in circumstances. Qamarudin Khan, Professor of Islamic History, Karachi University, is of the opinion that “the Holy Quran does not aim to create a state but to create a society”. So whatever clearly stated laws given by Allah (S.W.T) and His messenger about life and society. No one is allowed to deviate from them even by a hair’s breath. Calling the Prophet Muhammad (S.A.W) the ideal philosopher – king, who surpasses in both theory and practice the qualities which Plato sought in his ideal, are found from a famous Hadith of the Prophet Muhammad (S.A.W) as the founder and theoretician of administration of Islamic state had a unique position as its executive head. In fact he was a legislator (through divine revelation as well his personal pronouncements and practice all of which acquired a sacred character for the Muslims), executive as well as a jurist.

He was not answerable to any one as far as the revealed commands were concerned. But, in the absence of divine revelations, it was his wont to consult his companions. In fact he was commanded by Allah (S.W.T) to do so. The Holy Quran commands the Prophet "And consult them (i.e. those around you) in (important) matters.

So the two essential and primary ingredients of the Islamic administration theory are the Ummah and the Shari'ah. These concepts are clearly elaborated in the Holy Quran. Prophet Muhammad (S.A.W) was himself the focal point of these two concepts. Therefore, with the death of the Prophet, the Prophecy came to an end. Thus there was created a gap between the Shariah and the Ummah. The new link was created by the Ijma of the community in the form of the institution of the Khilafah which constitutes the third element of Islamic political theory. The fourth element would be the concept of Dar al-Islam and the Mumin living therein.

The question arises that Islam favours the theocracy or democracy administrative setup. Maududi says, the Islamic theocracy does not mean a rule by any priestly class but it means common Muslims wielding reigns of power. But the Muslims have to wield this power in keeping with the Book of Allah (S.W.T) and Sunnah, of His Prophet. Maududi prefers to call the Islamic form of government as "theo-democracy". In this form of government Muslims have been allowed a limited popular sovereignty under the paramountcy of Allah (S.W.T).

For knowing the Islamic concept of administration, the Islamic state in Medina is the great example to turn to if one is to resolve the various problems of the modern Islamic world. According to this view the Islamic state in Medina was governed pursuant to the divine precepts of Muhammad (S.A.W). Take, as an example, the following quotation from Imam Khomeini.

"The most noble Messenger (Peace and Blessings be Upon Him) headed the executive and administrative institutions of Muslims society. In addition to conveying revelation and expounding and interpreting the articles of faith and the ordinances and institutions of Islam, he undertook the implementation of law and the establishment of the ordinance of Islam, thereby bringing into being the Islamic state. He did not content himself with the promulgation of law, rather he implemented it at the same time, cutting off hands and administering lashing and stoning. After the most noble Messenger, his successor had the same duty and function".

Overall to know the Islamic concept of administration a letter of Hazrat Umar the second caliph of Islam, wrote to the governor of Kufa, Abu Musa Ashari on the principles of justice. He wrote: administration of justice is a necessary duty. Treat people equally be it in private audience or public sitting in matters of justice so that the weak should not despair of your justice and the strong should not hope for favour. It is for the plaintiff to produce proof and it is for the defendant to deny on oath. Compromise is permissible provided it does not violate what has been permitted or prohibited (by Shariah). If you have passed any judgment yesterday there would be nothing wrong in reversing it today on second thought in the interest of justice. If it is not there in the Quran or Hadith contemplate over it deeply taking into account examples. Similar cases and drawing analogies. Fix a time limit for the plaintiff to produce proof justice be done to him if he produces proof or else, his case be demised.

1.5 Fundamental Principles of Islamic Administration

An Islamic administration is based on the sovereignty of Allah (S.W.T):

According to Islamic constitutional theory Absolute sovereignty over the entire universe belongs to Allah (S.W.T) but since Man has been appointed Allah's (S.W.T) representative (Khalifa) on earth, earthly sovereignty vests in him as a sacred trust from Allah (S.W.T). So, Muslim administrator must follow the following principles for governing the state which is known as Islamic state.

1. The Islamic administration will preserve and defend the law of Allah derived from Quran and Sunnah.
2. The Ijma of the past is not binding upon the people. All state functionaries have to dedicate themselves to defending the divine law. The head of the state should always be a Muslim.
3. All subjects, Muslim and non-Muslims, shall be guaranteed equal civil rights.
4. Men and women shall enjoy the same fundamental rights women can hold property in their own name.
5. The Chief executive will be elected by the people and govern through consultation.
6. Islam seeks to set up a just society and therefore, attaches the highest importance to justice, equity and fair dealing. So two important constitutional principles are founded on this:
 - i. That everyone is equal before the law and enjoys equal opportunities.
 - ii. That in an Islamic State even the head of the state can be sued not only as private individual but also in respect of his public acts.

7. Non-Muslims will be guaranteed full protection of life, property and liberty in lieu of a reasonable protection tax/Jizya.
8. Only a democratic form of government is prescribed by Islam. The Quran states: And those who respond to their Lord and keep up prayer, and their rule is to take counsel among themselves. The Quran instructs even the Prophet to seek advice: Therefore, forgive and ask pardon for them, and consult them in the affairs.
9. The state should maintain an equitable distribution of wealth. Concentration of wealth in a few hands should not be allowed.
10. The state should strive to achieve equality of human beings. Adequate opportunities should be provided for employment, education and other welfare benefits.
11. Maximum freedom should be available to the citizens:
The Quran offers the following fundamental rights to the citizens of an Islamic state which must be observed by Muslim administrator;
 - a. Equality of all citizens before the law as well as equality of status and opportunity
 - b. Freedom of religion
 - c. The right to life
 - d. The right to property
 - e. No one is to suffer for the wrong of others
 - f. Freedom of person
 - g. Freedom of opinion
 - h. Freedom of movement
 - i. Freedom of association
 - j. The right to privacy
 - k. The right to secure basic necessities of life
 - l. The right to reputation
 - m. The right to a hearing
 - n. The right to a decision in accordance with proper judicial procedure.
12. Last but not least, comes the concept of accountability. Authority or power to rule, according to Islam, is a trust – ‘Amanat’ – of the people and not the birthright of anyone. So the concept of trust automatically brings in that of accountability, because a trustee is in law liable to account. Under the Islamic system this liability extends to rendering account not only to the people who appoint him but also to Allah as it is the also Quranic injunction.

1.6 Dynamics of Islamic Model

The Islamic concept of polity cannot be disengaged from certain conceptions of society, which Islam upheld. The Islamic state is a culmination of a great social process of shift from polytheism to monotheism, from rule by custom to rule by law, from natural relationship based on blood analogous to it to a moral and spiritual association, from natural monarchy to power delegated by Allah (S.W.T). In Arabic terminology, it meant a movement away from shirk to Towhid from Jahallya to Shariah from Asabiyya to Taqwa and from Mulk to Wilaya. “For an orthodox Muslim society, history was the process by which the society of religious ignorance, directed to worldly ends, held together by natural solidarity and ruled by kings, was replaced by the ideal Muslim society. The central issue was however, the embodiment of the will of Allah (S.W.T) as revealed in Quran, in history, society and state.

1.6.1 The Structure of Islamic Model

i. Sovereignty of Allah (S.W.T)

In an Islamic state, sovereignty belongs on to Allah (S.W.T) this means that the injunctions given in the Quran will be the only source for deriving the legal and constitutional formula of the state. An Islamic state can neither be a monarch, nor theocracy nor a secular democracy. It is based on ‘controlled democracy’ which means that the Quranic injunctions form the absolute, unalterable supreme law of the land and the people exercise their freedoms within the limits imposed by the Quran.

ii. The Sunnah and Hadith

It is called the tradition of the Prophet is the second and undoubtedly a secondary, source from which the Islamic law are drawn. Sunnah literally means a way, rule or manner of acting. In its original sense, therefore, Sunnah indicates the doings and Hadith the sayings of the Holy Prophet (PBUH) but in effect both cover same ground and are applicable to his actions, practices and sayings; Hadith being the narration and record of the Sunnah: but containing, in addition, various Prophetic and historical elements of Islam. As the Holy Quran generally deals with the broad principles of or essentials of Islam the details are generally to be supplied by the Sunnah of the Holy Prophet.

iii. Ijtihad

While keeping in view the typical conventional beliefs about the Sharia being a complete code of life. Asad (1961) argues forcefully for greater

scope for free legislation. He asserts that the actual Sharia includes a small number of laws based on the Quran Sunnah. The rest are laws resulting from the Ijtihad of every age. Such laws based on the independent reasoning of earlier Muslim scholars have no sacrosanct value and can therefore, be changed and replaced. Every generation has the right to exercise Ijtihad in the temporal areas. So Ijtihad is the third source from which the laws are drawn. The following Hdith is regarded as the basis of Ijtihad in Islam:

“On being appointed Governor of Yemen. Muadh Bin Jabal was asked by the Holy Prophet as the rule by which he would adjudicate. He replied “by the law of the Quran”. “But if you do not find any direction in the Quran. How would you decide”, asked the Prophet. He replied, “I will apply the Hadith and Sunnah”. “But if you do not find any guidance in the Hadith as well?” He was again asked, “I will then exercise my judgment and act on that, “came the reply. The Prophet raised his hands and said, “Praise be to Allah who guides His messenger as he pleases.” This Hadith show not only that the Holy Prophet approved of the exercise of judgment but also that his companions were well aware of the principles and that Ijtihad was freely restored by his followers, when necessary, even in the Prophet” lifetime.

iv. Ijma

The fourth source of Islamic Law is Ijma, which carries the double significance of composing and settling a thing which has seen un settled and hence determining and resolving upon an affair, and of agreeing or uniting in opinion. In the terminology of the Muslim jurists, Ijma means a consensus of the Mujtahids, or an agreement of the Muslim jurists, of a particular age on a point of law. Ijma, however, is not an independent source of law; it is only Ijtihad on a wider basis and like Ijtihad, it is always open to revision.

1.6.2 Duties of Islamic Administrator

An administrator of the Islamic state must keep in view and be a follower of above discussed sources of law. He must also posses following duties:

1. Dispensation of justice and disposal of all litigations in accordance with Shariah and thus putting the strong and weak on the same pedestal.
2. Maintenance of law and order to make it possible for the people to lead peaceful life and proceed in their economic activities freely, and travel in the land without fear.

3. Enforcement of the criminal code of the Quran so that people do not violate the prohibitions of Allah (S.W.T); this is in fact is subsumed in the first duty itself to enforce Shari'ah.
4. Defence of the frontiers against foreign invasions to guarantee the security of life and property to Muslims and non-Muslims both in the Islamic State.
5. Organization and prosecution of religious war against those who oppose the call of Islam or refuse to enter the protection of the Islamic state as non-Muslim subject as the leader is bound by the covenant of Allah (S.W.T) to establish the supremacy of Islam over all other religions and faiths.

1.7 Activities

1. Keeping in view the fundamental principles of Islamic administration and then compare these with your school head's roles or deeds. Explore and enlist how much he/she follows those principles.
2. Discuss the different approaches with school principal. And ask which approach he does like, and why. Then enlist his views about that approach.
3. Discuss the dynamics of Islamic model with your administrator. And ask him about those causes which hinder for observing those dynamics.

1.8 Exercise

1. Explain the concept of education administration.
2. Discuss different approaches of educational administration and explore which approach is to be used by our administrator.
3. Discuss the fundamental principles of Islamic administration. And give reasons. Why do not our administrators follow these principles?
4. Discuss the importance of dynamics of Islamic administration model for improving the existing role of our administrator.

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