
Module for Certificate in Education Programme

EIN050SW: INTRODUCTION TO FOUNDATIONS OF EDUCATION

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UNIT 1: THE CONCEPT OF EDUCATION

This unit introduces the student who may be studying education for the first time to the meaning and forms of education. The unit also highlights the individual, family and societal aims of education. Finally, the unit looks at the social, cultural, economic, political and selection functions of education.

Learning outcome(s)

By the end of the unit, the participant will be able to:

- Explain the concept of education in his/her own words.
- Identify and explain the three forms of education.
- Demonstrate understanding of individual, family and societal or national aims of education by giving examples in each case.
- Identify and discuss what constitute the social, cultural, political and selection functions of education.
- Identify what measures or practices need to be put in place in the school in order to realise the social, cultural, political and selection functions of education.

SESSION 1: THE MEANING OF EDUCATION

In this session, we will focus on understanding the concept education. Specifically, we will consider the common definitions of education and the etymological definitions. Furthermore, we will look at the philosophical and sociological definitions. Finally, we will consider the criteria by which an activity can be judged as education.

Learning outcomes

By the end of the session, the participant will be able to:

1. Define the term 'education'.
2. Trace and explain the etymological definitions of education.
3. State and explain two philosophical definitions of education.
4. Provide a sociological definition of education.
5. Identify and discuss the criteria for judging an activity as education as provided by R. S. Peters.
6. Discuss how the various definitions can impact the teacher's classroom practice.

The Meaning of Education

It is important to note that, education like many other concepts has been defined in various ways. Some common definitions of education include the following:

1. Education is the process by which people learn.
2. Education refers to the process of learning and acquiring information.
3. Education is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.

Etymological Definitions

Etymologically, the word education is derived from the Latin word *educare* which means to "bring up", or the Latin word *educere* which is to "bring out", or "bring forth what is within", that is "bring out the potential" within the individual. It also relates to the Latin word *ducere*, which means "to lead". This is just as a teacher leads the child to discover knowledge by serving as a guide. *Educere*, which is to "bring out" suggests that even as the child comes to class one, he should not be regarded as a 'tabula rasa' or an empty slate that we now have to write everything on. What it means is that the child has innate abilities that the teacher must develop. In other words, this implies that in the teaching learning process we should not assume that the children do not know anything, hence we should elicit a lot of responses from them.

Philosophical Definitions

Education has been defined from the philosophical view point by people like Peters, Whitehead and Dewey. According to Peters, "education implies that something worthwhile is being or has been intentionally transmitted in a morally acceptable means" (Schofield, 1972). Whitehead (1932) defines education as "the art of the utilization of knowledge". He sees education as guidance towards the understanding of the art of living. John Dewey (1916) on his part views education as "the reconstruction and reorganization of experience which adds to the meaning of experience and increase the ability to direct the cause of subsequent experience". It means helping the child to develop in such a way as to contribute to his continued growth.

Sociological Definitions

The sociological definition of education sees education as the transmission of culture. This process of cultural transmission is also called socialization. Another sociological definition is by Emile Durkheim. To Durkheim (1956) education is the systematic socialization of the younger generation by which the latter learns religious and moral beliefs, feelings of nationality and collective opinions of all kinds. Thus, in its technical sense, education is the process by which society deliberately transmits its accumulated *knowledge, skills, and values* from one generation to another.

The Criteria for Judging an Activity as Education

It must be acknowledged that it is always very difficult to define concepts. R. S. Peters suggests that in view of the difficulty of defining education we can use some criteria to measure whether the process is education or not.

R.S Peters' Criteria of what to be Considered as Education

1. An activity is education if it involves the transmission of something worthwhile to those who become committed to it.
2. Education must involve knowledge and understanding and some sort of cognitive perspective, which is not inert.
3. Education at least rules out some procedures of transmission on the grounds that they lack willingness and voluntariness on the part of the learner. (Schofield, 1972).

In sum, education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. It is related to the acquisition of knowledge, skills, and values that enable the individual to lead a good and useful life not only to himself but the society as a whole.

Key ideas

- Etymologically, education is derived from the Latin words; *educare*, *educere*, or *ducere* which means to bring up, to bring out and to lead out respectively.
- From philosophical view point, education should involve the transmission of something worthwhile and the utilization of knowledge.
- From sociological view point, education is simply socialization, that is learning the culture or accumulated knowledge, skills, values, the dos and don'ts in order to fit into the society.
- According to R. S. Peters, for an activity to be judged as education, it must involve the transmission of something worthwhile; it must involve knowledge and understanding and it must be learned willingly.
- Generally, education relates to the acquisition of knowledge. Skills and values that enable the individual to lead a good and useful life not only to himself but the society as a whole.

Reflection

Reflection

- How will the various definitions of education influence your classroom practice as a teacher?
- What new have you learned about the concept education?

Discussion

- How has this session equipped you to be a better classroom practitioner?
- How significant is the etymological definition of education '*educere*'?
- How do you equate education to socialization?

SESSION 2: THE FORMS OF EDUCATION

In this session, we will focus on understanding the three forms of education. Specifically, we will discuss the characteristics of the various forms of education, namely, formal, non-formal and informal. Finally, we will conclude by discussing why education should not be considered as only associated with formal education and the ability to read and write or literacy.

Learning outcomes

By the end of the session, the participant will be able to:

1. Identify and explain the three forms of education.
2. Discuss the characteristics of formal, informal and non-formal education.
3. Identify and discuss the needs that non-formal education seeks to address.
4. Identify the clients or beneficiaries of non-formal education.
5. Identify and explain what are considered to be the goals of informal education.
6. Explain the methods employed in providing informal education.

Forms of Education

One may ask how education actually occurs. Education occurs through many forms or processes. The educational processes to be considered are formal, non-formal and informal. These could be considered as occurring along a continuum.

Informal Non-formal Formal

1. Formal education

Formal education is the type of education which takes place in a specially designated place known as the school. It is systematically structured, curriculum guided and teacher centred. It is also age specific, chronologically graded, and hierarchically structured, starting from primary to the university level.

In other words, formal education is intentional and systematic. It is the selection and systematic structuring of experiences. It involves the establishment of explicit aims (objectives), roles and patterns of operation. It is institutionalised and operates in special structures termed schools, colleges, universities etc.

2. Non-formal Education

Non-formal education is any intentional and systematic education outside the normal or traditional school system aimed at specific target groups or clientele such as the youth, the aged, farmers, expectant mothers, school drop-outs etc. Such education includes remedial classes for WASSCE candidates, vocational or apprenticeship training for the youth, extension services for farmers, adult literacy programme, health education for nursing mothers etc.

Though somewhat organized, curriculum guided and teacher related, it does not involve highly organized content, staff, and structure as the traditional school system. In other words, non-formal education is any intentional and systematic education enterprise outside the traditional school in which content, media, time units, admission criteria, staff, facilities and other system components are selected or adapted for particular students to maximize attainment of learning goals.

Non-formal education is different from incidental and informal education in that non-formal education is intentional and systematic.

Characteristics of Non-formal Education

1. It is not likely to be identified as education
2. It is usually concerned with immediate and practical missions
3. It usually occurs outside of schools
4. It takes place at any learning site
5. Proof of education is more likely to be performance than by certificate
6. It does not involve highly organized content, staff or structure
7. It usually involves voluntary participation
8. It is a part-time activity of participants
9. Instruction is seldom graded and sequential
10. It is less costly than formal education
11. It does not involve customary admission criteria
12. Selection of instructors is likely to be based more upon experience and expertise
13. It occurs in a more flexible setting

14. It is need-centred

Learning Needs

Non-formal education is usually based on the specific needs of beneficiaries or clients. The needs may be classified basically into four main areas.

1. General or basic education; this involves such fundamental processes and skills as literacy and numeracy- all of which should be related to liberal and cultural studies.
2. Family improvement education to raise the standard of health, nutrition, homemaking, child-care, family planning etc.
3. Community improvement education through civic education to enable people to participate actively in civic affairs, manage co-operative or credit banks, join clubs and societies or in community improvement projects.
4. Occupational education for better living and effective contribution to the community and national economy eg. Training for drivers, farmers, market women to improve their job performance.

Clients (beneficiaries) of Non-formal Education

The four groups of beneficiaries are;

1. Persons directly engaged in agriculture.
2. Persons engaged in commercial activities such as traders, transport workers, manufacturers, dressmakers etc.
3. General service personnel such as local leaders, planners, administrators and managers.
4. Specific target groups such as school drop-outs, street children and nursing mothers

3. Informal Education

It is the traditional, incidental or indigenous education which one acquires consciously or unconsciously. Learning goes on anywhere at home, in the community, at the workplace, in the farm, bush, school, or at sea, etc. Learning is not organized or structured. The agencies of education include the home, peer group, the community, religious organizations etc.

Informal education takes place even within the formal institutions in the society. The aims, content and methods of traditional education are interwoven. However, an attempt is made to identify them as follows:

The Goals of Informal (Traditional Education)

The ultimate is to produce the ideal man and woman who are also builders of the state. The ideal man is a good father, while the ideal woman is a good mother. Furthermore, the ideal man and woman are honest, respectful, skilful and cooperative. They conform to social orders in the society and are, above all, builders of the state.

The following are **seven** cardinal goals of traditional African education

1. To develop the child physically
2. To develop character
3. To inculcate respect for elders and those in position of authority
4. To develop intellectual skills
5. To acquire specific vocational training and to develop a healthy attitude towards honest labour
6. To develop a sense of belonging and to encourage active participation in family and community affairs
7. To understand, appreciate and promote the cultural heritage of the community at large.

Content of Informal Education

Generally, the content of informal education may be classified as general and vocational.

General Education

The child is able to acquire general education through the following:

1. Children and adolescent learn the geography and history of their community from observation and from elders.
2. Botany and Zoology are the subjects of both theoretical and practical lessons.
3. Proverbs and riddles are exceptional wit sharpeners which are used to teach the child to reason and to take decisions.
4. Mathematics is worked into game of wits. The youth attend baptisms, religious ceremonies, weddings, funerals and annual yam festivals. In this way they learn the institution, norms and ideas of their culture.
5. Festivals provide occasions for reunion and learning of culture.
6. Libation poured to the ancestors and gods serves as a means of worshiping or communicating with God our maker.
7. Good manners, moral rules and social laws are inculcated by close relatives or distant members of the family. Learning starts early in life with the child picking the mother tongue and identifying or imitating people who are immediately around

Vocational Education

This comprises:

1. Agricultural Education
2. Trades and Crafts – weaving, sculpting, drumming, smiting, soap making, carpentry, singing, trapping, pottery making, dyeing and hair plaiting.
3. Professions – priesthood, medicine, justice, policing, messengers, judges, hunting, military (Asafo) and chieftaincy.

Teaching is through apprenticeship and Special Schools (e.g. Secret societies) are created to provide such vocational training.

Methods of Informal Education

This is done through

1. Observation
2. Imitation
3. Identification
4. participation

Key idea

- There are basically three forms of education namely; formal, non-formal and informal.
- Education is not only associated with formal education or the ability to read and write.
- What distinguishes non-formal education from formal education are that non-formal education is less structured, outside the normal school system and based on specific needs of clients.
- Non-formal education is different from informal education in that non-formal education is intentional and systematic or structured.
- With non-formal and informal education, learning can take place at anywhere – ie. In the home, farm, market, street etc.
- The main goal of informal or traditional education is to produce the ideal man or woman who can fit into the society.
- The methods employed in informal education are; observation, imitation, identification and participation.

Reflection

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|--|
| <ul style="list-style-type: none">• Why will you consider education as not associated with formal education only?• How do you distinguish between formal, nonformal and informal education?• How do children come to learn or acquire knowledge and skills in traditional education? |
| Discussion <ul style="list-style-type: none">• How do you react to the statement, ‘He is not educated as he has never been to school’?• What do you consider as five important characteristics of non-formal education’? |

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SESSION 3: THE AIMS AND PURPOSE OF EDUCATION

In this session, we will focus on understanding what is meant by purpose and aims of education. Specifically, we will consider how education aims at the total or holistic development of the individual. Furthermore, the session will look at the individual, family and societal aims of education and how the school can help achieve such aims.

Learning outcomes

By the end of the session, the participant will be able to:

1. Explain what is meant by purpose and aims of education.
2. Identify and explain what constitutes the wholistic development of the individual.
3. Distinguish between the individual, family and societal or national aims of education.
4. Discuss how the school can help achieve the individual, family and national aims of education.

Difference between Aim and Purpose

Aim and purpose are two words considered to be similar in many ways. They are however, also used differently in certain contexts and scenarios. Aim is setting a determined course in order to achieve a set target. Aims are usually long term. Aims can be regarded as long-term goals. Aims determine a set course or a target at the end that a person wants to reach.

Purpose tries to gauge at the reason behind something that is being done. Purpose defines why the person is doing something he is doing, what is his reasoning behind doing a particular thing and what he plans to achieve from it. Thus, while aim refers to intention to do something, purpose defines why one wants to do that particular something.

In general, however, both words define a result or an end that is intended. It conveys a point which a person wants to reach

The General Purpose of Education

The purpose of education means the anticipated outcome of education or what education should do for us. Thus, the following may be the purposes of education:

1. To ensure the survival of the society.
2. To serve the purpose of socialization.
3. To nurture the potentials and talents of individuals.
4. To improve the social conditions of people in the society.
5. To create literate population.
6. To improve the political consciousness of the individual.
7. To develop critical thinking skills in individuals.

The Aims of Education

From our definition of aim stated earlier, an aim of education is the end that is intended after going through the process of education. The aims of education may be classified as individual, family and societal or national aims.

Individual Aims of Education

If an individual is asked why he wants to be educated, his response might be “to be able to secure a good job or to be in good health.” Individual aims are many and varied depending upon their needs, problems and value systems. Such aims may also depend on how the individual sees the world.

Education should aim at the wholistic development of the individual. In other words, education should aim at developing the whole man – his Head, Heart and Hand. The development of the “Head” means intellectual development, while the development of the “Heart” represents moral development. Finally, the development of the “Hand” means acquisition of manual or vocational skills. This relates to Bloom’s taxonomy of educational objectives – cognitive, affective and psychomotor domains.

Another way of saying wholistic development is that, education should aim at the physical, mental, social, emotional, moral and spiritual development of the individual. It should also equip the individual, with vocational skills and also help them use their leisure hours profitably. In other words, individual aims of education are derived from physical, psychological and social needs.

A. Physical Development:

Good health is an asset and a necessary condition to a happy life. The old Latin expression “Mens sana in corpore sano” translated “a sound mind in a sound body” applies here. For these reasons education should aim at physical development of the individual.

This can be achieved through:

1. Games and sporting activities
2. Health inspection for example, once every week.
3. The study of elementary science
4. Clearance of pieces of paper, empty tins, weeds, from surroundings, and
5. Observation of rules of hygiene

B. Mental development

We live in an intelligent world where survival depends largely on how well we can think and solve our problems. Education, therefore, should develop the intellect. It should help us become critical in our reasoning.

This can be achieved through:

1. The teaching of the various school subjects, such as environmental studies, and mathematics; exposing pupils to challenging experiences, inquiry skills such as observation, data collection and analysis, creative activities that will encourage them think critically.
2. The use of audio-visual aids in teaching
3. Training children to reason in an abstract or deductively and inductively, at the “stage of formal operations” (about the age of 11 and above).
4. Provision of guidance and counselling in order to help individuals free themselves of personal problems
5. The use of such techniques of teaching as Discovery Method, Project Method and Activity Method

C. Social Development

Education should aim at helping individuals to be sociable. It should also help them to live in harmony with their neighbours. This aim of education for the individual is important because man actualizes or fulfils himself in a society and therefore there is the need to develop this human tendency to live with others.

How this can be achieved

1. Make provision for games and athletics as social activities.
2. Encourage dramatization, drumming and dancing, exhibition, etc.

3. Encourage group work – eg. project work group; Houses/Sections.
4. Help children develop desirable habits such as cleanliness, etc.
5. Train children to enjoy freedom of speech, choice, and movement within the confines of the norms, rules and regulations of the school or the society.

D. Emotional Development

Here education should aim at developing the positive emotions of the individual such as love, joy and happiness and do away with negative emotions such as fear, jealousy, envy, worry, anxiety and aggression. This is important because negative emotional outbursts bring about unhappiness, diseased personality or disunity. While positive emotions ensure unity, mental and physical health.

How to achieve this

1. Teachers should motivate children to learn to control their negative emotions. For example, through the use of rewards and praises.
2. Good examples could be set by teachers and parents for children to emulate.
3. Children can be taught directly to control specific emotions. Eg. not to fear creatures like cockroaches and earthworms because they are harmless.
4. Through religious teachings. Eg. the Bible teaches how to forgive and love.
5. Emotions bring about excess energy which may be harmful to the body so teachers to help the child to get rid of the excess energy or use them well.
6. Teachers should encourage such positive emotions as love, joy and happiness amongst children. Teachers should also create an atmosphere or environment that is free of obstacles.
7. Children can be encouraged to dramatize their fears away. For example, masks can be used in drama to help children who are afraid of ghosts get rid of that.
8. Play therapy and counselling sessions can be organized to treat children of their negative emotions.

E. Moral Development

Education should aim at developing the morals of children according to acceptable ways of behaviour of the Ghanaian society. Again, it should aim at inculcating good manners in children so that they can conform to the customs of their people and also be able to judge their own actions as right or wrong. Furthermore, education should aim at inculcating in the individual friendliness, respect for authority, honesty and courage.

How to achieve this

1. Discipline should be positive and consistent so that good conduct will sooner or later become habitual.
2. Praise, rewards and social approval are incentives that can be used in moral training of the child.
3. Children should be involved in formulating rules and regulations. Discussions and persuasion could be used to train the morality of adolescents.
4. Moral training at home and in school should aim at one and the same thing, if not the child may be confused.
5. Group activities such as games, athletics, singing competitions as well as having clubs and societies such as Red Cross, Boys Scout and Girls Guide can also contribute to moral development of children.
6. Family life education has lessons to offer towards moral development of boys and girls.

F. Spiritual Development

Religions like Christianity, Islam and Traditional Religion teach about life after death. The religions use prayers as means of communicating with the Supreme Being. Some people when ill will only get well after seeking spiritual healing. It is because of such beliefs held by people, that, education should aim at the spiritual development of the individual.

How this aim can be realized

1. It can be done through the teaching of religions. School worship and meditation should also be conducted. The art of praying should be taught.
2. Pupils should be guided to observe moral codes of their religions as for example, truth, honesty etc.
3. Pupils should be taught hygienic rules
4. Again, children should be taught to love others as themselves
5. Children should be guided to form the habit of giving willingly without counting the cost

G. Vocational Skills

Education should predispose children to different vocations. It should guide them to acquire occupational skills. It should eventually place them in the vocations of their interest, for example, carpentry, etc. It is also important for education to guide children to have respect for manual work and actually use their hands in such work. The rationale

behind vocational education is that it provides children with skills necessary for them to achieve economic independence by earning their living after schooling.

How to achieve this aim

1. Teachers should encourage creative and manipulative skills, for example, in art and crafts.
2. Excursions and visits to various work places should be undertaken.
3. Vocational and technical subjects as agriculture, woodwork, tailoring, mental work, typing and accounting should be included in the school curriculum.
4. Guidance coordinators should be employed to guide and place children in their right occupations.
5. Pupils should gradually be introduced to manual work. The continuation-school type or industrial subjects should be introduced in all schools.

H. Leisure

Education should enable the individual use his leisure hours profitably. It should enable the individual to spend his free period for example, in playing a game, taking part in church choir activities, engaging in photography, making a farm, reading or undertaking a pleasurable activity with no aim of earning an income. This is an important aim for individuals because it helps them to avoid misusing their free periods. As the old saying goes, “Satan has work for idle hands”.

How to realize the aim

1. Encourage pupils to take active part in arts and crafts, physical education, manual work, science, music etc. This is necessary because skills gained from such subjects can provide a basis for leisure activities
2. Hobbies like photography and bookbinding could be organized in the school
3. Technical and vocational subjects like carpentry, motor mechanics, home science and leatherwork should be taught. These also provide skills for leisure activities.
4. Interest created in the study of any school subject or activity will serve as a basis of leisure time activity.

Key ideas

- While aim refers to intention to do something, purpose defines why one wants to do that particular thing.
- Education aims at the wholistic development of the individual, i.e. the cognitive, affective and psychomotor domains.
- Blooms taxonomy, cognitive, affective, and psychomotor domains correspond to the training of the head, heart and hand.
- The wholistic development of the individual also means the physical, emotional, spiritual etc.
- The aims of education can be classified into three: individual, family and societal or natural aims.
- National aims of education are usually based on the needs of the country.

Reflection

- How is the school able to promote the physical, emotional development of the child?
- Explain what you understand by the wholistic development of the individual.
- What do you consider as the needs of Ghana that the education system should aim at addressing?

Discussion

- How do you distinguish between the purpose and aim of education?
- What do you consider should be five most significant aims of education?

SESSION 4: THE FUNCTIONS OF EDUCATION

In this session, we will focus on understanding the functions of education. Specifically, we will discuss the social, cultural, economic, political and selective and allocation functions of education Furthermore, the session will look at how the school works to achieve these functions of education.

Learning outcomes

By the end of the session, the participant will be able to:

1. Identify and explain the various functions of education.
2. Explain how the school works to achieve the various functions of education.
3. Explain the concept socialization.
4. Identify and explain the two aspects of the cultural function of education.
5. Distinguish between the quantitative and qualitative dimensions of the economic function of education.
6. Describe the characteristics of a responsible citizen.

SOCIAL FUNCTIONS OF EDUCATION

Social function means the role of education in the society. In other words, what education is supposed to do for the society. Man is a social being and therefore must live in and for society. Thus, education should be able to develop the child's personality such that he/she will be able to grow and interact in the social environment. Through education we should be able to pass on the accumulated knowledge, skills, values and attitudes which can make the younger generation become useful and acceptable members of their communities. This form of education is socialization.

In simple terms, socialization is the process whereby the child learns all the many things he must know and all the things he must do or not do (the dos and don'ts of society) to become an acceptable member of society. This helps the individual to live with people and for others to live with him/her. Since all what the child needs to know or do constitute the culture of the people, socialization can be defined simply as the process by which the society's culture is transmitted to the young ones from generation to generation.

There are many agencies of socialization namely; the home/family, the community, the school, the church (religious organizations) and the peer group. We are however, interested in how school is able to help achieve the social functions of education.

How does the school achieve the social functions of education

1. Through the observation of school rules and regulations, students are also able to fit and live in the society and uphold its values.
2. By encouraging students to join clubs and societies which have their constitutions, rules and regulation that govern the behaviours of members.
3. The use of rewards and punishment to shape the behaviours of students.
4. In the school, teachers are expected to exhibit good behaviours and serve as role models.

CULTURAL FUNCTIONS OF EDUCATION

Cultural function of education means the consequences of education on culture or the cultural heritage. It also means the contribution of education to cultural development or improvement.

In other words, it is the role of education in the transmission and improvement of the cultural heritage.

What is culture?

Before proceeding, it is important to explain what we mean by culture. Culture is about the customs and practices of the people such as identity, kinship, clan system, inheritance, chieftaincy, seasons, occupation, music, drumming, dancing, values beliefs, artifacts, symbols and festivals. Thus, as indicated by Kneller (as cited in Baafi-Frimpong et al., 2016) culture is the total shared way of life of a given people, which comprises their mode of thinking, acting and feeling and which is expressed for instance in religion, law, language, art and custom as well as in material products such as houses, clothes and tools food the people eat, the economic activities they engage in, how they bring up children, their way of worship. It also includes their accumulated knowledge, skills, moral laws and values.

The cultural function of education is dual in nature. The first is to promote stability in the society by transmitting the good or worthwhile elements of culture from generation to generation. It implies the transmission of more or less the same culture from time to time. This is what is referred to as **conservative/preservation function**.

The second is referred to as the **dynamic or change function (cultural innovation)**. What this means is that apart from transmitting culture from generation to generation, one more role of education is to make room for cultural change. In other words, the role of education is to transmit the perennially worthwhile element of the culture while adding new ones to it.

How the School Performs the Cultural Function

1. The formulation of school rules and regulations may emphasize cultural values such as punctuality, discipline, respect for authority etc.
2. The school may students' appreciation of the society's culture by encouraging them to join cultural clubs and engage in cultural activities, performances and competitions.
3. The teaching of local languages which are used to transmit the values, beliefs, norms, taboos, customs and traditions.

4. Incorporating major economic, social, political, and moral values into the curriculum.
5. The teacher is expected to be abreast with his cultural heritage so that he can serve as a role model.
6. The school can use local experts as resource persons in teaching culture-related courses such as traditional drumming, dancing blacksmithing etc.
7. Through games and sports, children learn cultural values such as tolerance, cooperation, teamwork which help them live well in the society.
8. The school can promote educational visits to historical sites and also participate in cultural festivals.

ECONOMIC FUNCTIONS OF EDUCATION

The economic function of education means what education does for the economy or the contributions of education to the economy.

Basically, the economic function of education relates to the development of the human resource. This is because as indicated by Forojalla (1993), the human resources of a nation are more important than the material resources because it is the human being that changes the material resources to usable things, or to produce goods and services.

The economic functions of education are in two dimensions – *Quantitative* and *Qualitative*

- A) **The Quantitative Dimension:** By this we mean that education produces the quantity of manpower or the right number of labour force to service the economy. Thus, education should help produce the required number of personnel (teachers, nurses, doctors, engineers, technicians, accountants, administrators etc.) for the various sectors of the economy.
- B) **The Qualitative Dimension:** By this we mean the acquisition of skills as well as the habits and the dispositions that go with the skills (i.e. skills, habits and dispositions determine the productivity of the person). Employers need employees who can contribute to high productivity and this depends on the knowledge, skills, habits, attitudes and behaviours. Employees need to have initiative and drive and respect for authority and must be resourceful, hardworking, and must be able to cooperate with others on the job, be able to work with minimum supervision, and must be regular and punctual at work. The school covertly (subtly) inculcates these qualities into the student. Students are punished when they disobey rules while those who respect them are rewarded.

How the School Performs the Economic Function

1. The school through its rules and regulations, rewards and punishment etc. is able to inculcate in students, qualities such as submissiveness, hard work, initiative, respect for authority, resourcefulness, cooperation, punctuality, regularity etc which make the individual more productive.
2. The school equips individuals with specialized skills and therefore producing the manpower needed in the various sectors of the economy.
3. By emphasizing equalization of educational opportunities, education brings about gender balance in employment. This enables women to participate in the labour force, thereby earning income, avoiding dependency and contributing to national productivity.
4. By diversifying the curriculum: that is, introducing many programmes and many courses so as to train many kinds of manpower. These wide range of courses open opportunities for occupational choices to be made by students.
5. By introducing new need-driven courses like computer science, tourism etc. that are found to be very crucial in the economy.
6. Schools can also award scholarships and bursaries to attract students into areas where there is crucial need. E.g. introducing allowances into training colleges to encourage and attract people into the teaching profession.
7. The educational system makes provision for pre-service and internship programmes which provide opportunities for practical training/hands-on experience and sharpening of acquired skills.
8. Educational visits/field trips/excursions to some industries or workplaces offer students the chance to observe how such economic activities are organized and managed. Besides it helps students to develop interests in certain occupations.
9. The school also teaches employable skills such as weaving, pottery, batik, tie and dye, snail farming, bee-keeping etc.
10. Guidance and counselling services provide in school help students to make appropriate career choices and maximize their talents to suit various sectors of the economy.

POLITICAL FUNCTIONS OF EDUCATION

The political function of education means the role of education in political development or what education does in political development. It is the contribution of education to political development or the consequences of education on political development.

The Role of Education in Political Development

The role of education in political development is political socialization.

What is political socialization? It is the process by which we learn all that we need to know in order to be considered politically competent and politically responsible members of our community. The goal of political socialization is to produce or prepare the person for a responsible citizenship and a responsible leadership.

Who is a politically responsible citizen? He/she:

- knows how the constitution works and acts according to the tenets of the constitution.
- is loyal to his community.
- pays his taxes without being forced.
- offers himself/herself for service to the community.
- has a sense of care for public properties.
- participates in decision making in his community.
- Exercises his/her franchise or voting rights
- scales society's welfare over and above parochial interest.
- lends support to the leadership by providing an input for decision making.

How does school promote political socialization?

1. Through the direct teaching of subjects such as government, political science, history, social studies, religious and moral education, political socialization is offered. For example, history may teach us about successful and unsuccessful leaders and why they were successful and unsuccessful and in social studies we may learn about our rights and responsibilities as citizens.
2. Clubs and societies are also other vehicles for conveying political socialization. They teach us how to work with constitutions. Members of clubs and societies hold meetings and follow procedures.
3. Games and sports – Tolerance is developed through games and sports. One is bound to win and the other to lose. Also, people learn to obey the rules of games.
4. Prefectorial system – In schools where students are allowed to elect their leaderships, the students are taught how exercise their franchise (voting rights) to

make and unmake leaders. As students are made to vote, they are prepared to learn democracy.

5. The prefectorial system also practical training in leadership. Certain duties are delegated to school or class prefects and they are encouraged to take initiatives. Also, some petty matters relating to students are administered by prefects.
6. The hierarchical structure of the school enables students to pass their grievances through the appropriate channels and also respect authority. This is transferred to the wider society or nation.
7. In school administration, students are encouraged to participate in decision making, particularly, in formulating rules and regulations that directly affect students. This encourages students to respect and obey the rules, hence also obey the laws of the state.
8. Students are encouraged to form clubs and societies with their constitutions, rules and regulations. This may help them see the need to go by the constitution and obey the laws of the state.
9. In school, as students from different ethnic and cultural backgrounds come together under one roof, it enhances cohesion and national integration.
10. Organizing morning assemblies to raise and salute the national flag, recite the National Pledge and sing the National Anthem all contribute to evoking the patriotism and loyalty of students.

SELECTIVE AND ALLOCATIVE FUNCTION OF EDUCATION

In modern society, the school system serves as a filtering agency or a sieve for selecting and directing people to various jobs, vocations, professions, roles or positions in the national economy. This process is referred to as the selective and allocative function of education. The level of performance in the academic subjects, the kind of skills acquired, the kind of subjects pursued etc. determine the future occupations, income levels and social status of students.

How does the School Perform the Selective and Allocative Function?

Basically, the school performs these functions through the following:

1. Examinations, tests or continuous assessment processes.
2. Interviews: through interviews students or graduates are face panels to answer questions relating to the areas of competence to prove their suitability to an institution or a specialized course of study or job. Thus, such selection is based on merit.
3. Promotions. These enable students to progress from one level, state or class to the other.
4. Personal inclination. Some students convinced that they cannot cope with the learning environment or school work may drop out of school. Invariably some of them may come out more successful than they would be in school.
5. Nominations/elections. In the school, based on the qualities they possess, students may be elected or nominated as prefects to perform duties or responsibilities which may help them enjoy certain privileges and rights.
6. Guidance and counselling services such as information and placement enable students to have information on job or career opportunities available and their requirements so that they can make well-informed career choices. Also, organization of career conferences can help whip up students' interest in certain vocations.

Key ideas

- Social function means what education is supposed to do for the society or the role of education in the society.
- Socialization is the process whereby the child learns the dos and don'ts of the society in order to become acceptable member of the society.
- While the quantitative dimension of the economic function of education relates to the production of the right number of labour force, the qualitative dimension relates to the production of labour force with appropriate skills, habits and dispositions (attitudes, behaviours) that make them productive.
- The political function of education relates to political socialization which is the process by which we learn all what they need to know in order to be considered politically responsible citizens.

- The selective and allocative functions of education help in selecting and directing people to various jobs, professions or positions.

Reflection

- How do you explain the functions of education?
- What issues will you be looking at, as regards the functions of education?
- What should the school do to achieve the economic and political functions of education?

Discussion

- What do you expect of a politically responsible citizen?
- What do you consider as the importance of the selective function of education?

UNIT 2: SOME PIONEER EDUCATORS

The practice of education, it is significant to note, has passed through several phases over the course of time. Each theory of education did not just happen by chance but through the works of pioneer educators some of whom were great psychologists as well as philosophers. This unit focuses on some pioneer educators whose educational philosophies, ideas and thoughts have had profound influence on contemporary education the world over. There are scores of them, but we have carefully selected just a few, not because these were the greatest, but to reflect a different age from their period till today. Some of these educators include Comenius, Rousseau, Pestalozzi, Froebel, and Montessori.

Learning outcomes

By the end of this unit, the participant will be able to:

- Demonstrate an understanding of the background of Comenius, his educational principles and their influence on educational practice today.
- Discuss the significant contributions of Jean-Jacques Rousseau to educational practice.
- Explain the contributions of Pestalozzi to educational practice.
- Demonstrate an understanding of Froebel's views and their influence on educational practice.
- Discuss the significant contributions of Montessori to educational practice

SESSION 1: JOHN AMOS COMENIUS (28 MARCH 1592 – 4 NOVEMBER 1670)

In this session our attention will be focused on John Amos Comenius. Specifically, we will look at his background with regard to schooling and education, as well as his principles of education and how they influence educational practice.

Learning outcomes

By the end of this session, the participant will be able to:

1. Demonstrate an understanding of the background of Comenius with regard to schooling and education.
2. Explain the principles of teaching and learning of Comenius and their influence on educational practice.

Background: Education and Schooling

Comenius was a Czech teacher, educator, and a writer. He was born in the Moravian town of Nivnitz and lived during Europe's post-reformation era which was characterized by religious violence between Catholics and Protestants. Hoping to end religious intolerance, he constructed a new educational philosophy known as *pansophism* with objective of cultivating universal understanding. As a pioneer peace educator, he believed that universally shared knowledge would generate a love of wisdom that would overcome ethnic and religious hatred and create a peaceful world order.

Comenius honored multicultural principles that respected religious and cultural diversity. He believed that schooling, by cultivating universal knowledge and values could promote international understanding and peace (Rusk & Scotland, 1979).

Principles of teaching and learning

Comenius formulated the idea of *education according to nature*. He respected children's natural needs and interests and strongly opposed the conventional wisdom that children were inherently bad and that teachers needed corporal punishment to discipline them. Instead, Comenius wanted teachers to be gentle and loving persons who create joyful and pleasant classrooms.

Comenius urged teachers to make their lessons and materials appropriate to children's natural stages of growth and development. He also advised teachers to organize lessons into easily assimilated small steps that made learning gradual, cumulative and pleasant. Comenius emphasized the following principles:

1. Use objects or pictures to illustrate concepts (obtaining ideas through objects rather than words).
2. Apply lessons to students' practical lives (giving the child a comprehensive knowledge of his environment, physical and social, as well as instruction in religious, moral, and classical subjects).
3. Present lessons directly and simply.
4. Emphasize general principles before details.
5. Emphasize that all creatures and objects are part of a whole universe.
6. Present lessons in sequence stressing one thing at a time.
7. Not leaving specific subject until students understand it completely.
8. Starting with objects most familiar to the child to introduce him to both the new language and the more remote world of objects.
9. Learning foreign languages through the vernacular.

10. Making this acquisition of a compendium of knowledge a pleasure rather than a task.
11. Making instruction universal.

Influence on Educational Practices Today

Comenius's use of education to promote ethnic and religious tolerance remains important to us today, especially a world torn by violence and terror. He outlined a system of schools that is the exact counterpart of the existing system of kindergarten, elementary school, secondary school, college, and university. His encouragement of children's active and engaged learning promoted child-centered education. In terms of education according to nature he served as the forerunner of Rousseau, Pestalozzi, Froebel, among others.

Key ideas

- Comenius constructed a new educational philosophy called pansophism.
- His main objective was to cultivate a universal understanding in order to end religious violence between Catholics and Protestants.
- Comenius argued for multicultural education and formulated the idea of education according to nature.

Reflection

- What are some of the experiences I went through during this training session?
- How have these experiences prepared me as a classroom practitioner with regard to Comenius principles of teaching and learning?

Discussion

- How has this session equipped you to be a better classroom practitioner?
- How will you apply Comenius methods of education in order to promote peace and harmony in your school as a practitioner?

SESSION 2: JEAN-JACQUES ROUSSEAU (28 JUNE 1712 – 2 JULY 1778)

In this session, we will learn about Jean-Jacques Rousseau. Specifically, we will focus on his views on education and schooling. We will also discuss his educational principles and their influence on educational practice today.

Learning outcomes

By the end of this session, the participant will be able to:

1. Demonstrate an understanding of the background of Rousseau with regard to his views on education and schooling.
2. Discuss Rousseau's principles of teaching and learning and how they influence educational practice today.

Background: Education and Schooling

Rousseau was a Swiss-born French theorist, philosopher, writer, and composer. He believed in educating the natural person and emphasized respecting children's freedom. The basic philosophy of education of Rousseau is rooted in the notion that human beings are good by nature. Rousseau sought to claim that the goal of education should be to cultivate our natural tendencies. He minimizes the importance of book learning, and recommends that a child's emotions should be educated before his reason (Rusk & Scotland, 1979).

Rousseau conveyed his educational philosophy through his famous 1762 novel, *Emile*, which tells the story of a boy's education from infancy to adulthood. The novel attacks the child depravity theory and an exclusively verbal and literary education, which Rousseau believed ignored the child's natural interests and inclinations. He also believed that the child must be freed from society's imprisoning institutions, of which the school was one of the most coercive. He believed children needed freedom to explore their environment and his emphasis on learning from direct experience with the environment was endorsed by progressive educators later.

Rousseau preferred the natural to the social and emphasized human instincts as the initial means of knowledge.

In formulating his personal philosophy of education, Rousseau used the following key ideas:

1. Childhood is an important foundation of human development
2. Children's natural interests and instincts are valuable beginnings of a more thorough exploration of the environment
3. Human beings in their life cycles, go through necessary stages of development
4. Adult coercion has a negative impact on children's development

Principles of Teaching and Learning

Rousseau recognized the crucial importance of stages of human development. In *Emile*, Rousseau identified five developmental stages: Infancy; Childhood; Boyhood; Adolescence; and Youth. Rousseau insisted that the early formative stages be free from society's corruption. Thus, *Emile* was to be educated by a tutor on a country estate away from the temptations of a ruinous society.

Infancy (birth to age 5) – The child makes his first contact with objects in the environment and learns directly from his senses

Childhood (ages 5 to 12) – The child constructs his personality as he becomes aware that his actions cause either painful or pleasurable consequences.

Motivated by curiosity, he actively explores his environment, learning more about the world through his senses. Rousseau called the eyes, ears, hands and feet the first teachers and considered the senses better and more efficient than the schoolmaster who teaches words the learner does not understand.

Emile's tutor deliberately refrained from introducing books at this stage to avoid substituting reading for the child's direct interaction with nature.

Boyhood (ages 12 to 15) – Emile learned natural science by observing the cycles of growth of plants and animals. By exploring his surroundings, he learned geography far more realistically than from studying maps. In addition, Emile also learned a manual trade, carpentry to make the connection between mental and physical work

Adolescence (ages 15 to 18) – Emile was now ready to cope with the outside world and to learn about society, government, economics and business. His aesthetic tastes were to be cultivated by visits to museums, art galleries, libraries, and theatres.

Youth (ages 18 to 20) – During this last stage, Emile travelled to Paris and to foreign countries to visit different peoples and societies. The book ends with his marriage and telling his tutor that he would give his children the same natural education that he had received.

Influence on Educational Practices Today

Rousseau's idea that the curriculum should reflect children's interests and needs and not just conform to adult prescriptions deeply influenced child-centered education

Rousseau's ideas have also influenced the constructivist view of child development in which children interpret their own reality rather than learn information from indirect sources.

Key ideas

- According to Rousseau, human beings are good by nature.
- The goal of education is to cultivate our natural tendencies.
- Children need freedom to explore the environment. Learning should emanate from direct experiences with the environment.

Reflection

- How have my experiences in this training session prepared me to be a better classroom practitioner?
- Which specific examples can I draw from the course, particularly, with regard to educational principles of Rousseau to support my position?

Discussion

- How has this session equipped you as a classroom practitioner? How can you contribute to achieving respect for the natural rights of children drawing from Rousseau's education principles?

SESSION 3: JOHANN HEINRICH PESTALOZZI (12 JANUARY 1746 – 17 FEBRUARY 1827)

In the first and second sessions, we discussed the pioneering works of Comenius and Rousseau. In this session, you will learn about Pestalozzi and how his ideas, thoughts and philosophies have influenced educational theory and practice.

Learning outcomes

By the end of this session, the participant will be able to:

1. Explain the background of Pestalozzi with regard to his views on education and schooling.
2. Discuss Pestalozzi's principles of teaching and learning and they influence educational practice.

Background: Education and schooling

Pestalozzi was a Swiss educator. He lived during the early period of the industrial revolution. Concerned about the impact of this economic change on families and children, Pestalozzi sought to develop schools that like loving families would nurture children's development.

He was an avid reader of Rousseau's *Emile* and agreed with Rousseau that humans were naturally good but spoiled by a corrupt society that traditional schooling was a dull mess of deadening memorization and recitation, and that pedagogical reform could generate social reform. Pestalozzi, as a Swiss educational reformer, put Rousseau's theories into practice and thus became the first applied educational psychologist.

Pestalozzi established schools at Burgdorf and Yverdon to educate children and prepare teachers. Here he devised an efficient method of group instruction by which children learned in a loving and unhurried manner. The success of his schools attracted educators from all over the world who paid visits to the schools.

Like Rousseau, Pestalozzi based learning on natural principles and stressed the importance of human emotions. Unlike Rousseau, however, he relied not on individual tutoring but on ***group instruction***.

Both Rousseau and Pestalozzi defined "Knowing" as understanding nature, its patterns, and its laws. He also stressed empirical learning, through which people learn about their environment by carefully observing natural phenomena (Aggarwal, 2007).

Like Comenius, Pestalozzi believed children should learn slowly and understand thoroughly what they were studying. He was especially dedicated to children who were poor, hungry, and socially or psychologically handicapped. He fed them if they were hungry, comforted them if they were frightened before he attempted to teach them. He believed that love of humankind was necessary for successful teaching.

Principles of teaching and learning

Pestalozzi's approach to teaching can be organized into general and special methods. The general method created a permissive and emotionally healthy homelike learning environment that had to be in place before specific instruction occurred (Aggarwal, 2007).

Once the general method was in place, Pestalozzi implanted his special method. Believing that thinking began with the senses, he developed his **object** lesson; which stressed sensory learning. In this approach, children studied the common objects in their environment – plants, rocks, artifacts, and other objects encountered in daily experience. To determine the form of an object, they drew and traced it. They also counted and named objects.

Thus, they learned the form, number and name or sound related to objects. From these lessons grew exercises in drawing, writing, counting, adding, subtracting, multiplying, dividing and reading. The first writing exercises consisted of drawing lessons in which the children made a series of rising and falling strokes and open and close curves. These exercises developed the hand muscles and prepared children for writing.

Pestalozzi employed the following principles in teaching (viewed as correct even today):

- Begin with the concrete object before introducing abstract concepts
- Begin with the immediate environment before dealing with what is distant and remote
- begin with easy exercises or activities before introducing complex ones
- Always proceed gradually, cumulatively, and slowly

Influence on educational practices today

His belief that education should be directed to both the mind and the emotions stimulated educators to develop instruction to encourage both cognitive and affective learning. His assertion that emotional security is a necessary precondition for skill and subject learning strongly parallels the contemporary emphasis on supportive home-school partnerships. His feeding of the poor can be related to the school feeding programme in Ghana. Pestalozzi's principles in teaching are very much relevant today.

Key ideas

- Pestalozzi was an educational reformer and he became the first educational psychologist.
- Pestalozzi based learning on natural principles and place emphasis on human emotions.
- Pestalozzi also stressed empirical learning through which people learn about their environment through careful observation of natural phenomenon.
- Teaching should be organized from general to specific.
- The idea of feeding poor children in school has profound influence on the introduction of school feeding programmes.

Reflection

- What are some of the experiences I went through in this training session?
- How have these experiences prepared me as a practitioner to encourage both cognitive and affective learning?

Discussion

- How has this session equipped you to be a better classroom practitioner?
- How can you contribute to supporting home-school partnership drawing from the ideas of Pestalozzi?

SESSION 4: FRIEDRICH WILHELM AUGUST FROEBEL (APRIL 21, 1782 – JUNE 21, 1852)

This session focuses on the pioneering works of Froebel. Specifically, our attention will be focused on his background as well as education and schooling. Also, we will learn about his principles of teaching and learning and their influence on educational practice.

Learning outcomes

By the end of this session, the participant will be able to:

1. Demonstrate an understanding of the background of Froebel with regard to education and schooling.
2. Explain Froebel's principles of teaching and learning and their influence on educational practice.

Background: Education and Schooling

Froebel, a German educator was a student of Pestalozzi and is renowned for his pioneering work in developing a school for early childhood education- the *kindergarten*, or children's garden. He developed the concept of the "kindergarten" and also coined the word now used in German and English.

The name *Kindergarten* signifies both a *garden for children*, a location where they can observe and interact with nature, and also a *garden of children*, where they themselves can grow and develop in freedom from arbitrary political and social imperatives.

Many of us form our first impressions of schools and teachers in kindergarten. Froebel considered the kindergarten teachers personality of paramount importance. The kindergarten teacher should respect the dignity of human personality and personify the highest cultural values so that children could imitate those values. Above all, the kindergarten teacher should be sensitive, approachable, and open.

Principles of Teaching and Learning

Froebel was a philosophical idealist. He believed that every child's inner self contained a spiritual essence that stimulated self-active learning. He therefore designed a kindergarten that would be a "prepared environment" designed to externalize children's interior spirituality through self-activity.

Froebel's kindergarten, founded in 1837 in Blankenburg, was a permissive environment featuring games, play, songs, stories, and crafts. The kindergarten's songs, stories, and

games, now a standard part of early childhood education, stimulated children's imaginations and introduced them to the culture's folk heroes and heroines and values. The games socialized children and developed their physical and motor skills. As the boys and girls played with other children, they became part of the group and were prepared for further socialized learning activities. The curriculum also included "gifts", objects with fixed form, such as spheres, cubes, and cylinders, which were intended to bring to full consciousness the underlying concept represented by the object. In addition, Froebel's kindergarten featured "occupations," which consisted of materials children could shape and use in design and construction activities. For example, clay, sand, cardboard, and sticks could be manipulated and shaped into castles, cities, and mountains.

The kindergarten was essentially tri-partite:

- toys for sedentary creative play (these Froebel called **gifts** and **occupations**)
- games and dances for healthy activity
- observing and nurturing plants in a garden for stimulating awareness of the natural world

Influence on Educational Practices Today

Froebelianism soon grew into an international education movement and kindergarten has become part of the many school systems throughout the world. Also the play method and the use of toys have been influenced by Froebel.

Key ideas

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| <ul style="list-style-type: none"> • Froebel developed a school for early childhood education – the kindergarten. • Froebel argues that the kindergarten teacher should be sensitive and approachable. • According to Froebel, every child's inner self contained a spiritual essence that stimulates self-active learning. |
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Reflection

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| <ul style="list-style-type: none"> • What are some of the experiences I went through during this training session? • How have these experiences prepared me as a classroom practitioner? |
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Discussion

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| <ul style="list-style-type: none"> • How has this session equipped you to be a better classroom practitioner? • In what ways will you apply Froebel's education principles to achieve educational goals as a practitioner? |
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SESSION 5: MARIA MONTESSORI (1870–1952)

We shall conclude this unit with a session dealing with Maria Montessori. In this session, you will learn about the ideas and philosophies of Montessori with regard to education and schooling. We will also look at how her principles of teaching and learning have influenced educational practice.

Learning outcome

By the end of this session, the participant will be able to:

1. Explain Montessori's education principles and their influence on educational practice today.

Montessori was an Italian physician and educator who devised an internationally popular method of early childhood education. Montessori was admitted to the University of Rome and was the first woman in Italy to be awarded the degree of doctor of medicine.

Like Pestalozzi and Froebel, Montessori recognized that children's early experiences have an important influence on their later lives. As a physician, Montessori worked with children regarded as mentally handicapped and psychologically impaired. Her methods with these children were so effective that she concluded they were useful for all children.

Education and schooling

Montessori's curriculum included three major types of activity and experience: practical, sensory, and formal skills and studies. It was designed to introduce children to such practical activities as setting the table, serving a meal, washing dishes, tying and buttoning clothing, and practicing basic manners and social etiquette. Repetitive exercises developed sensory and muscular coordination. Formal skills and subjects included reading, writing, and arithmetic. Children were introduced to the alphabet by tracing movable sandpaper letters. Reading was taught after writing. Coloured rods of various sizes were used to teach measuring and counting.

Because they direct learning in the prepared environment, Montessori educators are called directresses rather than teachers. Under the guidance of the directress, children use materials in a prescribed way to acquire the desired skill mastery, sensory experience, or intellectual outcome.

Montessori education is characterized by an emphasis on independence, freedom within limits, and respect for a child's natural psychological development. The essential elements of Montessori classroom are:

- mixed age classrooms, with classrooms for children aged 2½ or 3 to 6 years old by far the most common
- student choice of activity from within a prescribed range of options
- uninterrupted blocks of work time
- a constructivist or "discovery" model, where students learn concepts from working with materials, rather than by direct instruction
- specialized educational materials developed by Montessori and her collaborators

Montessori education theory was based on self-construction, liberty, and spontaneous activity

Principles of teaching and learning

Montessori argued that children, contrary to the assumptions of conventional schooling, have an inner need to work at what interests them without the prodding of teachers and without being motivated by external rewards and punishments. Children, she found, are capable of sustained concentration and work. Enjoying structure and preferring work to play, they like to repeat actions until they master a given activity. In fact, children's capacity for spontaneous learning leads them to begin reading and writing.

Influence on Educational Practices Today

Montessori's pioneering contribution to education was her emphasis on the formative significance the early childhood years have for later development. Her other important educational contributions were her:

1. Concept of sensitive periods, phases of development, when certain activities and materials are especially useful in sensory, motor, and cognitive learning
2. Recognition that learning is complex and involves a variety of experiences
3. Emphasis on the school as part of the community and the need for parent participation and support.
4. The discovery that all children, no matter what privations they had previously suffered, were capable of achieving great things when simply given what they needed
5. Recognition that children fail, not because they have some innate deficiency, but because adults (schools, and their staff) have failed to give them the right conditions in which to prosper and that all children are capable of achieving success if given the right conditions.

There are many schools in the world now modelled on Montessori's concept of education.

Key ideas

- Montessori devised an internationally acceptable method of early childhood education.
- Montessori worked with children with special needs.
- Montessori argued that, in the process of education, teachers should respect the child's natural psychological development.
- Montessori placed emphasis on the formative significance childhood years for later development of children.

Reflection

- What are some of the experiences I went through during this training session?
- How have these experiences prepared me as a classroom practitioner?

Discussion

- How has this session equipped you to be a better classroom practitioner?
- How will you apply Montessori's educational principles to achieve learning outcomes as a practitioner?

UNIT3: SOCIAL FOUNDATIONS OF EDUCATION

This unit introduces the users and practitioners to the social foundations of education where our attention will be focused on issues regarding the school and the community and well as kinds of the school community relationships. The unit will also highlight the difficulty of integrating the school into the community, principles underlying good school-community relations and means of reaching the school community. Finally, the unit looks at school community organizations such as DEOC, SMC and PTA and their roles in effective management of schools.

Learning outcomes

By the end of this unit, the participant will be able to:

- Demonstrate an understanding of the meaning of school-community and the kinds of school community relations.
- Discuss the roles of school community organizations in the effective management of schools.

SESSION 1: UNDERSTANDING THE SCHOOL AND THE COMMUNITY

In this session, we will look at the school as a miniature society and the meaning of school community. We will also discuss the kinds of school community relationships and the difficulty of integrating the school into the community as well as why the school should continue to relate to the community. Furthermore, we will examine the principles underlying good school-community relations and the means for reaching the school community.

Learning outcomes

By the end of this session, the participant will be able to:

1. Explain why the school is a miniature society and the meaning of school community.
2. Discuss the kinds of school community relations and the difficulty of integrating the school into the community.
3. Explain why the school should continue to relate to the community and the principles underlying good school-community relations.
4. Discuss the means for reaching the school community.

The School as a Miniature Society and Meaning of School Community

The School is a miniature society because life in the school must therefore reflect the life of the people among whom the school is situated. School generally started in Africa in the 19th century but it is still doubtful whether the school in Africa could be said to represent African societies.

According to Asiedu-Akrofi (1978), if our modern school is to fulfill the roles that Africans expect, our educational administrators, teachers, supervisors and all the people concerned with running it should be made good students of our society.

Different people have explained the term school community differently. Some people see the school community as an organized group of individuals living in an area and having a common life, practices and sentiments. That is, the people have the same culture and interact freely. A school community is also defined as a geographical as well as a social group. This definition includes the occupations of the people, their historical past, face-to-face contact, their service institutions, government, legal boundaries etc.

Thinking of the community in social terms, it is not limited to a geographical area. The attendance area of a particular school is the school community for that particular school. In some cases a town, district, region or the state will be the school community of a particular school. For example, a school in a particular town, which draws all its students from that town, has the town as its school community. Whereas a school, which draws her students from all over the country such as Mfantshipim, Achimota, etc, have the whole country/state as the school community.

Kinds of the School Community Relationships

There are about three main school community relationships. These are the closed system, interpretation system and cooperative system.

1. The Closed System Relationship: In this type of relationship, all the boundaries of the school are closed to the community and both the school and the community are separated from each other. A good example of this type of relationship was the missionary schools which were established by the missionaries in Africa in the salems.
2. Interpretation System Relationship: In this type, although the school interacts with the community, people hold a distorted view about the school or see the school in a different light. For example the society sees the school as a punishing body so when pupils offend

at home, they are sent to the school to be punished. The school is not seen as a place where skills and knowledge are acquired.

3. Cooperative System of Relationship: This is an example of an open system. There is community involvement in the school's affairs. The school's boundaries are open to the community and the school allows itself to be influenced by the community. Thus, the community understands what the school stands for and there is effective collaboration.

Difficulty of Integrating the School into the Community

A review of the history of the development of education in Africa shows that there are four main reasons which made it difficult for the school to be integrated into the African communities. These are:

1. The schools were foreign institutions aimed at producing teacher catechists for evangelization, clerks for the commercial houses and government offices. These aims of the school have influenced our educational leaders psychologically up to the present. This makes changes to be restricted and while they see the need to relate the school to the community, they lack the courage to do so. In our schools, we still do America and British history while we don't know much about the Ghanaian history.
2. The schools were established at the Christian quarters and equated to the churches. This made the products of the school become alienated from their societies and cultures.
3. African leaders who played leadership roles in most African countries at independence and immediately after that were religiously attached to academic processes and what was called standards in schools. Whose standard? Europeans or African – is often not made clear.
4. Rigorous methods of teaching were adapted to maintain standards and this made our educational leaders inflexible when it came to finding new ways of teaching new subjects. These colonial attitudes of African educators have negatively affected our motivation for change to our own ways of life.

Why the School should continue to Relate to the Community

There are many reasons why the school should have closer relationship with the community.

Perpetuation of society's culture: The school is the society's institution especially contrived to perpetuate society's values, ideas, norms and beliefs.

The school is an instrument of change: As societies develop, it is the hope and aspirations of societies for the school to bring about change in the people in the society. The school is to bring about change in the economic, social and political development of the society.

Changes in the school programmes: During the past years, there has been explosion of knowledge. Content of subject matter of the various subjects have changed considerably. The contents of the courses now being run in our schools – JSS & SSS- are different from what parents learnt at school. Again there are changes in the African child himself. His thoughts, attitudes and perceptions continue to change as his environment changes. The school programmes have to be tailored to suit individual abilities. The school and the community have to relate very well so that parents will be well informed and be able to advise the children intelligently.

Changing notions about teachers: Teaching has for quite a long time been considered as any man's job, it did not need any preparation. Things have changed, these days teachers undertake professional training like other professionals. In fact, a good teacher is as important to the community as a good doctor or lawyer. These have to be communicated to the public so that the teacher will be held in the same high esteem as the lawyer or doctor. It is important for the teacher to come out of his shells and rub shoulders with the community and give leadership in community matters just as the other professionals do. Teachers, if they are to secure public esteem, must be full members of their communities and this can easily be done through communication and dialogue.

The need for correct information about the school: The school is a foreign institution. This makes it possible for people to have queer ideas about the school. To many people, the school is not one of the society's own instruments of culture. Many people are not aware of the changes that go on in the school and therefore these changes are never given the right interpretations. The school needs to relate effectively with the community so that the community will have correct notion about the school.

Financial support: The proper development of every school depends to a very large extent on the finances and the manner of funding. It is the working population who pay taxes to finance education in the country. To be willing to pay more and support the school programmes, the people have to know how the finances are being utilized. In this era of decentralization in Ghana, the understanding, sympathy and commitment to school's programmes by the communities are very important. The school administrators should therefore find means of relating to the communities in order to win their support.

The need for proper Child development: It is said that the training of the child is the responsibility of the home and the school. Parents send their children to school with the hope that the children will have better employment opportunities, prestige, good living conditions

and self-edification. These objectives could be achieved only when there is good school-community relationship. The school should know what the home is doing and vice versa. For example, behaviour that are punishable at school should not be encouraged at home. There should therefore be visits to the home by teachers and school administrators and to the school by parents.

Other vested interests in the community: Although the school has become important in the training of the child, other influences and organizations also contribute to the wholesome development of the child. Bodies such as the church, the press, peers and the home influence the behaviour of the child. The school works hand in hand with these agencies because whenever they are in conflict the child suffers.

Principles Underlying Good School-Community Relations

As schools are found in different communities and each community has its aims and aspirations, no one piece of advice can work successfully everywhere as there are many variables at work at any particular time and place. The administrators of the school have the responsibility of identifying the various variables and using them as the basis for the school-community relationships. It is suggested that in an attempt to have a good school-community relationship, the school administrators should guide against undue interference with the work and life of other agencies in the community. Studies have suggested the following general guide.

1. A good school and community relationship should stress the aims and aspirations of the school e.g. the headmaster can give a talk on these at a community festival or durbars.
2. Ability to give precise and correct information. This builds confidence in the school.
3. A good relationship depends on adequate understanding of the people. The head and his staff should pay visits to say the chief, distinguished personalities etc. in the community and study the “dos” and “don’ts” of the society.
4. All members of staff should support the community relations programme.
5. Information disseminated should deal with all dimensions of the school’s life.
6. Encourage pupils/students to share in the community life of the people.
7. In building a successful programme, the staff should thoroughly know the difficulties, aspirations and needs of the people in the community.
8. As much as possible, the head and his staff must avoid all forms of personal pride, business and patronage.
9. Public relations programmes should have both short and long-term objectives.
10. Attempts should be made to reach all classes of people in the community and reading materials to the community should be simple, clear and concise.

Means of Reaching the School Community

There are many means that the school can use to reach the community in which it is situated. The headmaster and his staff should try and identify the best media or medium to use in order to derive the maximum benefits from the school's outreach programmes. The school can make use of the following suggested means of reaching the school community.

Students and School Children: This is one of the commonest means of reaching the community. The school authorities should not under-rate the students and school children's ability to interpret the school's activities and programmes to their parents. The headmaster must therefore make sure that his students are well informed about the school's plans and activities. He should also learn what areas of the school life are of interest to parents, the "dos" and "don'ts" of the society from his children. He should motivate students to think positively about the school through meaningful school activities and encourage them to carry healthy habits, such as, sense of punctuality, good behaviour, self-discipline and service taught at school to the home. This will help parents to decide on the reputation of the school and the degree of confidence they should repose in it.

Through School Magazine: The school should encourage the publication of the school's own magazine and encourage both staff and students to contribute by writing articles. Parents enjoy reading the works of their children hence children should be encouraged to publish articles that reflect on the activities of the school.

Schools and College Reports: These are normally academic reports on the students' performance sent to parents either termly or yearly. To make it effective the card should be well designed to provide useful information to parents. The raw marks must be interpreted to make it meaningful to parents. The report should inform the parents about the academic performance of the child, his characteristics and hopeful possibility.

Parent groups: The school can reach the community through parent groups such as the Parent Teacher Association (PTA). The head should encourage the formation of PTA through which he can discuss the problems and success of the school and how to help the children. The head should not only present the problems of the school to the PTA for solution or assistance but also he should explain the programmes of the school to the parents to win their confidence and support.

Special Events: The community can be reached through special events like the Speech and Prize Giving Day, Open days, Exhibitions, Fun Fairs etc. During these events the head and his staff should present the parents and visitors with information on the achievements of the school, problems and future plans.

Mass Media: The mass media could be used by the school to inform the community of the activities of the school. The TV, radio and the press are interested in monitoring school programmes. Some of these run programmes for schools – e.g. radio, school broadcasting. The school in her attempt to get the community informed can seek the cooperation of the mass media. The head can arrange with the radio to run programmes based on the school. The head can use the editorials of newspapers to positively influence public opinion about the school.

Use of Public Facilities: The school can relate effectively with the community by using public facilities such as museums, shrines, chief's houses, grooves, and cultural centres. The use of these facilities also provides opportunities for the school (staff members) to talk to the members of the public (community). The use of such facilities also convinces the community of reciprocal good-neighbourly feeling, which is always in the interest of the school. The head and his staff can also allow members of the community to use some school facilities for games and conferences.

It must be concluded that in opening up the school to the community, the head and his staff must be careful about the information they give to the community. The head and his staff should give all facts they have about their school; their problems, promises, successes and failures to the public but withhold all pieces of information which are of untenable personal nature which will not confer any benefits on the school and the community.

Key ideas

- A school community is a geographical as well as a social group which includes the occupation of the people, their historical past, among others. It is also an organized group of individuals living in an area with a common life, practices and sentiments.
- The three types of school community relationships are the closed system, interpretation system and cooperative system.
- The means of reaching the school community are students and school children, through school magazines, schools and college reports, mass media and special events.

Reflection

- How have my experiences in this training session with regard to the school community relationships prepared me to be a better classroom practitioner?
- How have these experiences prepared me to promote a healthy and friendly school community relationship?

Discussion

- How has this session equipped you to be a better classroom practitioner?
- In what ways have this session equipped you as a practitioner to promote a healthy school community relationship?

SESSION 2: SCHOOL COMMUNITY ORGANIZATIONS

In this session, our attention will be focused on school community organizations such as District Education Oversight Committee and their roles in school administration. We will also discuss the roles of School Management Committee. The session will also highlight Whole School Development in Ghana by focusing on its achievements. We will end this session by looking at School Performance Appraisal Meetings.

Learning outcomes

By the end of this session, the participant will be able to:

1. Explain the composition and the roles of District Education Oversight Committee.
2. Discuss the roles of Schools of Management Committee.
3. Demonstrate an understanding of the need for Whole School Development in Ghana and School Performance Appraisal Meetings.

District Education Oversight Committee (DEOC)

What is DEOC?

DEOC stands for District Education Oversight Committee. Section 22 (6) of the Education Act

2008, Act 778 mandates the District Assembly to appoint a DEOC. The attributes of DEOC are

that: it is a committee that has a force of law as in the education Act of 2008; It is a committee

that seeks the welfare of teachers and pupils; and It is non-partisan and responsible for general

educational improvement in the district

Composition DEOC

By the Education Act 2008, Act 778, the composition of DEOC includes:

1. District Chief Executive, as Chairman, or in his absence, the chairman of the education subcommittee shall preside;
2. Chairman of subcommittee responsible for education
3. District Director of education who shall be the secretary to the committee
4. Direct Director of Health
5. District Social Welfare officer
6. One representative of the district assembly who is a woman
7. One representative of traditional rulers in the District
8. One representative each of the religious bodies
9. One representative of Association of teachers (rotational basis)
10. One representative of the District Parent/Teachers' Association (PTA)
11. SMC representative
12. One representative of private schools

Criteria needed for the selection of DEOC members

An education committee that is tasked to oversee the general education development in a district, it is important that members are carefully selected based on certain criteria:

1. Consideration for competence and skills in education sector management
2. Interest of members
3. Consideration for gender
4. Each member shall at least be represented on one of the four subcommittees under section 22(8) of Act 778.

DEOC Subcommittees

The DEOC shall appoint the following subcommittees:

1. Appointments and Promotions
2. Disciplinary subcommittee
3. Administration and Finance subcommittee
4. Monitoring and Evaluation

Functions of DEOC

Section 22(7) of the education Act 2008, Act 778 spells out the key functions of the DEOC. According to the Act the DEOC shall oversee:

1. The conditions of school buildings and any other infrastructural requirements of the schools. DEOC shall, in the relevant district and subject to the directives of the GES council, be concerned with overseeing and ensuring that school buildings, toilet, workshops, libraries, canteens and other school structures are in place and are in structurally decent and safe conditions, noting those buildings and structures that need repair and calling attention to the DA through written report to the DCE
2. The provision of teachers and the regular and punctual attendance of teachers and pupils at the schools. As far as possible the DEOC shall ensure that facilities exist which would entice qualified teachers to accept posting to their areas and stay there to work. The facilities include accommodation near the school, potable water and easy accessibility to school. With regard to the regular and punctual attendance of teachers and pupils, there is the need to strengthen supervision and inspection of schools.
3. The proper performance of function by staff of the schools. The DDE shall provide information to the DEOC on the proper performance of duties by staff at the schools. Where a head of institution is not playing his/her supervisory role effectively, the DDE shall take action and report to the DEOC. This underlies the importance of screening heads of institutions through interviews, to ensure that the right caliber of person is appointed to effectively play frontline supervisor.
4. The moral and professional behavior of the staff and pupils and matters relating to general discipline. Information on errant staff and pupils could be obtained from the communities through the SMCs. These reports shall be sent to the DDE who will in turn refer them to the district disciplinary committee for investigation, where necessary.

5. Complaints relating to teachers, non-teaching, personal and learning materials and complaints from teachers. It is recommended that initial report should be sent to the SMC copied to the DDE. The DDE should report action taken to the DEOC and identify action or information required, depending on the circumstances. Where necessary, the DEOC should use the District Education Disciplinary Committee to redress staff disciplinary issues.
6. Environmental cleanliness of the schools, lands and any other facilities.
7. The supply of text books and any other teaching or learning materials. The DEOC should work with DDE to put in place a system of monitoring to ensure the availability and use of text books and teaching /learning materials in all the schools. These materials should be supplied to all schools in right quantities at the right time. The aim of this monitoring is to ensure that the materials are *available, used and not locked*.
8. The management and maintenance of the education management information systems (EMIS) at the district level.

School Management Committee (SMC)

What is SMC?

In 1995, the Ministry of Education made known its intention to ensure that parents' voices in particular, are heard in matters related to their children's education. Through a Regulation under the Ghana Education Service Act (Act 506) of 1995, the School Management Committee (SMC) was introduced.

The School Management Committee is a school-community-based institution aimed at strengthening community participation and mobilization for education delivery. The SMC operates directly under the District Education Oversight Committee (DEOC) and in collaboration with the District/Metropolitan Education Directorates and the schools. The SMC is a governing body of basic schools in the various communities in the country. It is made up of a group of persons whose main aim is to promote the best interest of the school and to ensure that learners in a particular school receive the best education possible. Members of the SMC represent the school as well as the community.

The main role of the SMC is to help the headteacher of a school to organize and manage the school's activities in an effective and efficient manner. In other words, the SMC must assist the headteacher to govern the school better. In partnership with the school's headteacher and teaching staff, the School Management Committee should:

- Participate in establishing priorities and setting goals and developing strategies for school improvement.
- Regularly encourage parents and other community members to participate in the school's improvement planning and implementation process.
- Review the school's progress in implementing the School Performance Improvement Plan (SPIP) with the headteacher.
- Support the development of team and leadership skills for both teachers and learners in the school.
- Implement mechanisms to hold teacher and staff accountable for progress towards the goals set out in the School Performance Improvement Plan.
- Contribute to the development of the School Performance Improvement Plan.

What else can the SMC do?

- The SMC, in consultation with the head teacher, can plan a suggested timetable to suit the local conditions subject to the approval of the Metropolitan/Municipal/District Director of Education (MMDDE).
- The SMC must also ensure that the school is run in the best interest of all stakeholders. Members must always put the best interest of the school first before any other personal interest.
- The SMC should note that the day-to-day administration of the school is the responsibility of the head teacher. The SMC's responsibility is to support the head teacher and the school at large in deciding on all or some of the following policy implementation guidelines:
 - School norms: school hours, religious, dress code, learners' code of conduct and school goals, etc.
 - School development programmes: school development plans, such as the school performance improvement plan (SPIP), partnering with the community on school projects, etc.
 - School administration: maintaining, school infrastructure, grounds and other property of the school, deciding on when others may use the property, recruitment of volunteer teacher assistants, organizing annual general meetings of parents and reporting to the school community at School Performance Appraisal Meetings.

- School finance: raising funds for school activities, opening a bank account where necessary, and overseeing the school's income and expenditure.

Who constitute the membership of the SMC?

The SMC is a representation of the entire school community of a particular school or cluster of schools. The school community therefore becomes its constituency. The membership of the SMC shall include:

- District Director of Education or representative as an ex-officio member.
- Headteacher.
- District Assembly representative (usually the Assemblyman).
- Unit Committee representative.
- Representative appointed by the Chief of the town/village.
- Representative from the Educational Unit (if it is the, school is a unit school).
- Two members of teaching staff (JHS and primary, one each).
- Past Pupils' Association Representative (if any).
- Representative from the PTA.
- Co-opted members to perform specific functions (optional).

Membership does not depend on having a ward at the school.

Responsibilities of the SMC Chairperson

A chairperson of the SMC holds a very key responsible position for the effective functioning of the committee. The SMC Chairperson must:

- Not only be, but also be seen, to be the representative of the group and within the group, the Chairperson has to provide leadership.
- Have the skills to represent the group in discussion with other organizations.
- Preside over group meetings and is responsible for ensuring the meeting are conducted in an orderly and purposeful manner.
- Authorize committee meetings to be held.
- Call meetings to order during meetings and lead it.
- Follow the agenda of meetings.
- Ensure that decisions are reached and recorded.
- Facilitate meetings and control who speaks.
- Inform the body of any urgent action taken since the previous meeting.
- Ensure that information for meetings are available for members.
- Confirm minutes of previous meeting.
- Represent the SMC at school functions and others.

Whole School Development (WSD) in Ghana

WSD initiative has been used as a vehicle to improve the quality of primary education. Treating the schools as the unit of change, school improvement initiatives gave birth to the idea of ‘whole school’ change as an education reform drive meant to harness improvements in management strategies, in-service training, monitoring and evaluation and target setting in school development plans, teacher appraisal etc. to orchestrate a complete change in the culture and organisation of schools to improve performance

WSD in Ghana is the Ghana Education Service (GES) intervention strategy for achieving the objectives of FCUBE. Thus, the WSD programme has been operated through the existing structures of the GES headquarters, regions and districts. At the regional and district levels, decentralization support structures made up of District Support Teams (DSTs) and Zonal coordinators were engaged to manage the intervention. The DSTs were made up of three groups of consultants in the three key FCUBE areas: quality of teaching and learning, access and participation, and management efficiency. The intervention sought to promote the following;

- (a) Child-centred primary practice in literacy, numeracy and problem-solving with the view to improve the quality of teaching and learning in basic school classrooms;
- (b) Community participation in education delivery;
- (c) Competencies of teaching and learning through school-based in-service training;
- (d) Participatory planning and resource management at school and district levels
- (e) Improve efficiency in resource management (GES WSD Report 2004)

Achievements of WSD in Ghana

- Helped to shift more power and responsibility for school improvement to the school community and district level.
- WSD supported the Teacher Education Division (TED) of GES to train 2,200 headteachers and 1,100 DTSTs in the promotion of primary practices in literacy, numeracy, problem solving and preparation of teaching/learning materials.
- Headteachers has also been trained in the use of performance appraisal instruments.
- WSD has struck alliances with NGOs and development partners to provide training in the promotion of management efficiency for DTSTs, Zonal co-ordinators and circuit supervisors (GES WSD Report 2004).

School Performance Appraisal Meetings (SPAM)

At SPAM meetings school management committees (SMCs), teachers and the rest of the community meet to discuss the results of pupils’ performance on performance monitoring

tests (PMT) administered locally, and from the deliberations on the data draw up plans to improve the quality of schooling (GES WSD Report 2004). Thus it helps the stakeholders to identify and discuss problems affecting basic schools, set targets and design strategies to achieve the targets set. SPAM remains a viable means of ensuring community monitoring of teaching and learning and ensuring quality education delivery.

School Performance Improvement Plan (SPIP)

One other important intervention designed to improve the quality of educational delivery is SPIP.

Preparation of a School Performance Improvement Plan. The SPIP is to be designed to cover the following areas: components and targets, actions to be taken, who is responsible, resources needed, time frame, and who monitors. Some of the key activities to be undertaken are the following: enrollment drives, provision of teaching and learning materials, school management (including stationery), community and school relationship, support to needy pupils, school and cluster-based in-service training, minor repairs, and payment of sports and culture levies (to be approved nationally). The SPIP is to be prepared by the head teacher or staff with the approval of the SMC. It is to cover the entire academic year but should be broken down into terms. The SMC is to oversee the implementation of the SPIP. The SPIP is then forwarded to the DDE for review and approval. The review will ensure that the activities undertaken are in line with the Education Strategic Plan and other priority areas of education.

The capitation grants are to be used to support the implementation of the School Performance Improvement Plan (SPIP).

Key ideas

- School community organizations are important for effective management and administration of schools in modern societies.
- The types of school community organizations are District Education Oversight Committee, School Management Committee, Whole School Development in Ghana and School Performance Appraisal Meetings.

Reflection

- What are some of the experiences I went through in this training session with regard to school community organizations?
- How have these experiences prepared me to achieve my aims, values and aspirations as a practitioner?

Discussion

- How can you contribute to promote the work and functions of school community organizations?

UNIT 4: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

This unit focuses on the philosophical foundations of education where issues relating to meaning of philosophy as well as philosophy of education will be discussed. Our attention will also be focused on schools of thought in philosophy such as Idealism, Realism, and Pragmatism and their influence on educational practice with regard to the learner, the teacher, the curriculum, and methodology.

Learning outcomes

By the end of this unit, the participant will be able to:

- Explain the meaning, nature and components of philosophy.
- Explain the meaning and scope of philosophy of education and its importance to the teacher.
- Demonstrate an understanding of Idealism, Realism and Pragmatism as philosophical schools of thought and their implications for educational practice.

SESSION 1: MEANING, NATURE, COMPONENTS OF PHILOSOPHY AND PHILOSOPHY OF EDUCATION

In this session we will examine the etymological meaning of philosophy as well as the nature of philosophy. Also, our attention will be focused on the components of philosophy where we will look at metaphysics, epistemology and axiology. Furthermore, we will look at the meaning and scope of philosophy of education and highlight on its importance to the teacher.

Learning outcomes

By the end of this session, the participant will be able to:

1. Demonstrate an understanding of the etymological meaning of philosophy.
2. Explain the major components of philosophy.
3. Demonstrate an understanding of the meaning and scope of philosophy of education.
4. Explain the importance of philosophy of education to the teacher.

What is philosophy?

People think of philosophy in different ways because of differences in viewing the world. Over the years, philosophers have tried to identify what philosophy is but they have not come out with any universally accepted one.

In Plato's book "The Republic" he stated that Socrates preferred not to call his students wise men. Rather he called them by a more modest and appropriate title "lovers of wisdom" or philosophers. Philosophy has its root in the ancient Greek words "philos" (loving) and "Sophia" (wisdom) and means "love of wisdom". Wisdom is commonly linked with the process of knowing.

Philosophy can be described as rational investigation into certain fundamental problems about the nature of man and the world he lives in. Gyekye (1987) also defines philosophy as a rational, critical and systematic inquiry into the fundamental ideas underlying human thought, experience and conduct.

Philosophy can also be described broadly as a conceptual activity in which a person by proposing relevant questions seeks to clarify meanings of concepts and language, establish rational basis of beliefs and assumptions, thereby leading to an organized and reasoned view of himself/herself and the universe in which he/she lives; and finally seeks to determine standards for assessing values, judging conduct and appraising art.

Bertrand Russell as cited in Schofield (1972) sees philosophy as lying half-way between theology and science. It has characteristics of science as well as theology. It shares some properties with theology because it consists of speculations of matters on which definite knowledge has so far not been proved. For example, what happens to the spirit of man after death? Certain aspects of philosophical enquiry can also be subjected to proof that is why it resembles science. For instance, there are certain propositions and statements that can be proved from a truth table. Bertrand Russell contends that between theology and science there is a no-man's land which is occupied by philosophy.

Philosophy is the rational and critical inquiry into the basic principles of life including the nature and meaning of existence, truth, good and evil, morality and judgement, the origins, validity, and the limits of knowledge, beauty in the fine arts, among others.

Philosophy can also be described as a rational investigation into certain fundamental problems about the nature of man and the world he lives in.

In recent times, philosophy is considered in a more general sense as an attempt by man to give meaning to his existence through the continue search for comprehensive and consistent answers to

basic problems. The emphasis is not just to love wisdom.

Nature/Characteristics of Philosophy

1. **Critical Thinking.** Philosophy involves critical thinking. This is because philosophical inquiry is an activity that demands thinking critically about issues. Hence, a thoughtless person cannot engage in any meaningful philosophical argument.
2. **Methodology.** Philosophy is methodological; hence, it employs formal methods. The most widely used method of philosophy is reflection. Reflection means thinking deeply and carefully about issues.
3. **Absolute Reliance on Logical Reasoning.** In philosophy, we employ logical reasoning as the basis for arriving at conclusions.
4. **Conclusions are Tentative.** In philosophical inquiry, conclusions reached are considered tentative. No conclusions are absolute and certain because they are subject to further correction based on new evidence. In philosophy, the truth is therefore contingent on time, place and circumstances.

COMPONENTS/AREAS OF PHILOSOPHY

1. **Problems of Reality. Metaphysics** is the branch of philosophy which usually deals with this problem. Metaphysics is from a Greek word *ta meta physica* meaning, things beyond the physical realm. It consists of all theories which purport to set down the nature of existing things. It deals with the nature of man and the nature of the world he lives in. Questions usually discussed are: What is the nature of the universe we live in? What is reality? What really is man? Where is his origin? What place is he going? Where does man go after death? Metaphysics also deals with abstract and hidden topics as well as issues. For example, the nature of the soul or mind. Whether man has a soul or mind. Others include: does God exist? How can we know Him? We also have the predestination of human beings, fate, and free-will under metaphysics.

Sub-divisions of metaphysics are:

- i. **Ontology.** It is the study of ultimate reality. Is the reality one or many? Or both one and many? If reality is many, what is the relationship between these many elements? All these are ontological questions. Ontology raises questions about how entities are grouped into basic categories as well as

which of these entities exist on the most fundamental level. It also deals with the existence and relations between things. For example, human beings, plants, animals, and water.

- ii. **Cosmology.** It deals with the origin and general structure of the universe with its parts, elements and laws. It is also a branch of metaphysics, a theory or doctrine describing the natural order or arrangement of the universe. For instance, planets, and stars as well as astronomy i.e. the origins, structure and space –time relationships of the universe.

- 2. **Problems of Knowledge.** This branch of philosophy is known as **Epistemology**. Epistemology has its origin from the Greek word *episteme* which means knowledge. It is a branch of philosophy that deals with the nature, the scope, the limits and criteria of human knowledge. Hence, the first problem which arises before a philosopher is about the nature of knowledge and its limitations. Epistemology focuses on truth, falsehood, validity of knowledge, limits of knowledge, the knower as well as known. Questions discussed are: How do we get knowledge? How does a man know what is real? What do we mean by knowledge itself? What is it to know something? What are the sources of knowledge?

Types of Knowledge

- i. **Revealed knowledge.** It is the type of knowledge that is made available to man by God through inspiration. In other words, God reveals this type of knowledge to men who are inspired.
- ii. **Empirical/Scientific knowledge.** This refers to the type of knowledge obtained through observation of the things around us by the use of our senses (seeing, hearing, smelling, feeling, and tasting). It is also acquired through personal experience from various actions in which we are involved. It is empirical because it can be verified for its truth by those who have the expertise to do so.
- iii. **Rational knowledge.** This refers to the knowledge we derived by reasoning. That is not by observation but by inferring new knowledge from what we already know. For example, the mathematical subjects are good illustrations of rational knowledge. Philosophy is another example of rational knowledge. In philosophy we employ logic. Deductions can be made and based on the deductions, we draw conclusions. For example, given the premise that Kofi is a man, all men are mortals. It follows that Kofi is mortal.

- iv. **Intuitive knowledge.** It is the type of knowledge that a person finds within himself in a moment of insight. By insight or intuitive, it means a sudden discovery of a solution to a problem with which our unconscious mind has been gripped for a long period of time. The first type of intuitive knowledge involves a solution to a problem arrived at by an individual who has been working on that problem for a long time without any solution. Then all of a sudden, he arrives at the solution assisted by his earlier effort to find a solution to the problem. For example, Archimedes. The second type occurs when others come to an individual with a problem and he makes a quick guess of a solution. It must be pointed out that whether intuitive solution is right or wrong, it is finally decided by rational means of knowledge. Knowledge acquired solely by intuition cannot be said to be a final knowledge. Intuition is probably not a reliable source of knowledge. Therefore, our educational institutions tend to de-emphasize intuition because it is unpredictable, and highly personal. Even though the solution may be right, the individual cannot explain how he/she arrives at the solution.
 - v. **Authoritative knowledge.** This is the type of knowledge that is characterized by dependence on what someone who is known to be a specialist in any field of knowledge has said or written without verification. For example, we derive knowledge from dictionaries, encyclopaedia, and other documents without taking the pain to cross check them. This piece of information is considered to be true because authorities in various fields have written them.
- 3. Problems of Values.** The branch of philosophy which deals with this problem is called **Axiology**. The problems of values include questions such as: What are the principles of life? How do they support the view of reality? Axiology concerns itself with good and bad, right and wrong, means and ends, among others. Axiology has been divided into the following branches namely:
- i. **Ethics.** It deals with study of moral conduct. It discusses the criteria of right or good. That is what makes actions right or wrong, and of how theories of right actions can be applied to special moral problems.
 - ii. **Aesthetics.** It deals with the nature and criteria of art and beauty. Specifically, it is concerned with art, sculpture, painting, style, taste, among others.

PHILOSOPHY OF EDUCATION

Common Sense / Personal/Public Notion of Philosophy of Education

In ordinary discussion, people take their philosophy of education to mean their personal view of what the school should be doing or their attitude to the educational system. There can be many philosophies of education as there are individuals who care to express their opinions. For example, when politicians refer to their philosophy of education they mean programmes of education, which they are going to follow when voted into power. They only indicate the trends or orientation. There is no systematically thought out, profound, or comprehensive view. They usually make use of catchy phrases like our philosophy of qualitative education or pragmatic and functional education or 'Education from the grassroots' to catch the attention of voters to vote for them.

In the public sense, philosophy of education is associated with the public expressions of opinions in educational matters. It includes what the public appraise as good and right to be done in education as well as the public's evaluation of teachers and educational programmes. For example, if enlightened citizens who are mostly educators ask the headmaster of a secondary school about the school's philosophy they mean the objectives or goals the school is trying to achieve. The headmaster's response will be in the school's motto. That of UCC is 'Veritas Nobis Lumen' "Truth our Guide". What is the motto of your school or college?

The personal and the public sense of philosophy of education can also be described as the common sense notion of philosophy of education. Some observations that can be made about the personal and public sense of philosophy of education are that:

- i. They are generally vague and are not based on any systematic thought about what type of man/woman they want to produce.
- ii. They are also silent on the type of values their educated man/woman would cherish.
- iii. No mention is also made of the type of society in which the scholar would be educated.

Although these ideas may exist at the back of their minds they are not subject to scrutiny and analysis.

The Professional or Technical Sense (Philosophy of Education as a Discipline)

Philosophy of education as a discipline deals with the accumulated wisdom expressed by educational theorists who have received professional training in philosophy. Professional philosophers of education have provided direction to philosophy since the mid 20th century. They have provided professional educators with copious philosophical literature relevant to the context, design and activities of education. Professional philosophers of education usually conduct in-depth studies of educational systems and analyze them after deep reflection and produce alternative systems.

Philosophical Meanings of Education

Philosophers see education as the totality of the influence that nature or humans are able to exercise either on their intelligence or on their will. Similarly, education is viewed philosophically as all that we ourselves do and all that others do in order to bring us closer to the perfection of our nature (Agyeman, 1986). The objective of education is to make the individual an instrument of happiness for himself and his fellows.

This philosophical view of education implies that education places emphasis on the perfection of man's nature through the development of his mental, physical and psychic faculties.

Philosophically, education is also seen as the art of utilization of knowledge and conception of knowledge. It is the guidance towards the understanding of the art of living (Whitehead, 1932)

Dewey (1916) views education from the pragmatist philosophical perspective. He sees education as the reconstruction and reorganization of experience which adds to the meaning of experience and increase the ability to direct the cause of subsequent experience. This implies that education is to help the individual to develop in order to contribute to his continue growth. It is clear that education places emphasis on the complete development of the individuality of the person so that he can make an original contribution to human life according to his best capability.

The Gifts of Philosophy to Education are as follows:

1. Philosophy assists education in understanding man, his life, his actions, deals and problems.
2. Philosophy assists the educator in formulating beliefs, arguments, assumptions and judgements concerning teaching and learning, character and intellect, subject-matter and skills, desirable ends and appropriate means of schooling.
3. Philosophy assists education in the determined effort to find out what education should do in the face of contradictory demands of life and factors arising out of experience which brings meaning and direction to thinking.
4. Philosophy assists education in giving unity of outlook to the diverse interests of the individual, his family, community and state.
5. Philosophy provides logical rigour envisaging transcendence and disciplined imagination which when taken out of the person will find him barren mass of flesh.

Note

1. The art of education would never attain complete clearness without philosophy.
2. Education without philosophy would mean a failure to understand the precise nature of education.
3. Philosophy is the theory of education in its most general phrases.

4. If education is a set of techniques of imparting knowledge, skills and attitudes, philosophy is the foundation to virtualise these. Philosophy is the foundation and education is the super structure.
5. Without philosophy, education would be a blind effort and without education, philosophy will be a cripple.

Philosophy and Education

1. The goal of philosophy is to explain the baffling mysteries of universe, the place of man in the universe and the problems he created.
2. Education is a practical activity of philosophical thought. Every educational practice is illuminated with the backdrop of philosophy.
3. The speculative, normative and critical function of philosophy affects the moral guidance that the teacher gives, as well as, the direction and the emphasis of the curriculum.
4. No practice is good and scientific unless rooted in philosophical thought which gives logic, rationale, sequence and system to education.
5. Since philosophy speaks the language of analysis and reason, there is hardly any problem of education which is not solved by the calm lights of philosophy.

What is Philosophy of Education?

It is the study of education using methods, principles and theories of philosophy. The subject matter is education and the methods used are those of philosophy. Philosophy of education is concerned with the concepts, aims, forms, and methods of education which are drawn from metaphysics, epistemology, axiology, and other philosophical methods such as speculative, prescriptive and analytic. It is used to address questions in pedagogy, educational policy, curriculum and the process of learning.

Philosophy and education are obverse and reverse of the same coin. They are both the same thing but we look at them from different perspectives. This is because:

1. Both education and philosophy seek to solve the problem of living.
2. They all deal with problems of values. That is what is right and what is wrong; what is good and what is bad; also both find out the truth.

Importance of Philosophy of Education in Teacher Education

1. It enables the teacher to help the learners to develop a high sense of rationality
2. The study of philosophy of education enables the teacher to influence educational policies under which they operate. This can be done when teachers are engaged in theoretical discussions of educational policies with their colleagues.

3. Philosophy of education is important because it helps to sharpen the moral consciousness of the teacher trainee. Through the study of philosophy, teachers are exposed to concepts such as honesty, virtue and vices, duties and obligations, among others.
4. Knowledge in philosophy enhances the professional competency and efficiency of teachers in teaching of their subjects. For example, teachers are able to ask fundamental philosophical questions as follows:
 - What is the nature of the subject?
 - What is its basic structure?
 - What is its purpose?
 - Has it any value?
5. Philosophy has a humbling effect on those who pursue it because it forces an individual to keep an open mind on any subject since new evidence may render one's previous ideas and opinion less tenable. Teachers are generally considered to be conservative, hence, knowledge in philosophy will help to reverse this notion and make them critical, innovative, and more objective about issues.

Key ideas

- Philosophy is the rational investigation into certain fundamental problems about the nature of man and the world he lives in.
- The nature/ characteristics of philosophy are critical thinking, use of formal methods, absolute reliance on logical reasoning and tentative conclusions.
- The components/areas of philosophy are metaphysics, epistemology and axiology.
- Philosophy of education is the study of education by using philosophical principles, methods and theories to understand concepts, aims and forms of education which are drawn from metaphysics, epistemology and axiology.
- Education without philosophy would mean a failure to understand the precise nature of education.

Reflection

- How have my experiences in this training session I went through prepared me to form my own personal philosophy of education?
- Which specific examples can I draw from this course to support my work?

Discussion

- How has this session equipped you to be a better classroom teacher/practitioner?
- How important is philosophy of education to you as a practitioner?

SESSION 2: SCHOOLS OF THOUGHT OF PHILOSOPHY

In this session, we will look at the schools of thought of philosophy. Specifically, our attention will be focused on Idealism, Realism and Pragmatism. Emphasis will be placed on how these philosophical schools of thought have influenced educational practice with regard to the learner, the teacher, the curriculum and methodology.

Learning outcomes

By the end of this session the participant will be able to:

1. Explain the Idealist school of thought of philosophy and demonstrate an understanding of its influence on educational practice.
2. Discuss the philosophical views of Realism and show how these views have influenced educational practice.
3. Demonstrate an understanding of how Pragmatism has influenced educational practice.

Idealism in Education

Idealism is derived from the German philosopher Emmanuel Kant. He says the world in which we live in is dual in nature. That is world is divided into two:

1. Phenomenon
2. Noumenon

Phenomenon – Is the world of everyday experience and aspect of life which can be perceived through the senses. For example, seeing, hearing, tasting, touching and smelling. We learn using the senses to help us understand the world. Therefore, teachers should be made to use the various senses appropriately to help the students understand.

Noumenon – Is the part of the human world which the senses cannot fathom. The senses are not enough to help understand the world of noumenon. To understand what is in the world of the Noumenon, one must be spiritually and intellectually well developed. That is why idealists emphasize religion in their education. It is believed that God reveals hidden things to the spiritually well-developed so that they can see, feel and hear things that ordinary people cannot see.

Also, one must be intellectually well developed to be able to understand the world of the noumenon. Idealist therefore emphasize liberal education that is education that helps the individual to understand a little bit about almost all the subject areas. Idealist also believe that the educated person must be pansophic (all-round/well read). Idealists, therefore, places emphasis on the classics, religion, philosophy, history, literature and all the theoretical sciences. This idea has led to the belief that only those who understand the noumenal world can understand the world better. This led to the idea of elitist education (selecting the best to climb higher on the academic ladder)

Idealist View of Education

1. To bring the learner as close to God as possible. That is to develop the learner spiritually.
2. To train future leaders (therefore religion and moral education is important).
3. To develop morality in learners.
4. To transmit worthwhile element of culture.
5. Education is to make the individual subservient to the state.

Idealist view of the Teacher

1. The teacher is pivot of education. He serves as a model for learners. Therefore, teachers should live a life worthy of emulation.
2. The teacher is a guide. Hence, he is considered to be the repository of all knowledge. The teacher should be a source of knowledge not only in the classroom.
3. The teacher should be a role model in most things. For example, dressing, language and the way he/she carries him/her self about.

Idealist view of the Learner/Student

1. The student is considered as a spiritual being in the process of becoming like the ideal or absolute.
2. The student must imitate the teacher so as attain perfection.
3. The student is not tabula rasa hence; he/she must be helped to develop his/her capacities.
4. Idealist recommend self-learning activities for the student.

Idealist view of the Curriculum

The curriculum emphasizes on the humanities. For example, history, religion, literature, and classics. That is subjects that promote understanding and intelligence of the students to enable them to realize their spiritual self.

The idealists place less emphasis on vocational education. They also place less emphasis on science but they believe science should be studied in order to appreciate nature.

Idealist Methodology

The principal methods of teaching for the idealist are lecture and discussion. They also emphasize on imitation. According to the idealist, learning is the exercise of the mind hence, the mind should be stretched to its fullest for it to be able to absorb and handle ideas. The idealists use the Socratic method or the dialectical method which employs questions and answers. Socrates used such methods to teach slaves mathematics.

Discipline and Idealism

1. Idealism believes in inner discipline.
2. Idealism advocates cultivation of higher values of life through moral and religious instruction.
3. Idealism accepts restraints of freedom.
4. It requires the teacher to present good examples because the child or learner considers the teacher to be an ideal person to be emulated.

Contribution of Idealism to Education

1. Idealism has been supported by many great educational philosophers from both the west and the east, hence, a lot of educational schemes and plans have their root or beginning in idealism.
2. Idealism has given higher place to mental and spiritual than to the physical world. Thus the aim of education is the perfection of the individual.
3. Idealism requires that the past culture must be given its place and accordingly education aims at providing the means of acquainting the student with great achievement literature, art, mathematics and science.
4. Idealism holds that every human being must receive a chance to be educated and the goal of idealist is universal education.
5. The most important element in social culture, according to idealism is character. Education, therefore, is to develop character of the students. As a result, many educationists stress on religious education for character training.

6. Emphasis of idealists on personality development has resulted in a fresh look at human relations in teaching.
7. Idealistic philosophy has provided clear and direct guidelines in education, curricula, teacher's role and methods of teaching.
8. Education according to the idealist pattern is ideal centred. Therefore, the personality of the teacher has become the single most important influence in the student's learning experience.
9. We are not part of a mechanical universe and in the world threatened by materialism. Idealistic philosophy has restored man to his proper place and educational institutions have become places for creating values like truth, beauty and goodness.

Weaknesses and Limitations of Idealism in Education

1. Idealistic concepts like spirit, mind, soul, the cosmos have little relevance in classroom teaching.
2. The idealistic education places emphasis on imitation of models but younger generation prefers invention and originality rather than imitation.
3. Too much emphasis on gaining knowledge is likely to turn educational institutions as information mongers' workshops. School curricula becomes overloaded with obsolete knowledge sometimes.
4. Idealistic scheme of education largely pays less attention to physical, industrial as well as electronic environment of today.
5. Idealism may be considered as outmoded in the prevailing scientific world view. This is because the Spiritualist theory of spiritual universe is not considered to be in consonance with the scientific research today.

Realism in Education

Realists believe that the world in which we live in is governed by the laws of nature. These laws must be studied and understood so that one can live meaningfully. This will help us control and manipulate the world to our advantage. Realists therefore emphasize the natural sciences (physics, chemistry, biology, mathematics) to be the focus of our education.

Realism is a revolt against the idealist doctrine that things that are in the experiential universe are dependent upon the mind perceiving them. The realists, on the other hand, believe that things of human experience or things of the material world have real existence and their existence are true and objective.

Aims of Education to the Realists

To teach those things and values that lead to the good life and to live the good life one must master the laws of nature and live in consent with those laws. In other words, the aim of

education according to the realists is to teach the child the natural and moral laws. Education, is therefore, seen as a process of developing the capacity of man to enable him know the truth and as it is.

Realist view of the Learner/student

The student is capable of learning provided he/she is taught through the senses of learning/perception. Using the senses of perception, the student is capable of learning on his/her own. Therefore, the student should not be spoon-fed. He/she should be trained to read for salient information. The student must also be disciplined until he/she has learned to make proper response.

Realist view of the Teacher

To the Realist, the teacher is a guide. The teacher should introduce students to the real world. The teacher is to know the basic truth and culture. He/she is also expected to be loyal to his/her subject or discipline so as to be able to present the truth as faithfully as possible without any biases.

Realist view of the Curriculum

Realists also believe in liberal education with natural sciences being the main focus. They are interested in subjects such as language, natural sciences, history, and integrated science. They emphasize on mathematics because it is a precise abstract symbolic system for describing the laws of nature. Religion should also be taught. Aesthetic subjects like drama, painting, sculpture must also be taught. To the Realist, vocational education is only a supplementary.

Realists Methods of Teaching

The scientific method of inquiry is the methodology prescribed by the realists. These are experimentation and discovery learning. The realists believe the best knowledge is the one the individual has personally experienced and not what somebody has told. The students should be made to be instrumental in the lesson. Do not spoon-feed students. Give the students tasks and tell them what they should look for. The Realist curriculum is the sciences – natural sciences – physics, chemistry, mathematics, and biology.

Teachers must use concrete objects when presenting concepts. Hence, models, pictures, and maps, should be used in teaching. When exploring concepts teachers should use demonstration, facial expressions and the senses. Teach students not feel satisfied with what they know. This is because we can discover what we do not know by not feeling

satisfied and content with what we have. According to the Realists, as soon as we feel satisfied, civilization comes to end.

Pragmatism in Education

Pragmatism is a theory of action. They say that knowledge is rooted in experience. That is, we acquire this knowledge through personal experience. Experience is the best teacher. In the classroom, students can learn better when they learn on their own with teacher's guidance. Teach students where to go for information. The pragmatists also say that we acquire knowledge through interaction with environment. It means we learn better through our interaction with the environment.

Pragmatism as an educational philosophy emerged in America. It is considered a major contribution of America to modern philosophy and philosophy of education. Its exponent was John Dewey. Pragmatism is also referred to as Instrumentalism, Empiricism and Experimentalism. It has a profound influence on educational theory and practice due to:

- a. The 20th century is pre-eminently the age of science and technology. Therefore, science and technology became the foundations on which the philosophy of pragmatism was built.
- b. The age of materialism also influenced pragmatism as an educational theory and practice. This is because people become more interested in material benefits and the practical usefulness of any activity that is undertaken. That is, the utility of ideas and cash value of ideas became the main pre-occupation of pragmatic philosophy.

Pragmatism is based on the theory of truth and meaning. To the pragmatist, the truth is tentative. It means, it is not final. That is what is considered to be true today may tend out to be not the truth tomorrow. Hence, the truth is subject to further testing. The pragmatist believe that the truth can only be known only through its practical consequences. The truth is therefore a social matter rather than an absolute.

Pragmatists View on Education

Education is the process of reconstruction and reorganization of experience. Learning is more or less permanent change of behaviour. The pragmatists say that the child must be helped in such a way for him/her to contribute to his/her continue growth. The aim of education therefore is to provide the conditions that make growth possible.

The pragmatists also see education as life and not a preparation for life. This implies education should be related to the experience, interest and aspirations of the learner.

Pragmatists View of the Student

The student is an experiencing organism capable of using intelligence to resolve problems. Students learn as they do, so they must be allowed to explore the environment and learn through personal experience. The role of the teacher is only that of a facilitator. The student is also seen as a biological, social and psychological person who brings to the school values and experiences that constitute his personality and therefore make him/her unique and should be treated as such. The student has his/her likes, dislikes etc. the student must be helped to determine the future direction of his/her learning.

Pragmatists View of the Teacher

The pragmatists say the teacher should not be reservoir of knowledge. That is, there should not be the authoritarian type who is considered as the embodiment of all wisdom and custodian of knowledge. He/she should not be a spectator or the laissez-faire type. The pragmatist sees the teacher as a member of a learning group (participant) who serves as a helper, a guide and arranger, helper, guide, an organizer or moderator of student's lesson.

To the pragmatists, the teacher should have adequate knowledge about the psychological development needs and interest of the individuals in order to select appropriate learning activities for them. The learning task should also be arranged according to the students, developing ability. The teacher should also serve as a resource person. Finally, the pragmatists say that, the teacher should arrange the social and group learning and moderate the interaction between members of the group.

Pragmatists View of the Curriculum

To the pragmatists, any experience in education that contribute to growth should be included in the curriculum or should form the subject matter. The sciences should be taught. Their emphasis is on the practical application of theory. That is, the laws and theories in science should not merely be learnt but they should be put into practice.

The pragmatists also say that, the social sciences should be part of the curriculum. This is because they represent the social environment and the factors that affect human behavior in his community. The humanities are also included in the pragmatist curriculum. This is because they deal with the cultural heritage of the people. To the pragmatists, language should also be taught. This is because it is considered as an instrument of communication. Aesthetics subjects like arts, drama, literature and music should also be taught. This is because they help in developing the creative ability of the students. The subject matter should be released to the needs, capacity and concerns of students. The curriculum to the pragmatist is learner concerned. The pragmatists place much emphasis on vocational education.

Pragmatists View of Methodology

1. Teaching must be student or learner centered. That is the needs, ability and interests of the student must be taken into account.
2. It must involve activity on learning by doing. This involve activity or learning by doing. This involves the use of more than one of the senses.
3. The group method or the co-operative and collaborative learning is highly recommended by the pragmatists.
4. Freedom and encouragement is needed to enable the students use their intelligence and initiative. Hence, the project method or the problem-solving method is encouraged by the pragmatists.
5. The pragmatists also lay emphasis on experimentation and the use of scientific method.
6. Classroom discussion in a free and open atmosphere is encouraged.

Key ideas

- Idealism is an educational philosophy which argues that the world is dual in nature- the physical world and the spiritual world. Things of the spiritual world can only be understood by those who are intellectually and spiritually well developed. The goal of Idealism is universal education.
- Realism as an educational philosophy argues that the world is governed by natural laws. These laws must be studied and understood. Realism places emphasis on the natural sciences as the focus of education.
- Pragmatism as an educational philosophy argues that knowledge is rooted in experience. Experience is the best teacher. We acquire knowledge through personal experience.

Reflection

- In what ways have my experiences in this training session prepared me to apply the philosophical schools of thought in my work as a practitioner?
- Which specific examples can I draw from Idealism, Realism and Pragmatism to support my work?

Discussion

- How has this session equipped you to be a better classroom practitioner?

UNIT 5: SCHOOL MANAGEMENT

This unit introduces the student to school management and administration. In the school whatever is done, the ultimate goal is to promote effective teaching and learning. This can be achieved through effective school management and administration. This underscores the need for teacher trainees who are prospective school managers and administrators to understand the concepts management and administration in order to be familiar with what will be required of them as leaders of the school and the classroom. Efforts will be made to distinguish between educational management and administration. Furthermore, the administrative tasks of the school head will be discussed. There will also be a discussion on authority and discipline in schools. Finally, the student will be introduced to leadership in basic schools.

Learning outcome(s)

By the end of the unit, the participant will be able to:

- Explain the concepts management and administration.
- Distinguish between educational management and administration.
- Identify and describe the administrative tasks of the school head.
- Explain the need for authority and discipline in school.
- Identify and explain the leadership roles of the basic school head
- Identify and explain at least five qualities of an effective leader.

SESSION 1: THE MEANING OF EDUCATIONAL MANAGEMENT AND EDUCATIONAL ADMINISTRATION

In this session, we will discuss the concepts management and administration and distinguish between the two concepts. The meaning of educational management and administration will also be discussed. We will also look at management and administrative functions.

Learning outcomes

By the end of the session, the participant will be able to:

1. Explain the concepts management and administration.
2. Distinguish between management and administration.
3. Identify and discuss the management and administrative functions.
4. Distinguish between educational management and educational administration.

The Concepts Administration and Management

It must be acknowledged that it is difficult trying to draw any clear distinction between the concepts Administration and Management as the two concepts are often used interchangeably. The question then is, does this imply the two concepts are exactly the same? To respond appropriately to the question, let us consider the definitions of administration and management.

Management Defined

In deed management as a concept defies any single definition as there are myriad of definitions provided by different writers. A few of these would be considered here.

According to Sherleker (1984), management is the guidance, leadership and control of the effort of a group of people towards some common objectives. Treworth and Newport (1982) similarly defined management as a process of planning, organizing, actuating and controlling an organization's operations in order to achieve coordination of the human and material resources essential in the effective and efficient attainment of objectives.

All these definitions suggest that management is a process, that is, a sequence of coordinated event – planning, organizing, coordinating and controlling or leading – in order to use available resources to achieve a desired outcome in the fastest and most efficient way. The activities (Planning, Coordinating, Controlling etc.) are referred to as **functions of management**. These functions must be performed by all persons in managerial positions whether Administrators, Directors, Department Heads or Supervisors.

Administration Defined

Administration like management has been defined in many ways. Miewald (1978) defines administration as the means by which formal goals are achieved through cooperative human effort. Nwankwo (1987) considers administration as the careful and systematic arrangements and use of resources (human and material), situations and opportunities for the achievement of the specific objectives of a given organization. Administration is also seen as getting things done through the effort of people (Lawrence, 1986). This means that the administrator does not work him/herself but sees to it that task has being undertaken effectively and efficiently.

Campbell et al. (1977) gave a functional definition of administration – describing what administrators do with the acronym, POSDCoRB. According to them when Gulick and Urwick were asked what work of the chief executive like the president of the USA does, their answer was the coined word (acronym) POSDCoRB, where;

P- Planning the broad work that needs to be done to achieve organizational goals. In schools, planning may involve setting objectives and establishing school policies and drawing time tables or school calendar.

O- Organizing is establishing the formal structures of authority through which work subdivisions are arranged, defined and coordinated and assembling all the necessary resources the organization would need for production. In the school situation, it may entail appointing assistant headmaster, senior housemaster, housemasters, class masters and school prefects and establishing the chain of command as well as assigning responsibilities

S- Staffing is a process of acquiring, training and developing the right quantum quality of workers and maintaining a conducive environment so that work would be done efficiently and effectively. In the school, it involves recruiting and assigning staff personnel, seeing to their welfare, supervising and evaluating their performance as well as providing opportunities for their professional growth, etc.

D- Directing is a continuous task of receiving orders and instructions and serving as the leader of the establishment. It also involves coming out with decisions, rules and regulations. In the school, the headmaster as the chief executive tells his subordinates (teachers and students) what to do and he tries to motivate, influence, guide or stimulate their actions towards the attainment of the desired institutional objectives.

Co- coordinating is bringing harmony; uniformity in the organization by making sure all sub-systems interact. In the school it may involve structuring the timetable to avoid clashes and avoiding any kind of conflicts among the various units or departments.

R- Recording is the act of keeping stakeholders informed of the activities of the organization. In schools, it includes keeping records such as class and admission registers, the logbook, and inventory of school property. It also involves preparing reports for the various stakeholders. Basically, reporting connotes two things: 1) keeping stakeholders informed; and 2) accountability.

B- Budgeting is the financial management of an organization done by fiscal planning, accounting and control. In schools, it may involve drawing the school budget, monitoring school purchases, providing for a system of internal accounting and control and providing funds to keep the school office running smoothly.

The Differences between Administration and Management

Distinction between the terms management and administration is often attempted with reference to the nature of enterprises and managerial levels (Agyenim-Boateng et al., 2009).

According to the British school of thought, management is a wider concept than administration. Management is the larger body responsible for formulating policies rules and

regulations and performs top level functions of the organization. On the other hand, administration operates under management, and is concerned with the implementation of the policies and programmes laid down by management. However, administrators in the process of implementing policies may also formulate policies but at a micro-level.

Educational Management and Educational Administration

Educational management is concerned with the planning and formulation of educational policies or programmes with a view to achieving educational goals. In other words, educational management can be defined as the application of the process of planning, organizing, coordinating and evaluating human and material resources in order to achieve stated educational goals or objectives (Agyenim-Boateng, Atta & Baafi-Frimpong, 2009).

Educational Administration on the other hand, can be defined as the systematic arrangement of human and material resources and programmes that are available for education and carefully using them systematically within defined guidelines or policies to achieve educational goals. (Nwankwo, 1987). The educational administrator is therefore essentially an organizer and implementer of plans, policies and programmes meant for specific educational objectives.

Key ideas

- Management involves planning, organizing, directing etc. in order to use available resources (**material and human**) effectively and efficiently to achieve group or organizational goals.
- Descriptive definitions of administration (i.e. what administrators do) are summed up in the acronym **POSDCoRB**.
- Planning, organizing, directing, coordinating, etc. are referred to as management functions.
- Management is the top hierarchy or larger body responsible for formulating policies, programmes, rules and regulations, whiles administration is subsumed under management and responsible for implementing policies and programmes set out by management.
- Educational management involves the planning and formulation of educational policies or programmes with aim of achieving educational goals whiles educational administration involves the use of available resources within defined guidelines set out by management to achieve educational goals.

- To function effectively school administrators, require conceptual, technical and human skills.
- Skills needed to function effectively as an administrator can be acquired through education, experience and mentor-mentee relationship.

Reflection

Reflection

- What management functions are managers or administrators expected to perform?
- How do you differentiate between educational management and educational administration?
- How do you explain the acronym POSDCoRB?
- What skills do you need as school head to function effectively and how can such skills be acquired?

Discussion

- What exactly is the school administrator expected to do in terms of POSDCoRB?
- What will you do to help your subordinate acquire the skills needed to function effectively like you as a school head?

SESSION 2: ADMINISTRATIVE TASKS/DUTIES OF THE SCHOOL HEAD

In this session, we will discuss the administrative tasks or duties the school head is expected to perform. These tasks/duties are classified under seven headings, namely; School-community Relationships; Curriculum, Instruction and Appraisal; Pupil Personnel; Staff Personnel; Physical Facilities and Educational Materials; Financial and Business Management; and General Tasks. We will also look at the administrative skills required of the school head and how such skills are acquired.

Learning outcomes

By the end of the session, the participant will be able to:

1. Identify the administrative tasks areas of the school head.
2. Describe exactly what the school head is expected to do under each administrative task.
3. Identify and discuss the administrative skills required of the school head.
4. Explain how the administrative skills are acquired.

ADMINISTRATIVE TASK/DUTIES OF THE SCHOOL HEAD

The school head as an administrator and leader determines the success or failure of the school organization. To achieve the goals of the school, he has to perform certain duties known as administrative tasks (Campbell et al, 1977). These tasks can be classified under the following headings:

1. School-community Relationships
2. Curriculum, Instruction and Appraisal
3. Pupil Personnel Service
4. Staff Personnel Service
5. Physical Facilities and Educational Materials
6. Financial and Business Management.
7. General Administrative Tasks.

School-Community Relationships

The first administrative task here is for the administrator to define the kind of community he is dealing with. The headmaster should find out whether the community is urban, rich or poor. This could be found through personnel observation or through the study of population census data. It could also be found through the study of research reports. Furthermore, the school head finds out the occupational practices, values, aspirations and norms of the community in which the school is. This exercise is necessary because the finding will enable the school to formulate educational policies, goals and strategies for the education of the pupils or students. This will make the education of the children functional since education will be tailored to suit the desires and aspirations of the members of the community. Again, the school derives its teaching and learning materials from the community and therefore there is the need for the headmaster to have a thorough knowledge of the community. He could then be in a position to advise his teachers as to what to do.

Furthermore, the headmaster should find out the means of keeping the community informed about the school. He should also find out what information to disseminate. The community must be informed about new educational programmes, as for example, a new curriculum introduced or government policy. Information about the school could be disseminated through Parent-Teacher-Association (PTA), speech and prize giving days, open days, occasional clean-up campaigns, the pupils, school reports, etc. The head should also provide leadership by getting himself involved in the community affairs. Equally important, the head needs to work

with other community agencies such as the home, the churches, public libraries, the mass media, etc. for effective education of the students.

Curriculum, Instruction and Appraisal

Under this, the school head is to secure the appropriate syllabuses for his teachers. He is also to ensure that time tables, course contents and textbooks are in readiness for use. He is to ensure the supply of learning materials or purchase them where he has to do so. He should also ensure lesson plans, forecasts and record of work are made available for use by subject masters. The head is expected to encourage his tutors to attend subject association meetings at least once every year. Subject associations such as Geography Teachers Association, Association of Home Science Teachers, etc. influence the school curriculum. Moreover, such associations work in close relationship with the Curriculum Research and Development Division (CRD), the West African Examinations Council etc. Teachers can therefore update their knowledge of their disciplines by attending such subject association meetings.

Another major task is appraisal of instruction. This entails organizing so that tests, quizzes, class exercises and examinations are conducted, scored and records kept. The head should report to the tax payers including parents during speech and prize giving days about the extent to which school objectives are being achieved or not. Again, appraisal entails systematic supervision and evaluation of the work of teachers. The head needs not parade the verandahs of classrooms all day long. He could devise attendance sheets on which subjects and periods are indicated and against which tutors have to sign their names each time a lesson is taught in a class.

Pupil Personnel Service

The major administrative tasks here involve services rendered to pupils aimed at encouraging or supplementing regular classroom instructions. These include the keeping of school and class attendance registers, and admission register to ensure pupil accounting and control.

The admission register should contain the registered number of the pupil, the data of his admission, his personal records such as name, age, etc. The names and addresses of parents should also be recorded. Furthermore, the head has to appoint guidance coordinators, housemasters/mistresses, entertainment officers, school nurses, school etc. to see to the welfare of the students as well as their entertainment and sporting needs. In boarding institutions morning or evening church services on Sundays have to be organized. The school chaplain can be responsible for this.

Discipline is a very important area that requires the attention of the school head. He has the duty of maintaining discipline in the school by seeking the cooperation of the students through the Students' Representative Council (SRC) and the Disciplinary Committee.

Staff Personnel Service

The administrative tasks here are two-fold, namely, (1) management of teaching staff, and (ii) management of non-teaching staff.

i) Management of Teaching Staff

It is the task of the school head to select or attract, motivate, supervise and maintain a teaching staff. He will have to create good conditions in the school for the teachers to enjoy their work. For example, the materials required for work should be made available. Again, he should create a congenial atmosphere for the teachers to feel at home in the school. He should also involve the staff in making decisions.

The headmaster should be conversant with the “Terms and conditions of service for Teachers in Ghana” and “Code of Ethics for Teachers” in order to guide the behaviour of teachers and help them know about their service conditions. The head should also be interested in organizing in-service education for his teachers to help them constantly update and upgrade their professional skills and competences. Again, he is to appraise the teaching effectiveness of his staff for promotion.

ii) Management of Non-Teaching Staff

The non-teaching staff includes the bursar and the other office workers, ground workers, plumbers, electricians, the kitchen staff, etc. Suitable people are to be selected, employed and supervised. They must be made to feel that their contributions are wanted. Their professional development and promotion are the tasks of the school head.

Physical Facilities and Educational Materials

The tasks here involve procuring the physical facilities (School plant) such as school buildings, school grounds and equipment needed in teaching; keeping them safe, neat, attractive and in readiness for teaching and learning. The head should also ensure making effective and efficient use of the facilities. The use of institutional vehicle must also be controlled. Finally, the head should ensure regular maintenance of the facilities.

Financial and Business Management

The administrative duty here entails the provision and disbursement of funds for the attainment of educational goals. Thus, budgeting is very important.

According to Asiedu-Akrofi (1978), a good budget has three aspects (1978)

- *The Educational Aspect – help achieve the educational goals.*
- *The Financial Aspect – collecting, keeping and disbursing monies.*
- *The Control Aspect – ensuring accountability, ensuring purchases are backed by receipts and auditing*

General Administrative Tasks

The school head performs some general tasks such as: organizing and conducting meetings or conferences; publicizing the work of the school; responding to correspondence; preparing reports for the local/districts school boards; attending headmasters or principals' meetings; and scheduling school programmes. In conclusion, it is important to stress that it does not necessarily imply that the educational administrator can or should perform these tasks alone. The tasks are achieved with the assistance of others through delegation of work.

The Administrative Competence and Skills Required by the School Administrator

The basic skills as identified by Katz (1985) are technical, human and conceptual.

Technical skill refers to the proficiency or ability to use the tools, methods, processes, procedures and techniques of a specialized field.

Conceptual skill refers to the mental ability to coordinate and integrate the entire interests and activities of the organization, and more importantly, it also refers to the ability to apply information and concepts to practice.

Human skill refers to interpersonal skills. It is the school administrator's ability to work effectively with, and through other people as individuals or groups. It also requires an understanding of one's self, group dynamic, and the ability to motivate other people.

Means by which Administrative Skills are Acquired

Administrative skills could be acquired through:

1. Education: which involves, for example, undertaking undergraduate and graduate studies.
2. Experience: which involves exposure to a variety of situation, problems and demands. It involves time and entails maturity on the job.

3. A mentor-mentee relationship: It involves a young administrator learning a set of administrative skills by observing, working with and relating to a more seasoned higher administrator.

Key ideas

- Administrative tasks of the school head relate to: School-community Relationships; Curriculum, Instruction and Appraisal; Pupil Personnel Service; Staff Personnel Service; Physical Facilities and Educational Materials; Financial and Business Management; and General Administrative Tasks.
- The basic skills required of the school head are conceptual, technical and human.
- The administrative skills required of the school head, can be acquired through education, experience and mentor-mentee relationship.

Reflection

Reflection

- What do you consider as the specific roles the school head has to perform under each of the administrative tasks?
- Imagine what will happen if the school head is not familiar with the school community and does not relate with them.

Discussion

- How significant are the conceptual, technical and human skills required of the school head?
- What kinds of education can be provided to help one acquire the administrative skills needed?

SESSION 3: AUTHORITY AND DISCIPLINE IN SCHOOLS

It can be concluded that effective teaching and learning requires effective class organization and management, which is possible only when there is discipline. Thus, in this session we will look at authority and discipline in schools. In the school, there is always

the need for authority to ensure that students or even teachers exercise their rights or freedom responsibly in order to maintain discipline.

Learning outcomes

By the end of the session, the participant will be able to:

1. Explain the meaning of the concepts, authority and discipline.
2. Identify and explain the sources of authority.
3. Identify and discuss the causes of indiscipline in school.
4. explain how discipline can be promoted in the school using rewards and punishment
5. Suggests ways of dealing with indiscipline in school.

Meaning of Authority

In simple terms, authority may be defined as the right to do something in an organization, it is the right of a manager to require a subordinate to do something or act in a way to achieve the goals of the organization. Managerial authority, thus, consists of:

- Making decision within one's own managerial authority;
- Assigning task to subordinates; and
- Expecting and requiring satisfactory performance of these tasks by subordinates.

Thus, we may, therefore, say that, authority usually shows a kind of relationship between two individuals, one being a superior and the other a subordinate. In the school context, we can regard the head teacher as the superior who makes decisions and expects that they will be accepted and implemented by teachers and pupils who are the subordinates.

Authority is often associated with power. We can, however, draw a distinction between authority and power. Power is the ability to do something or act, but authority is the right to do something or act. Thus, unlike power, authority implies legitimacy. In other words, authority is a legitimate (lawful) kind of power. Now having known what authority is let us turn our attention to the types or sources of authority.

Types or Sources of Authority

You may ask about how people obtain their authority. This leads us to discuss the various types of authority. Generally, we may distinguish between four types of authority. These are, traditional authority, legal-rational authority and charismatic authority and expert authority. Let us briefly discuss each of them.

Traditional Authority: It is the kind of authority given to a person because of traditionally transmitted rules or beliefs. In other words, it is the respect and obedience given to a person as a result of tradition or customs of the society. An example here is the authority of the chief.

Charismatic Authority: The exercise of such authority is based on the attractiveness and the appeal of the leader. A person is able to command respect and obedience from his or her followers because of his or her charming personality.

Expert Authority: The exercise of such authority is based on the leader's special knowledge or expertise. Here the leader is accorded the need respect by the subordinates because they recognize his special knowledge and abilities in his spheres of endeavour.

Legal-Rational Authority: It is a rightful authority or a kind of authority which may be impose on someone by law or formerly established procedures. For example, the head teacher of a school holds legal authority because he is lawfully appointed by the Ministry of Education (MOE) or the Ghana Education Service (GES). With this type of authority, obedience is not to the person per say but to the seat or the position he or she occupies.

It is important for us to note that, in the school authority is not rested in the head teacher alone, but also in teachers and even pupils. As you might be aware, the school prefect, for example, can exercise some kind of authority. Thus, in the school authority is derived from the position a person occupies in the organizational structure. This enables the person to issue commands and ensure that the commands are obeyed.

Meaning of Discipline

Like many other concepts we have discussed, discipline does not have just one universally accepted definition. Let us therefore consider one or two definitions.

According to Adesina (1990) discipline can be defined as readiness or ability to respect authority and observe conventional or establish laws of the society or any other organization.

Discipline can also be regarded as a means whereby people are trained in orderliness, good conduct and the habit of getting the best out of themselves. From these and many other definitions we may say that discipline connotes the idea of submission to rules or some kind of order. In this sense when a child achieve discipline, he does what is right and avoid wrong without any external guidance. With special reference to the school, we often talk of discipline when pupils are taught to respect the school authorities, to observe the school's laws and regulations and to maintain an established standard of behaviour. But it important for us to know that in the school, discipline relates not only to students alone but teachers as well. Meanwhile, let us consider the types of discipline.

Types of Discipline

Basically, two types of discipline may be identified, these are (1) externally imposed discipline and (2) self-imposed discipline. Let us now critically examine exactly what they mean.

Externally Imposed Discipline: It is the kind of discipline which is imposed on an individual by an external authority or laws. In this sense discipline is exhibited because of the fear of punishment. Here, the acceptance of rules springs from other people's desire and not the person's own will. This means that if the external force or authority is no more present then the person is likely to return to his or her natural behaviour.

Self-Imposed (Internal Discipline): It is the type of discipline from within the individual which does not require the presence of an external force, that is, it is intrinsic. In other words, self-discipline results from an individual's own self-control as a result of his acceptance of authority. For example, students may comport themselves very well by maintaining silence in the classroom not because of the presence of the teacher or the threat of punishment but because they see the need to observe silence. This is true discipline, which should be encouraged.

The Purpose of Discipline

According to Adesina (1990) in general the purpose of discipline is to create the community of people who will freely and willingly learn the norms, principles and ways of life of that community. In the school situation the purpose of discipline will be to produce well behaved pupils or students who will not only develop respect for themselves and the society at large but also respect for school authorities and school regulations. Teachers are also expected to comport themselves very well and perform their duties as required of them. All this is to ensure the smooth running of the school for it to achieve its set goals.

Causes of Indiscipline

As you might be aware so many factors contribute to the breakdown of discipline in schools. For convenience and the purpose of our discussion we may classify these factors into four (4) broad headings. They are school management related causes; teacher (staff related causes); student (pupil) related causes; and parents or society related causes. Let us now pick them one after the other for thorough discussions.

School Management Related Causes

These include lack of proper communication between head teachers, staff and pupils. For instance, if teachers or pupils do not understand why certain rules and regulations have been introduced, they may not be willing to conform to such regulations. Another cause is lack of facilities and equipment. Pupils, for example, may be fighting for chairs if they are not sufficient in the classroom and that can disrupt lessons. Other causes include lack of sufficient moral and religious education; restricted powers of school heads; admission of stubborn children with poor academic standards into the school; and lack of integrity, firmness and fairness on the part of the school head. The constraint of time may not permit us to discuss all these factors into details, but it is hoped you will be able to explain them.

Teacher/Staff Related Causes

Some of the factors under this include lack of sincerity and devotion to duty. If teachers are not devoted to duty, they may not help to implement school regulations and children will be encouraged to do their own thing. Also, when there is moral laxity on the part of teachers it can lead to indiscipline. For instance, if a teacher is seen to be flirting with a school girl the pupils may lose their respect for him and he will find it very difficult to control them. Furthermore, as the saying goes “familiarity breeds contempt” so undue familiarity of some teachers with the students may lead to indiscipline. That is, if the teacher is too free with students it becomes difficult to control them. Finally, the teachers’ incompetence or lack of academic knowledge and professional competence can be a source of indiscipline. I would like you to spend some time now and think about other factors.

Student/Pupil Related Causes

One important cause of student indiscipline is immoral behaviour. Immoral behaviour such as the abuse of drugs like marijuana (wee) and cocaine can influence students to be stubborn and disrespectful to school authorities. Students’ poor attitude to learning is also another important cause of indiscipline. As the adage has it, “the devil finds work for the idle hands; so if the student is not interested in learning he or she may channel his or her energies rather into immoral behaviours such as drug abuse, truancy, gangsterism and so on. Student’s indiscipline may also be attributed to the students’ personality (i.e. the individual’s unique behaviour). Because of some students’ home upbringing or training they may tend to be stubborn, thieves or disrespectful etc. These undesirable behaviours are carried or transferred to the school.

Promoting Discipline in School

Controlling or instilling discipline in a school with many children from varied socio-cultural background is not an easy task. Similarly, classroom management can be a very challenging part of teaching. Keeping 30-45 students calm, engaged, and motivated to learn is not an easy feat to achieve. For optimal learning, it is necessary for the teacher to have the student's behavior under control. This can be done through effective discipline whereby students are given clear expectations so they know exactly what behaviors are expected in the classroom. Instilling discipline and effectively managing students' behaviour in school or classroom, calls for the use of rewards and punishment.

When a student does something good and she is rewarded or praised she is encouraged to repeat/reinforce such good behaviour. On the other hand, if she is punished for a wrong doing, she is encouraged to refrain from such undesirable behaviour.

Key ideas

- Authority is a legitimate (lawful) kind of power.
- Generally, we may distinguish between four types of authority – traditional authority, legal- rational authority, charismatic authority and expert authority.
- Discipline connotes the idea of submission to rules or some kind of order.
- Basically, there are two types of discipline – externally imposed discipline and self-imposed discipline.
- The causes of school indiscipline may be classified into four (4) broad headings – school management related causes; teacher (staff related causes); student (pupil) related causes; and parents or society related causes.
- Discipline can be managed through the use of rules, rewards and punishment.

Reflection

- What types of authority do you consider, your headmaster possess?
- What would be the situation in a school without authority?
- Critically, examine teacher-related causes of school indiscipline.

Discussion

- What measures can be put in place to curb indiscipline in Ghanaian basic schools?
- What type of discipline would you want to develop on in your students?

SESSION 4: LEADERSHIP IN BASIC SCHOOLS

In this session we will look at leadership which is of particular importance in educational management because of its far-reaching effects on the accomplishment of school programmes and the achievement of educational goals. It must be noted that, the success of every organization including the school, to a large extent depends on effective and efficient leadership. We shall therefore examine the meaning of leadership, the sources of leader power, leadership styles and the qualities of an effective leader.

Learning outcomes

By the end of the session, the participant will be able to:

1. Explain the concept leadership.
2. Identify, and explain the various sources of leader power.
3. Explain democratic, autocratic, laissez-faire, transactional and transformational styles.
4. Explain how each leadership style is likely to influence school management.
5. Identify and explain at least four qualities of an effective leader.

Leadership Defined

Professional literature on leadership has myriad of definitions, which include the following:

Hershey and Blanchard (2001) define leadership as any attempt to influence the behaviour of another individual or group. Owens (2004) on his part defines leadership as the process of influencing the activities of an organized group toward goal setting and achievement. From the foregoing definitions, we can say that basically leadership involves other people (followers); leadership involves the use of influence; leadership is a process, i.e. an ongoing activity engaged in by certain individuals in an organization; the leadership process involves an unequal distribution of power among leaders and group members.

Leadership in the school situation may come about through: (1) appointment, e.g. headmaster (2) election e.g. school prefect, and (3) emerge by popular choice, e.g. one who automatically emerge as a course prefect (4) situation, e.g. in a crisis situation, a teacher who may champion the course of his colleagues may emerge as their leader.

Bases of Leader Power

Influence, which is the key element in leadership, can be defined as the control that a person possesses and can exercise on others. Generally, the ability to influence, persuade and motivate others is based largely upon the perceived power of the leader. Seven identified bases or sources of a leader's power and influence are:

1. *Reward Power*: Based on a person's access to rewards: It is based on the ability of the administrator to control and administer rewards to those who comply with his or her directives or complete tasks satisfactorily. Such rewards take the form of increase in pay, promotions, recognition or praise.
2. *Coercive Power*: Based on a person's ability to punish: This power is based on fear, or the ability of the leader to use punishment (reprimands, suspension without pay, termination, etc.) for non-compliance with his orders or directives.
3. *Legitimate Power*: This can be considered simply as the power of lawful or formal authority. This type of power is derived from an individual's position or role in the organizational hierarchy. The school usually sanctions this form of power with titles such as Headmaster, Principal, Vice-Principal etc.
4. *Expert Power*: Based on personal expertise in certain areas: This power is derived from superior competence or special ability, skills or knowledge. The subordinates perceive the leader as having relevant expertise and believe it exceeds their own. They therefore see him as more capable of analyzing, implementing and controlling those tasks with which the group has been charged.
5. *Referent Power*: Based on a person's attractiveness and appeal of the leader to others: This type of power is commonly associated with charismatic leaders. The leader is said to have charisma to inspire and attract followers and the followers often desire to be like him.
6. *Information Power*: The ability to influence based on the higher power person having information that the lower power person does not possess.
7. *Rational Persuasion*: The ability to convince others, to lead others to your own conclusion, to use logic and facts to make people believe you are right.

Differences between Administration and Leadership

Administration is generally defined as the process of working with and through others to efficiently accomplish organizational goals. Leadership also involves accomplishing goals with and through people. What then is the difference between leadership and administration in an organization? Are the two the same since they deal with people and attainment of goals?

According to Owens, administration is concerned with the smooth operation of an organization. In his role as administrator, the headmaster facilitates the use of established procedures and structures to help the organization achieve its goals. Administrators are particularly concerned with maintaining the organization, with keeping its interrelated parts

functioning smoothly, and with monitoring the orderly processes that have been established to get things accomplished. Leaders on the other hand, initiate changes in the organization: changes in either its goals or in the way the organization tries to achieve its goals. The emphasis here is upon 'change', as differentiated from the administrator's emphasis on 'maintaining'.

Leadership Styles

Leadership styles describe what leaders actually do and how they carry on their tasks. There are indeed so many leadership styles as revealed by literature. Our focus will however, be on autocratic, democratic and laissez-faire, transactional, transformational and situational styles.

The Autocratic Style

It centralizes power and authority in the leader or management. Its purpose is to achieve high productivity in the organization. It does not involve individual workers in decision-making policies. Being task-oriented, the management uses workers as machines to effect productivity. It dictates in order to attain the determined goal and set the workers to perform the roles they are given.

The advantages of an autocratic style are that, first, it does not initiate to use rewards in order to motivate the workers. Second, it impels the workers to work quickly for high production. Third, decisions are taken more quickly for implementation.

The disadvantages are that, first, since the leadership is authoritarian and power is centralized, the work to be done is strictly structured and does not promote initiative and creativity. Second, close supervision is exercised and resented by workers. Third, the needs of the workers are ignored leading to frustration and low morale. Finally, conflicts between administrators and workers arise constantly.

The Democratic Style

The style considers first the needs, interests, rights and freedom of the workers or subordinates. These subordinates are given a substantial amount of freedom and are involved in decision-making. The management influences the subordinates, but it does not dominate their thinking. It offers suggestions rather than issue orders. The leader or management acts as facilitator and provider of information rather than being authoritarian. It praises workers instead of criticizing them.

Its advantages are: high morale among workers; cooperation; workers freedom to exercise their responsibilities; promoting initiative and creativity; having high job motivation; and finally leading to increased productivity. Its disadvantages are that first, it may take long to involve workers in decision-making and they may get lazy. The workers may also start taking things easy.

The Laissez-Faire Style

This style implies the attitude that everybody may do what he wants. There is no real leader in the organization which adopts this style. This kind of organization avoids the use of power and the management role is limited. Besides, it binds itself to no code of regulations. It makes extensive use of unnecessary committees. These committees set goals which no one feels bound to adhere to. Since there is no hierarchy of authority, the leader is merely a symbol.

The advantages are that, mature people feel free to do what they want to do, thus promoting initiative and creativity. Second, the conscientious employees provide their own motivation. Third, decisions are easily accepted.

Its disadvantages include the fact that it has no clear leadership. Second, there is no control, and chaos and conflicts often arise due to unguided freedom. Third, there is a high rate of unhealthy competition among its members.

Transactional Leadership

Transactional leadership styles are more concerned with maintaining the normal flow of operations. In other words, transactional leaders work within the organizational culture as it exists. Transactional leaders use disciplinary power and an array of incentives to motivate employees to perform at their best. The term "transactional" refers to the fact that this type of leader essentially motivates subordinates by exchanging rewards for performance.

Transformational Leadership

A transformational leader goes beyond managing day-to-day operations and crafts strategies for taking his institution, company, department or work team to the next level of performance and success. Transformational leadership styles focus on team-building, motivation and collaboration with employees at different levels of an organization to accomplish change for the better. Transformational leaders set goals and incentives to push

their subordinates to higher performance levels, while providing opportunities for personal and professional growth for each employee.

The basic characteristics of transformational leaders are that, they are creative, interactive, visionary, empowering and passionate. For effective basic school leadership, what Ghana needs now are transformational leaders.

Characteristics of an Effective Leader

For effective school management it is expected that a school leader would exhibit the following characteristics or qualities:

1. Truly Humble - Leads to Serve: They are leaders whose good character makes people want to associate with them. They should not be bossy or lord themselves on their subordinates.
2. Non-Judgmentally Observant: The effective leader observes his own behavior and that of others. If you observe your own behavior non-judgmentally, but with the constant desire to improve, you will get much farther than if you berate yourself, or excuse or justify your shortcomings.
3. Faces and Solves Problems: Once the good leader has observed and is satisfied that she has uncovered the truth, she then sets out to solve the problem. She doesn't procrastinate or spend too much time gathering unnecessary additional data. She gets the right people involved right away, she tells them what she has observed, tells them what she's decided to do so far, and then works with their help to solve the problem.
4. Gives Clear Direction: The effective leader gives clear directions. He works out how a project should proceed, then presents the plan in a well-organized, logical fashion that is easy for his customers, employees, or partners to understand and act upon.
5. Has a Sense of Humour: Running an institution or a company is serious business, but if you can't laugh once and a while, you're not going to be an effective leader. It helps to create the necessary rapport between the leader and the subordinates and bring vitality to the organization. This does not mean the leader should be a joker.
6. Studies the situation in which he finds himself and decides on the style of leadership most appropriate to the situation.
7. Perceives the needs of the group and organizes the group's efforts towards the satisfaction of those needs.

8. Attempts to make the organizational goals/objectives complementary to the group's objectives and directs the group's efforts towards those objectives.
9. Employs appropriate techniques to motivate members of the group so that they work towards achievement of the objectives of the organization.
10. Is sensitive to the needs to change when necessary
11. Knows when to delegate, to take action, and when to involve the group in decision-making; and
12. Keeps the channels of communication in the organization open for a free flow of information.
13. Good leaders have technical knowledge: A good team leader has at least a proficient knowledge of each area of their work so they can properly communicate their objectives and ideas with people, and tease out problem issues.
14. Good leaders are passionate about the organization: Any leader can be devoted to the organization, but the important distinction here is that a good leader shows that devotion with a passion.
15. Good leaders have empathy: Empathy is a crucial quality to being an effective leader because it has such a profound impact on how well you can communicate. That's because communication does not begin with being understood but with understanding the other person.
16. Courage: It takes courage to be a leader – the moral courage to always do the proper thing regardless of the consequences;
17. Accountability: Leaders are accountable for their actions and for the actions of their personnel. Effective leaders never make excuses; they take the blame when things go wrong, and direct the praise to those who did the work when things go right.
18. Respect: Leaders treat all human beings with respect and dignity, in all situations.

Indeed, these are the qualities expected of the basic school head.

Key ideas

- Leadership is the process of influencing the activities of an organized group in order to achieve set goals.
- In the school, leaders may emerge through: (1) appointment (2) election (3) emerge by popular choice and (4) situation.
- Seven sources of leader power include: reward power; coercive power; legitimate power; expert power; referent power; information power; and rational power.

- Administrators try to maintain the old ways of doing things while leaders usually initiate change.
- Leadership styles describe what leaders actually do and how they carry on their tasks
- The basic characteristics of transformational leaders are that, they are creative, interactive, visionary, empowering and passionate

Reflection

Reflection

- What leadership styles do you expect your school head to exhibit?
- What do you consider as the sources of power of your headteacher or headmaster?
- Critically, examine the characteristics or qualities of an effective leader.

Discussion

- Compare and contrast transactional and transformational leadership styles.
- Why will you advocate the adoption of transformational leadership style in Ghanaian basic schools?
- What do you consider as the five most important characteristics of an effective leader?

UNIT 6: TEACHING AS A PROFESSION

This unit introduces the student to teaching as a profession. In line with this the student needs to understand the concept teaching, the activities involved in teaching, teaching as an art or science as well as pedagogy and andragogy. The student will then be exposed to the meaning and characteristics of a profession. Students will further be encouraged to argue for or against teaching as a profession. Finally, the student will be introduced to the code of conduct of the teaching profession Ghana.

Learning outcome(s)

By the end of the unit, the participant will be able to:

- Explain the concepts teaching and profession.
- Identify and explain at least four activities that are involved in teaching.
- Explain what is meant by teaching being an art or a science
- Distinguish between pedagogy and andragogy.
- Identify and explain at least five characteristics of a profession
- Argue for or against teaching as a profession.
- Identify and discuss at least five codes of conduct of the teaching profession in Ghana.

SESSION 1: THE CONCEPT TEACHING

In this session, we will discuss the meaning of teaching, the activities involved in teaching and the characteristics of effective teaching. Furthermore, we will look at whether teaching is an art or science. Finally, efforts will be made to explain pedagogy and andragogy.

Learning outcomes

By the end of the session, the participant will be able to:

1. Explain the concept ‘teaching’.
2. Identify and explain at least four activities that are involved in teaching.
3. Discuss teaching as an art or a science.
4. Distinguish between pedagogy and andragogy.

THE CONCEPT TEACHING

The concept ‘teaching’ can be looked at from three perspectives.

Three Perspectives of Teaching

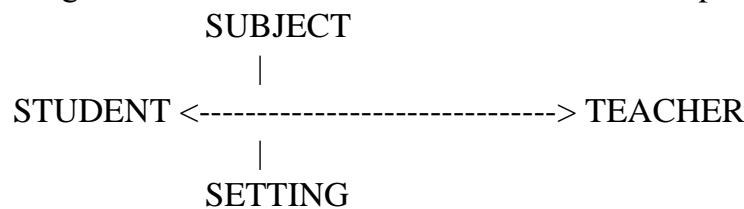
1. **Teaching** - the profession of a teacher;

2. **Teaching** - a doctrine that is taught; eg. "The teachings of religion"
3. **Teaching** - the activities of educating or instructing; activities that impart knowledge or skill.

For our purpose now, we are interested in teaching as educating or instructing; activities that impart knowledge or skill. In this sense the term teaching can be used loosely and officially

- ☛ Loosely, as indicated by Fleming (1965), teaching may occur in any situation in which a certain excess of skills or prestige prompts a human being to try to pass on to another something of his competence – in knowledge (belief), feeling (appreciation), purpose (value), or action. This means in teaching, the contact may be between a child and an adult, two adults, two children, an employer and an employee, a parent and a child (son or daughter).
- ☛ Officially, it is the kind of teaching which takes in the classroom or institutions between an appointed teacher and a pupil.
- ☛ Thus, there can be *institutionalized teaching* and *non-institutionalized teaching*.

Davis (1997) defines teaching as the "the interaction of a student and a teacher over a subject in a setting." The definition can be converted into a simple model as follows:



Davis's definition raises some questions

- ☛ *Can there be teaching without students?*
- ☛ *Can there be teaching when there are students, but no teacher?*
- ☛ *Can there be teaching without a subject?*

Activities involved in teaching

It is important to state that teaching is not about just standing in front of a class and delivering a lesson but involves a series of activities. Teaching involves engaging in these series of interrelated activities.

According to Woodruff (1961), teaching consists of:

- (1) setting up clear objectives
- (2) setting up learning experience to reach the objectives and

(3) helping students become receptive for the learning experience – *This depends on:*

- i. *the student's state of adjustment;*
- ii. *the student's motivation; and*
- iii. *the student's readiness for a new activity*

Nacino-Brown et al. (1985) maintain that activities related to teaching include:

- ☛ *understanding students;*
- ☛ *planning and organizing learning experiences;*
- ☛ *selecting and utilizing instructional materials;*
- ☛ *management and discipline of students;*
- ☛ *choosing and implementing appropriate teaching strategies; and lastly*
- ☛ *evaluating students' progress*

Teacher Behaviours that Contribute to Teacher Effectiveness / Good Teaching

Teacher behaviours that contribute to teacher effectiveness as advocated by the Organization for Economic Co-operation and Development (OECD) Centre for Educational Research and Innovation (1994) and Hackett (2000) include the following:

- ☛ *Demonstrate commitment*
- ☛ *Have subject specific knowledge and know their craft*
- ☛ *Love children*
- ☛ *Have respect for students*
- ☛ *Set an example of moral conduct*
- ☛ *Manage groups effectively*
- ☛ *Incorporate new technology*
- ☛ *Master multiple models of teaching and learning*
- ☛ *Adjust and improvise their practice*
- ☛ *Know their students as individuals*
- ☛ *Have good relationship with other staff and exchange ideas with them*
- ☛ *Reflect on their practice*
- ☛ *Collaborate with other teachers as a good 'team' player*
- ☛ *Advance the profession of teaching*
- ☛ *Contribute to society at large.*
- ☛ *Have high expectations of achievement and behavior*
- ☛ *Is a good communicator*
- ☛ *Makes lessons interesting*
- ☛ *Is caring and enthusiastic*
- ☛ *Is patient/warm/approachable/calm under stress*

☞ *Plans carefully*

TEACHING AN ART OR A SCIENCE?

The question as to whether teaching is an art or a science is similar to the question “Are teachers born or made/trained?”

Teaching as an Art

Teaching as an art suggests that:

- ☞ *Good teaching is the result of the functioning of the imagination and must be learnt through practice and not through formal study*
- ☞ *Some people teach naturally*
- ☞ *Teaching involves great amounts of intuition, improvisation, and expressiveness, and effective teaching depends on high levels of creativity, sound judgment, and insight*

Teaching as a Science

Teaching as a science suggests that:

- ☞ *Those who believe that teaching is a science stress the scientific aspects of teaching and focus on ways to systematize the communication between teacher and student*
- ☞ *As a science, teaching has a body of systematized knowledge on teaching methodology, Human development and Human learning or Educational Psychology*
- ☞ *The body of knowledge is based on known laws and facts, which were derived from scientific investigations*

It can be concluded that teaching is both an art and a science. This is because if you are born with the necessary qualities, and you study the methods of teaching, it will enhance the quality of your teaching and make you a better teacher. On the other hand, if you have acquired a body of systematized knowledge on teaching methodology and you are not creative and use sound judgement, you may not be all that effective as a teacher.

PEDAGOGY AND ANDRAGOGY

It is important that we discuss the concepts pedagogy and andragogy which simply mean the art and science of teaching children and adults respectively. It is because I believe you will agree with me that the approach used in teaching children and adults cannot be the same.

Pedagogy

Pedagogy literally means the art and science of educating children. It is however, generally used to mean methods of teaching. More accurately, pedagogy embodies teacher-focused education.

In the pedagogic model, teachers assume responsibility for making decisions about what will be learned, how it will be learned, and when it will be learned. It implies the dependence of children to a large extent on their teachers for knowledge, skills and guidance. Even though the teacher is expected to direct teaching, the orientation to teaching in pedagogy must be child-centred.

Andragogy

Andragogy is the "the art and science of teaching adults or helping adults learn." It assumes that adults are self-centred, for they have experience (previous knowledge). They only require a teacher to help them to learn and not to direct learning. Adults are self-motivated and ready to learn, they therefore play active role in learning – doing independent research, group discussion etc. The orientations to learning in teaching adults therefore include discussion, simulation, brainstorming as well as questions and answers.

Differences between Andragogy and Pedagogy

Knowles differentiates between andragogy and pedagogy as follows:

Andragogy	Pedagogy
Learners are called “participants” or “learners.”	Learners are called “students.”
Independent learning style.	Dependent learning style.
Objectives are flexible.	Objectives are predetermined and inflexible
It assumes learners have experience to contribute	learners are inexperienced and/uninformed
Active training methods are used	Passive training methods, such as lecture
Learners influence timing and pace	Trainer controls timing and pace
Participant involvement is vital	Participants contribute little to the experience
Learning is real-life problem-centered	Learning is content-centered
Participants seen as primary resources for ideas and examples	Trainer is seen as the primary resource who provides examples ideas

Key ideas

- Teaching can be looked at from three perspectives – As 1). a profession 2). a doctrine and 3). as educating, instructing or imparting knowledge.
- In the classroom teaching involves imparting knowledge, skills and values.
- Teaching involves series of interrelated activities such as: setting objectives; planning and organizing learning experiences; selecting and utilizing instructional materials; understanding students etc.
- Teacher behaviours that contribute to teacher effectiveness include: showing commitment; having subject matter knowledge; having love and respect for students; incorporating new technology; reflecting on practice etc.
- Teaching as an art suggests that some people are with special qualities that enable them to teach naturally even if they have not gone through formal study.
- Teaching as a science means that good teaching is based on the study of systematized body of knowledge.
- Pedagogy is the art and science of teaching children whiles andragogy is the art and science of teaching adults.

Reflection

- In what different contexts can the concept ‘teaching’ be used?
- For effective teaching what activities is a teacher expected to go through?
- What teacher behaviours should be exhibited in the classroom to ensure effective teaching?
- Why should the teacher learn about pedagogy and andragogy?
- How will the idea that teaching is both an art and a science influence your classroom practice?

Discussion

- What do you consider as the five most important teacher behaviours that contribute to teacher effectiveness?
- Why should the approach to the teaching of children be different from the teaching of adults?

SESSION 2: TEACHING AS A PROFESSION

In this session, we will discuss what a profession is, and whether teaching is a profession or not. But before that, we will look at the concept of teaching and try to expand our understanding of the concept. Furthermore, we will discuss the argument for and against teaching as a profession. Finally, we will consider the code of ethics of the teaching profession.

Learning outcomes

By the end of the session, the participant will be able to:

1. Explain the concept 'profession'.
2. Identify and explain the characteristics of a profession.
3. Analyse the argument for and against teaching as a profession.
4. Familiarise himself/herself with the code of ethic of the teaching profession in Ghana.

TEACHING AS A PROFESSION

What is a Profession?

- ☛ According to Agyeman (1986) a profession is an occupation based on specialized intellectual training, the purpose of which is to give skilled service to clients for a definite fee or salary.
- ☛ The Australian Council of Professions defines a profession as: A disciplined group of individuals who adhere to high ethical standards and uphold themselves to, and are accepted by, the public as possessing special knowledge and skills in a widely recognised, organised body of learning derived from education and training at a high level, and who are prepared to exercise this knowledge and these skills in the interest of others.

Characteristics of a Profession

Ornstein and Levine (2006) identify 10 of such characteristics of a full profession based on decades of works of notable authorities and educationalists. They include:

- ☛ *A sense of public service; a lifetime commitment to career.*
- ☛ *A defined body of knowledge and skills beyond the grasp of lay persons.*
- ☛ *A lengthy period of specialized training.*
- ☛ *Control over licensing standards and/or entry requirements.*
- ☛ *Autonomy in making decisions about selected spheres of work.*

- ☛ *An acceptance of responsibility for judgments made and acts performed related to services rendered; a set of performance standards.*
- ☛ *A self-governing organization composed of members of the profession.*
- ☛ *Professional associations and/or elite groups to provide recognition for individual achievements.*
- ☛ *A code of ethics to help clarify ambiguous matters or doubtful points related to services rendered.*
- ☛ *High prestige and economic standing.*

From the list of characteristics of a profession, it is believed teaching lags behind professions such as law and medicine in these four most important areas:

1. *a defined body of knowledge and skills beyond the grasp of laymen;*
2. *control over licensing standards and/or entry requirements;*
3. *autonomy in making decisions about spheres of work; and*
4. *high prestige and economic standing.*

Arguments for and against Teaching as a Profession

The roots of teaching as an occupation go back to ancient Greece, where slaves called paidagogos, or pedagogues, taught children to read and write and helped them memorize passages of poetic history. Despite this long history, there is currently, ongoing debate as to whether teaching is a profession or not. Thus, based on the characteristics of a profession, it is important to look at the case for and against teaching as a profession.

The Case against Teaching as a Profession

A Child's Many Teachers

It is believed the child's education is not the preserve of the teacher. If education is a teacher's unique function, the teacher certainly has a great deal of competition. Children today learn a lot from media offerings, including Sesame Street, YouTube.com, and Sports Illustrated. Also, non-teacher-educators include parents, ministers, older friends, neighbours, employers, best friends, coaches, scout leaders, camp counsellor, and grandparents.

No agreed-upon knowledge: All professions have a monopoly on certain knowledge that separates their members from the general public and allows them to exercise control over the vocation. Members master a body of knowledge that establishes their expertise and protect the public from quacks, untrained amateurs and special interest groups. In the case of teaching or education, there is no agreed-upon specialized body of knowledge. As a result of this, too many people, especially the lay public, talk about teaching/education as

if they were experts. Thus, there are so many non-professionals or pupil-teachers in teaching.

Length of training: Members of professions have prolonged specialized and systematic training based on intellectual training (Caplow, 1965). Although teaching has intellectual and theoretical foundations, it requires a rather short period of specialized training as compared to say law and medicine.

Control over requirements for entry: Whereas many professions have uniform entry requirements, historically this has not been the case with teaching. Within the occupation are members with various levels of education. They are basically classified into those with and those without professional training and qualification. Teacher Associations, for example GNAT in Ghana, have no control over entry requirements. It depends on the needs and policies of the governments.

Autonomy in Decision-making: In every profession, every member of the group is deemed to be qualified to make professional decisions on the nature of the work involved. Members establish laws of exclusive jurisdiction in a given area of competence; and maintain effective control over matters relating to work and to dealing with clients. In fact, lay control is considered the natural enemy of professions as it limits the power of the professionals and opens the door to outside interference. Unfortunately, teachers accept the notion that local and state officials have the right to decide on the subjects, instructional materials, and books to be used etc.

Teacher Accountability

Teachers, unlike other professionals, can be told what to do by parents and other citizens, principals, superintendents, school boards, old students associations etc, even against the professional judgement of the teacher. People see teachers as public servants who are accountable to the people and the school officials who are hired, elected and appointed by the people.

Professional association and code of ethics: Every profession has a professional association as well as code of ethics. Though teachers have a professional association (GNAT) and a code of ethics, the teachers' association has no power over recruitment, training and certification and therefore are not able to restrict entry into the profession. The association is therefore made up of many teachers who do not have the requisite professional qualifications as well as teachers with questionable character.

Again, the teachers' associations often protect teachers who violate the code of ethics. With the exception of clear incompetence, gross negligence or serious sexual offences, teachers are hardly fired. In Ghana, for instance, GNAT lacks disciplinary powers to enforce its code of ethics.

High Prestige and Economic Standing

Members of a profession enjoy high prestige and economic standing in their societies. Unfortunately, in Ghana, teachers' pay is lower than that of lawyers, business executives, and some other professionals with similar levels of formal education.

In terms of occupational prestige, the prestige of teachers is below that of doctors, lawyers and business executives. Teachers are not accorded respect like what some consider as honourable professions such as law and medicine.

The Case for Teaching as a Profession

Though some arguments have been raised against teaching as a profession, there are some who think otherwise, considering the nature and nobility of the teacher's work. Some arguments for teaching as a profession are presented as follows:

Teachers' special task:

Even though it is said that both professionals and non-professionals can teach, it is only the professional teacher who has been given the mandate to provide a unique essential social service (teaching) to people who need knowledge. The society has given the teacher the most important responsibility of educating the young in the society.

Monopoly of special knowledge

It is believed even though students may learn from different sources such as parents, television, peers, YouTube etc., teachers are the only specialists who teach certain special skills and technical skills. Examples include the teaching of subjects like philosophy, medicine, econometrics and psychology, which are not learnt in the streets.

Period of training

It is argued that, even though teachers do not undergo a lengthy period of specialized training like other professions such as medicine and law, teachers do not end their training after graduation. Teachers undergo constant in-service training and education even after graduation to upgrade and update their professional skills and competencies.

Methodology

Even though teachers go through a relatively short period of training, by their study of psychology of human development and learning, methodology etc. they seem to possess some basic competencies not common to non-professional teachers. Examples include lesson notes preparation and questioning skills.

Autonomy of the teacher

It is also true that the autonomy of the teacher is somewhat limited. However, like other professionals, teachers have a wider area of control. Teachers normally decide on the method of instruction to be used for a particular lesson, aspects of the curriculum to be highlighted and which to run through quickly. Teachers when given the syllabus draw their own scheme of work and decide on when and how to teach a particular topic. Thus, teachers have an immense span of personal control. They normally determine the method of instruction. They decide which aspects of the curriculum they will highlight and which they will cover quickly.

Professional Association

Teachers, the world over have strong professional associations which seek and protect the interest of members. For example, in Ghana, GNAT seeks better service conditions for its members, work towards the improvement of the teaching profession and education generally and in conjunction with GES organise in-service training and promotion courses for its members.

Non-Professionals in the Professional Association

It is now clear that teaching is not the only profession where non-professionals are allowed to operate. For example, in Ghana, some members of the public tribunal are not professionals. In the same way, in the rural areas some nurses do perform the functions of doctors even though they are not qualified doctors.

CODE OF CONDUCT FOR TEACHERS (GES STAFF)

This Code constitutes rules for regulating the conduct of staff in the GES and includes the following:

1 Teaching Notes: A teacher shall prepare relevant and adequate teaching notes for his/her work in advance.

2 Exercises: A teacher shall set adequate amounts of written and practical exercises and give homework in all subjects that he/she teaches mark and evaluate promptly and provide the needed feedback.

3 Working Hours: A staff shall report for duty regularly and punctually as determined by the GES.

4 Performance of Duty: A staff shall carry out his/her work in accordance with his/her profession, trade or occupation and in a manner determined by the employer. Any negligence on the part of a staff, which causes loss, damage or injury shall be a breach of contract of service.

5 Private Activities during Business Hours: No teacher shall engage in private and personal conversation during lesson period(s) when he/she is expected to teach or to supervise pupils at work or play and trade or transact any private financial business on the school premises during school hours.

6 Co-Curricular Activities: Teachers shall take part in approved cocurricular activities in the institutions in which they work such as sporting, cultural and club activities.

7 Improper Use of Children's Labour: No employee shall subject a pupil/student to any form of exploitative labour such as send a child on errands for him/her sell or trade in items, weed, farm, fetch water or perform household chores during contact hours.

8 Protection of Children from Torture and Other Degrading Treatment: No staff is expected to subject pupils/students to physical [eg corporal punishment], psychological [eg. intimidate, insult, tease, harass, threaten, snub or discriminate against any child] and sexual violence [have carnal knowledge of any female or male pupil/student or directly or indirectly do anything that may constitute sexual harassment].

9 Non-Discrimination: No staff shall discriminate against a pupil/student on the grounds of sex, race, age, religion, disability, health status, custom, ethnic origin, background, socioeconomic status or misunderstanding with a parent or guardian.

10 Right to Social Activity: No staff shall detain a pupil/student after school without supervision or deprive him/her from any school activity as a form of punishment.

11 Favouritism: No staff shall do anything that shall suggest or create the impression that a pupil/student is more favoured than any other pupil/student.

12 Inordinate Affection: No staff shall under any circumstance show any form of inordinate affection to any pupil/student. Inordinate affection implies the expression of love or likeness with ulterior motive(s).

13 Role Model: A staff shall serve as role model to learners showing high degree of decency in speech, mannerism, discipline, dressing, to portray the dignity of the

profession in the general performance of their duties.

14 Ideological Influence: No staff shall use his/her position to spread his/her political, religious or other ideologies among pupils/students.

15 Absence from Duty: No staff may leave the school/office during working hours, absent him/herself from work without the permission of the head of the institution. A staff who absents him/herself from duty continuously for ten (10) working days or more shall be deemed to have vacated post.

16 Property of Employer: A staff shall not cause a deliberate damage to the property of his/her Employer or use such property for personal benefit or advantage.

17 Protection of the Interest of the Employer: A staff shall not divulge any classified information or document to any person or body that is not entitled to have access to such information or document. Also, no staff shall engage in any other gainful economic activity at the workplace. Finally, staff shall not engage in any act that brings the name of the Employer into disrepute.

18 Postings: No staff shall refuse to accept posting to any location or section where his/her services will be most needed.

19 Transfers: A staff shall not refuse to go on transfer. Transfer within the Service means a change in the job or location of work of the staff.

20 Insubordination: No staff shall in the course of his/her duties disobey, disregard or wilfully default in carrying out any lawful instruction, reasonable order given by any person, Committee or Board having authority to give such order or instruction.

21 Health and Safety Rules: It is the responsibility of the employer to provide safe, secure, working environment, tools and equipment for work to ensure the health and safety of employees. But the staff should also ensure that offices, workshops, laboratories, classrooms and related facilities are kept and maintained in manner to ensure that the health and safety of staff, pupils and students are guaranteed.

22 Presence of Babies in School/Office: Except where permission is sought for a staff's baby to be brought to school/office, no staff shall bring babies or children under school-going age to school/office.

23 Use of Illegal Drugs at the Workplace: No staff shall use illegal drugs during work sessions or at the workplace, induce a pupil/student by involving or sending him/her to

purchase illegal drugs.

24 Drinking, Drunkenness and Smoking: No staff shall drink alcohol or smoke while on duty or be found drunk during school/office hours. Also, no staff shall induce a pupil/student by sending him/her to purchase alcoholic beverage or cigarettes.

25 Unauthorized Collection of Monies, Fees or Levies: No staff shall collect unauthorized monies, fees or levies from pupils/students without the permission of the Director General of the GES.

26 Misappropriation of Funds: A staff shall make proper account of public funds in his/her possession to an appropriate authority. Failure to do so, he/she shall be made to refund the said money and the requisite sanction shall apply.

27 Adverse Internal or External Audit Report: An Adverse Internal or External Audit Report against a staff shall constitute a prima facie charge against him/her and the staff shall be made to explain why disciplinary action shall not be taken against him/her. When investigation is ongoing such staff shall be interdicted.

28 Giving and Receiving Gifts or Favours: It is a misconduct for a staff to accept gifts or favours directly or indirectly from any person if such gifts or favours may compromise the objective performance of his/her official functions.

29 Loan: No staff may advance any loan whatsoever to another staff with interest or act as an intermediary between any staff, registered and recognized money lender or take part in collecting debts on behalf of any moneylender.

30 Financial Embarrassment: Financial embarrassment impairs the efficiency of a staff and may result in disciplinary proceedings being taken against him/her. It is the duty of the head of the institution to report to the Director General any such incidence.

31 Submission of Reports and Data or Information: It is an obligation of a staff, upon request by a superior officer, to submit reports and data or information timely without fail.

32 Public Examinations: No staff acting as an invigilator or a supervisor, shall offer assistance to candidate(s) at National or public examinations, with the intent to cheat. For example, leaking questions or encouraging impersonation.

33 Publications: No staff shall give unauthorized press interviews or releases especially those bordering on policy matters of the Organization or exhibit any obscene materials

34 Participation in Partisan Politics: Though every staff is entitled to his/her own political opinion and may vote at elections, he/she should not involve in political controversy or what leads to improper advantage.

Any staff who is seeking public office through an election either on the ticket of a Political Party or as an independent candidate shall apply to the Director General for a leave of absence without pay.

35 Strikes and Demonstrations: No staff shall involve him/herself in students' strikes, riots or demonstrations.

36 Criminal Acts or Omissions in and outside the Workplace: Any alleged criminal act or omission at the workplace such as stealing, falsification of records or deliberate misrepresentation of facts is a gross misconduct.

A staff who is convicted on a criminal offence involving fraud, theft or dishonesty or sentenced to imprisonment without the option of a fine shall be dismissed from the Service, as from the date of his/her conviction.

37 Anonymous Letters: No staff shall write or circulate anonymous letters with malicious intent.

38 Official Correspondence or Records: No staff shall show or take official correspondence or records to private persons, corporations, companies or other bodies without the express and prior consent of the Director General or his/her representative.

39 Acts of Dishonour: No staff shall involve him/herself in any act that is likely to bring the teaching profession into disrepute but rather preserve the dignity and honour of his/her profession and also his/her own.

40 Outside Remuneration and Voluntary Work: A staff of the GES may provide a service outside the permanent employment of that staff or carry-on business, receive remuneration provided the business or activity does not interfere with the performance of his/her duty as a GES staff; bring the GES into disrepute; or create a conflict of interest.

41 Prompt Action on Disciplinary Matters: Any act of misconduct by a staff shall be dealt with promptly, by the appropriate authority. Failure by the authority to act promptly and appropriately shall constitute a misconduct.

42 Offences Not Mentioned in the Code: Any omission or act of misconduct not expressly mentioned in this Code or in any regulation shall be reported to the Director General, through the appropriate channel and the Director General shall refer the case to the appropriate Disciplinary Committee to deal with it.

Key ideas

- A profession is an occupation based on specialised knowledge and skills derived from education and training at a high level and the professional is prepared to exercise the knowledge and skills in the interest of others.
- Three key characteristics of a profession are: A defined body of knowledge and skills beyond the grasp of lay persons; Control over licensing standards or entry requirements; autonomy in making decisions.
- Teaching lags behind professions such as law and medicine in these four most important areas:
 1. *a defined body of knowledge and skills beyond the grasp of laymen;*
 2. *control over licensing standards and/or entry requirements;*
 3. *autonomy in making decisions about spheres of work; and*
 4. *high prestige and economic standing.*
- Teachers in the GES are guided by professional code of ethics (conduct) relating to issues such as teaching notes; Exercises for students; private activities during school hours; Improper use of children's labour; absenteeism; Drinking drunkenness and smoking; participation in partisan politics etc.

Reflection

- How will you define a profession in your own way?
- In order of importance list five characteristics of a profession you consider the most important.
- Imagine what would be the situation if teachers in the GES were not guided by professional code of conduct.

Discussion

- Why will you consider teaching as a profession?
- What do you consider as the five most important areas among the GES code of conduct?
- Compare and contrast medicine and teaching as professions.

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