



NEW DIMENSIONS IN EDUCATIONAL MANAGEMENT

FOR UNIVERSITIES AND
COLLEGES OF EDUCATION

Rev. Fr. Dr. Stephen
Abuchi Ezenwagu

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**New Dimensions In Educational Management *For
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Dedication

This work is affectionately dedicated to all students of Administration and Educational Management whose desire is to improve the educational milieu.

Acknowledgements

A work of this nature is the cumulative efforts of many. Although, this idea was mine, but many people contributed immensely to its commencement and completion. In view of this, I want to acknowledge the Sterling-worth contributions of my numerous persons whose spiritual and intellectual investments in me have made me who I am today.

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My Publisher, CECTA Publishers Nigeria Limited, Enugu deserves a hug for being a man of his words. Special thanks to Hilary Johnson Chukwuma Chukwurah for all his efforts towards the realization of this Project.

God bless you all.

Foreword

Blurb

Ordained on 8th July, 2006, **Rev. Fr. Dr. Stephen Abuchi Ezenwagu** is a priest of the Archdiocese of Onitsha. He attended All Hallows' Seminary, Onitsha, Anambra State and Bigard Memorial Seminary, Enugu, Enugu State. A graduate of Chukwuemeka Odumegwu Ojukwu University, Igbariam, Anambra State where he obtained his M.Ed in Educational Management. He also obtained his Ph.D. in Educational Management and Policy in November, 2021 from Nnamdi Azikiwe University, Awka.

A Lecturer in the Department of Education Management and Policy, Nnamdi Azikiwe University, Awka, Rev. Dr. Stephen Abuchi Ezenwagu loves singing and sports (tennis and badminton).

Foreword

Knowledge is power, but learning is key. From the onset of time, man has always desired to know. His inquisitiveness led to the discovery of many approaches and methodologies for the acquisition of knowledge, thus adopting education as the best tool for learning.

Without controversy, education is the greatest invention of man. Education is crucial to human, social, national and global developments. It is indicated in the continued advancements in science and technology. It is man's greatest discovery and the single most powerful tool for human emancipation and empowerment. Without education, man would be living in the Stone Age. However, with education, man has been able to discover and advanced himself; altered his environments for better, conquered diseases, sicknesses and advanced his frontiers. In 1711, Joseph Addison wrote, "*What sculpture is to a block of marble, education is to the soul.*" Egbe Ehiemetolor defined education as,

"... the acquisition of knowledge, the aggregate of all processes through which a person develops ability, skills, attitudes and other forms of behaviours with positive values in the society in which he lives."

Education is not a tea-party affair. Knowledge creation and character-moulding are part of job descriptions of educators and educational institutions. To remain relevant in the scheme of things, man must continue to reinvent himself and his approach to learning.

Dynamism defines human societies and activities. Nothing is static because humans are not. In the universe of learning, one must continue to learn, unlearn and relearn.

New Dimensions in Educational Management for Universities and Colleges of Education by Reverend Fr. Dr. Stephen Abuchi Ezenwagu revolves around trends and current ideas in education. Beginning with Concept of Education, Management and Educational Management; Nature and Scope of Educational Management and Policy; Educational Development Patterns and Issues; Management of Education at Home Levels, it opens a new vista of understanding on how educational institutions and parents should make plans for effective teaching and

learning as well as Management Information in Education and Important Issues In Education.

At the core of educational provision is leadership and effective human resource management. It provides guidelines for organizational behaviour and grievance procedures; value-adding labour relations and conflict management.

In *New Dimensions in Educational Management for Universities and Colleges of Education*, Reverend Fr. Dr. Stephen Abuchi Ezenwagu has made a sterling-worth contribution to the universe of knowledge in education management. There could be one or two challenges here and there in the text, nevertheless, it will serve as an invaluable addition to every purpose-driven library.

Hilary Johnson Chukwuma Chukwurah

Author, Conflict Management and Conflict Resolution, Keys to Managing and Resolving Personal Conflicts

CHAPTER ONE

CONCEPT OF EDUCATION

INTRODUCTION

Education is central to the overall development of individuals and their environments. It is a tool for personal and social transformations. Education is a critical investment because it leads to human capital development. An anonymous Chinese poet wrote:

If you are thinking a year ahead, sow a seed. If you are thinking ten years ahead, plant a tree. If you are thinking one hundred years ahead, educate the people. By sowing seed, you will harvest once. By planting a tree, you will harvest tenfold. By educating the people, you will harvest one hundredfold.

Education is the acquisition of knowledge and skills required to sustain individuals, groups and organizational advancements at all levels and spheres of life.

There are *functional* and *dysfunctional* education. Functional education is one that teaches people to be useful to themselves, their families, societies, nations and humanity; one that teaches its recipients to be useful in all ramifications. Dysfunctional education is theoretical without practical applications and relevance to those whom it is designed for.

Educational administration is the art of managing educational institutions. Egwu (2016) opined that a school principal is a leader who must plan, coordinate and

supervise the affairs of the school he/she is called upon to administer so that it can run smoothly.

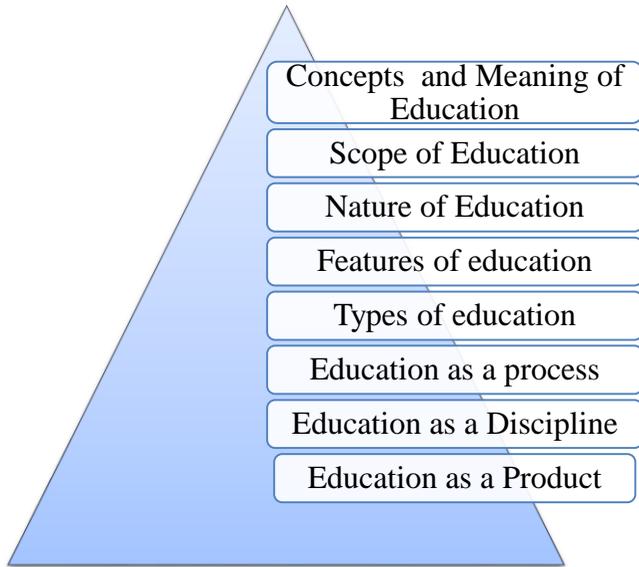
Headmasters/headmistresses, principals, vice chancellors, provosts and rectors are chief administrators of schools at each level. They are expected to effectively deploy various resources through adoption of management principles and practices for the realization of schools' goals. If education system must achieve its national policies and goals, school managers at all levels must ensure optimum management of human, material, financial and other resources.

Education plays very important roles in the economic development of countries as it is aimed at supplying the much needed economic and human capitals that can effectively and efficiently convert other resources into outputs of high values. This chapter will explore the meaning, scope, types and features of education.

OBJECTIVES

At the end of this chapter, students should be able to understand:

1. Concepts and meaning of education.
2. Scope of education.
3. Nature of education.
4. Features of education.
5. Types of education.
6. Education as a process.
7. Education as a discipline.



CONCEPT OF EDUCATION

Education is a powerful driver of development and one of the strongest instruments for poverty reduction and improving health, gender equality, peace and social stability. Developing countries have made tremendous progress in getting children into classrooms. Majority of these children worldwide are now in primary school.

Education is both an act of imparting knowledge to others as well as the act of receiving knowledge from others. Education refers to knowledge received through schooling or instructions. It also refers to the institution of teaching as a whole (Obi, 2025).

“Education” is a word that covers both the act of instructing and learning. Specifically, it refers to the teaching of children or younger people as well as learning done by them (Ikediugwu, 2017).

REAL-LIFE EXAMPLES

Elementary, secondary and tertiary institutions are focused on education. In these institutions, people are taught important information and life skills. Medical schools, Law schools and driving schools provide more specialized forms of education.

According to Oforjebe (2019), education can be thought of as the transmission of values and accumulated knowledge of a society. In this sense, it is equivalent to what social scientists term “socialization” or “enculturation.” Children - whether conceived among New Guinea tribes, Renaissance Florentines or middle classes of Manhattan - are born without culture. Education is designed to guide them in learning a culture, moulding their behaviours towards adulthood and directing them towards their eventual roles in society. In most primitive cultures, there is often little formal learning - little of what one would ordinarily call “school,” classes or teachers. Instead, the entire environment and all activities are frequently viewed as school and classes; many or all adults act as teachers. As societies grow more complex, however, the quantity of knowledge to be passed on from one generation to the next becomes more than any one person can know, hence, there must evolve more selective and efficient means of cultural transmission. The outcome is formal education - the school and the specialist called the “teacher” (Agu, 2017).

As society becomes more complex and schools become more institutionalized, educational experiences become less directly related to daily life, less a matter of showing and learning in the context of the work-a-day world, and more

abstracted from practice, more a matter of distilling, telling, and learning things out of context. This concentration of learning in a formal atmosphere allows children to learn far more of their culture than they are able to do by merely observing and imitating. As society gradually attaches more and more importance to education, it also tries to formulate the overall objectives, contents, organization and strategies of education. Literature becomes laden with advice on the rearing of the younger generation. In short, there would be development of philosophies and theories of education (Obi, 2017).

For the treatment of education as a discipline, including educational organization, teaching methods and the functions and training of teachers, we need to understand the nature of education.

NATURE OF EDUCATION

The nature of education can also be viewed from the dimensions of formal, informal and non-formal education. From the definition of education given earlier in this unit, it is clear that complete education cannot be acquired from inside classrooms only as a large part of it can be acquired from outside classrooms. Such sources include homes, peer groups and other non-classroom situations. Formal education means any form of teaching-learning process which has a generally accepted and regular set of rules, organisations and patterns. It may generally be referred to as “schooling.” Following characteristics make formal education unique:

1. It is strictly controlled.
2. It is curriculum-oriented.
3. It is evaluation and or examination-oriented.

MEANING OF EDUCATION

Education refers to the discipline that is concerned with methods of teaching and learning in schools or school-like environments, as opposed to various non-formal and informal means of socialization. The concept of education is not as simple as we generally assume. But in spite of the difficulties, it is now generally agreed that education implies development in the child what the society believes to be valuable (Obiakor, 2020).

Education is as old as man on earth, and there is no society without one form of education or the other, because, without education, socialization within the society cannot be possible (Onyali 2019).

The term education is elusive. It is simply difficult to say what education is but rather, simpler definition has been given by UNESCO. They viewed education as "Organised and sustained instruction designed to communicate a combination of knowledge, skills and understanding valuable for all the activities of life". To Ofojebe (2016), education is viewed as "a cultural process in itself and the way a new-born individual is transformed into a full member of a given society"; In addition, education is generally aimed at making an individual to be socially, mentally, emotionally and morally sound so as to be able to contribute his quarter to the development of his society in general. Obi (2019), defined education as the acquisition of knowledge. She viewed it as taking ownership of the information given to you whether through formal education or through life skills. Education as it is today known, is a

triune concept with at least three connotations. It is a process, a product, and a discipline. But this is only lexically so, for the three concepts are in turn interlaced. Thus, we can say that education is a means through which an individual "develops his abilities skills, capabilities and all forms of behaviour patterns that are of positive value in the society he lives" (Obiakor 2015). In this definition, the "means" is the process while the skills, and all forms of behaviour patterns acquired, which constitute the aggregate of all the processes, are the products. In our study of both the process and the products, we ask such questions as why do we educate? And how do we educate? This constitute the discipline.

EDUCATION AS A PROCESS

Education is a process whereby the immature members of a group or society are brought to maturity through the influence of the environment. An individual is said to be mature when he has been conditioned to the habits, attitudes, values and customs of the group to which he belongs. An individual's environment includes those forces, which direct his actions. They may be physical or non-physical, near in time and space or extensively remote. They may include animate objects like man and other living things as well as inanimate objects or nonliving things.

Environment may be social or psychological. The social environment consists of all the activities of fellow beings that are bound up in the carrying on of the activities of anyone of its members. The psychological environment, on the other hand, consists of all those things "around us" which stimulate us to action and make us behave in the way we do.

Education is a social process which begins at birth. As a social being, the child interacts with the people and things around him, at first completely dependent on them. From birth through childhood to adulthood, he passes through different stages of life. At each stage, he has distinct needs and varying capacities. Through the responses which others make to his own behaviour, he comes to understand and evaluate his surrounding and to distinguish good from bad. At each stage of his growth he is expected to behave according to the norms of each group to which he belongs, the roles and the parts he plays in each sub-culture and at each level are quite distinct. And he earns these accordingly. Education is, therefore, a process through which the individual passes from birth to death.

EDUCATION AS A DISCIPLINE

Meaning of Education as a Discipline

Discipline is as a branch of knowledge. It is an integral body of knowledge, which has a distinct existence different from other branches of knowledge or disciplines. Knowledge, which is a core element of any discipline, and it is the product of human experience. It is a stock of verified body of experiences. The origin of knowledge is directly dependent on human experiences.

Element of Education as a Discipline

1. Specific origin or history: The core element of any discipline is experienced and verified over a long period of time. Every discipline Mathematics, Science has their long history.
2. Specific foundation: The foundations of any discipline are those areas of knowledge, which lay the bases for a

discipline. For example foundation of science is related to the knowledge of the physical world, which is divided into living and non-living substances.

3. Concepts, theories and principles: The stock of knowledge in any discipline should be arranged in the form of concepts, theories and principles.
4. A theoretical structure: Theoretical structure is the main body of a discipline, which gives it a distinct existence. Every discipline should have a sound theoretical structure in which its underlying body of knowledge is interlinked in a form as an intact area of knowledge
5. Own research methodology: Every discipline should have its own research methodology.
6. The aim of research is theorizing or theory building. Every discipline can be made rich and the sound disciplinary base of it can develop via research.

Characteristics of Education as a Discipline

Education has been originated due to the endeavor of human beings as the process of human learning. The main question related to the origin of education as a discipline is "What is real knowledge and how an individual acquires the knowledge?" Following characteristics of education signify education as a distinct discipline.

1. *Theory-building*

Every discipline has its own theory, theory guides the education. Discipline contains content and different theories for using these contents, so building theory is the characteristics of education.

2. *Process of education*

Education is the process of transforming knowledge and skills, when we implement the objectives, changes

appear in behavior so process is the important characteristics of discipline.

3. *Education System*

Like the other things education also need the system. Input, process and output are the system of education. Hence having a system is the characteristics of discipline.

4. *Code of conduct*

In the process of conducting the education the rules, strategies, plans, techniques are called code of conduct. Education has self-code of conducts. So education is a discipline.

5. *Formulation of base*

Education has reliability, validity, objectivity, measurable, countable, etcetera types of features so education has taken as the different discipline.

6. *Based on social needs*

Education system is conducted by the society. It fully depends upon the needs of society. It fulfills the needs of society so social need is the important characteristics of discipline.

7. *Research conduct*

Education must be associated with the science and technology. Education must follow the changes of time. Education must be based on research and construct the theory. Researches are needed for conducting the education discipline. So research conduct is the characteristics of education.

8. *Finding truth*

Education must help us to find the truth. For finding the truth, we have to select the appropriate content, construct the learning theories and construct the

teaching methods. So finding truth is the characteristics of the discipline.

EDUCATION AS A PRODUCT

Education as a product is the sum total of a man's experiences. Through the process of education, we learn. This learning may be simply cognitive, as when we acquire ordinary knowledge; that is when we simply know. Or it may be the acquisition of a motor skill, as when we learn to eat, write or drive. Or it may be simply effective, as when there is a formation or change of attitude in us. In other words, the knowledge we have of things around us; the things we can do today, and our attitudes, interest, tastes and values are the products of education.

TYPES OF EDUCATION

At this juncture, it is important to mention that the curriculum, methodology, and general organisation of traditional education in Nigeria has undergone a lot of changes because of its contact with western civilization and ideas.

Traditional Education

Traditional education is the indigenous, ancient or old education in any society, which is as old as the society itself. Through this system of education, attitudes, the beliefs, the morals, the customs, the traditions etc., of the society are passed from one generation to the other. The aims and objectives of such type of education are to produce people or citizens who are honest, respectable, skillful, intelligent, cooperative and culturally groomed.

The curriculum, methodology, general organization and administrative structure of traditional education are patterned in accordance with the opinions, beliefs, customs, principles, experiences and practices of the community in which the education is taking place. Traditional education in Nigeria has been highly developed long before the advent of western education. The curriculum of traditional education consists mainly of the learning of functional skills, morals, which are necessary to live in peace and protect the community from external aggression by neighboring ethnic groups. Most of the teaching and learning were conducted informally through socialization processes. Literacy was not given much attention and so most of the learning and teaching were done through participatory education, oral work and memorization. Traditional education is a combination of physical training and character building; and manual activity with the training of the intellect. The period of graduation required for the mastery of any skill depended on when the learner can show enough practical evidence of competence during the entire period of apprenticeship. The learners are usually grouped according to their age grades, sex or kinship. In the traditional education, the staffing system is not regular or specific. The teacher of a particular skill or moral must be versed in the field he or she is supposed to teach. Today such practices have changed. One single staff in the traditional system of education may perform the role of a teacher, an elder, a craftsman, a moralist, a disciplinarian, a judge, a priest, etc. The learning experiences in traditional education in Nigeria includes various types of skills such as pottery, weaving, agriculture, mother-craft, cooking, trading, wrestling, oratory, fortune-telling, traditional

healing, fishing, respect for elders, taboos and cultural norms, hunting, warfare, tactics, blacksmithing and many other crafts and services.

Muslim Education

The history of Muslim education in Nigeria dates back to the early 13th century; during this period there were Islamic centres all over the West African states. Wherever the Islamic religion spread, Islamic education was also introduced. The Quran, which is the holy book of Islamic religion, was the basis for all Islamic education and tradition. Mosques were also built as places of worship. Islamic schools were introduced into various parts of the country. The system of education that was popularized can be divided into three phases. The first begins at about five when young Muslim children are sent to the Quranic schools where they are ought to memorized the Quran in well drawn out stages. Here, children are taught stories about the prophet and some elementary history of the religion. They also learn how to conduct a service.

Thus learning to be a Muslim by acquiring the habits of prayer and worship. During the second phase, students begin a more meaningful study of the Quran. They learn to read and write Arabic and as they become more competent they learn grammar, literature, poetry, Islamic law and so on. The third stage is really a continuation of the second phase, with a wider curriculum content to incorporate grammatical inflexion, syntax, algebra, jurisprudence, scholastic theology and the interpretation of the laws of Islam. During this stage, students decide on areas of specialization. They often travel to the major centres of Islamic education such as Ilorin, Kano, Fez, Cairo, Sankore,

Timbuktu, Sudan and many others. Simply put Muslim education system comprises the Quranic schools, the and the Madrash schools, which are aimed at exposing the learner (man or woman) baby boy or girl to the divine words of God to enable him/her recite portions of the Quran during regular prayers and other religious duties of Islam; to repair the learner for useful living as a committed and practicing Muslims in later life: to achieve moral and spiritual excellence in life.

The contributions of Islamic education in Nigeria's social, economic, political and educational affairs cannot be over-emphasized. Islamic education introduced some Arabic words into Nigerian languages. The Hausa and Yoruba, Kanuri and Fulani languages are mostly affected. For instance, Yoruba words such as 'Alafiah" (good health), "Barka" (congratulations) are derived from words which were introduced through Islamic conquests. Arabic numeral and architecture were also brought by Islamic education. Evidences of the legacies, which Nigeria got through Islamic education can be seen in the building of mosques and Islamic palaces all over the country. The most striking features of such buildings were the lomes, minarets and artistic designs. Islamic education has also introduced new forms of dresses such as mes used in Mecca and other Middle East countries into Nigeria. An example of such dresses is the turban. Few agricultural crops and animals were introduced from the east. Many equipment and important discoveries in mathematics, astrology, medicine, physics and chemistry were brought by Islamic education. The sharia law, which is the basis for Islamic law is used in many parts of the states today.

Western Education

Any discussion on western education will be incomplete without mentioning the activities of the missionaries in the areas that would later be called Nigeria whose sole aim was to propagate the religion of Christianity. With the introduction of Christianity, western type of education naturally followed, as it was a common strategy, that as soon as a station was established, one of the first facilities to be provided was a school. Since the motive of the missionaries was solemnly to spread Christianity, the purpose of education for them was ultimately directed at training the convert and their followers to become teachers, catechists, interpreters, cooks and servants. The school curriculum organisation, control and general management of the type of education received were heavily Christian biased. For nearly forty years the organisation, control and general management of western education were left exclusively in the hands of the Christian missions that brought the education into the country.

With the amalgamation of Southern and Northern Protectorates in 1914, to form a single country now known as Nigeria, the British colonial government then became more involved in establishing educational institutions in various parts of the country. Various commissions were set up by the colonial government to look into the types, finance and organisational structure of the existing schools with a view to giving recommendations for improvement. Notable among such commissions were the famous Phelps Stroke Commission (1920) and the Ashby Commission of 1959. The report and recommendations of these commissions brought improved western education into Nigeria. Grants in-aids advisory and inspectorate services, educational administration and infrastructure, staffing

conditions, methodology and the curriculum were all upgraded. In 1960 when Nigeria got independence, the trend of events in the education sector automatically changed and today the business of Western education is both in the hands of the government and the private concerns, who run schools to suit the modern development in spheres of Science and Technology. Western education has contributed immensely to the political, cultural and economic progress in Nigeria. The English language, which is now the official language of the country was brought through western education as a medium of instruction.

Most countries of the world such as United States of America and the commonwealth countries used the English language as their medium of instruction. Nigeria, therefore, benefits from this communal advantage through international trade, diplomacy and the acquisition of advanced technology.

Today, Nigeria still depends on Britain, United States of America and other European countries for further studies and transfer of technology despite the establishment of many educational institutions in Nigeria itself. Western education also introduced improved education into Nigeria. Most of the institutions established were patterned after those of Europe. The introduction of western culture such as western art, music, dresses, architecture and other ways of life are all the product of western education. Literacy and numeracy were highly improved by western education.

Legal Education

Legal education is the preparation for the practice of law. Instruction in law has been offered in universities since medieval times, but, since the advent of university-

based law schools in the 18th and 19th centuries, legal education has faced the challenge of reconciling its aim of teaching law as one of the academic disciplines with its goal of preparing persons to become members of a profession.

Most law schools have tried to find a middle path between being a mere trade school and being a citadel of pure theory. Unfortunately, the criticism is sometimes made that these efforts result in a type of education that is not practical enough to be genuinely useful in resolving day-to-day legal problems but yet not as rigorously theoretical as a truly academic discipline ought to be.

Origin of Law Education

The ancient Romans had schools of rhetoric that provided training useful to someone planning a career as an advocate, but there was no systematic study of the law as such. During the Third Century BCE, Tiberius Coruncanius, the first plebeian pontific maximums (chief of the priestly officials), gave public legal instruction, and a class of jurists (non-priestly legal consultants) emerged. A student, in addition to reading the few law books that were available, might attach himself to a particular jurist and learn the law by attending consultations and by discussing points with his master. Over the ensuing centuries a body of legal literature developed, and some jurists established themselves as regular law teachers.

In the medieval universities of Europe, including those in England, it was possible to study canon law and Roman law but not the local or customary legal system, since the latter was understood as parochial and so unworthy

of university treatment. In most European countries the study of national laws at universities began in the 18th century, though the study of Swedish law at Uppsala dates from the early 17th century.

On the continent of Europe the transition to the study of national law was facilitated by the fact that modern legal systems grew mostly from Roman law. In England, on the other hand, the national law, known as the common law, was indigenous. In medieval times education in the common law was provided for legal practitioners by the Inns of Court through reading and practical exercises. These methods fell into decline in the late 16th century, mainly because students came to rely on printed books, and after the middle of the 17th Century there was virtually no organized education in English Law until the introduction of apprenticeship for solicitors in 1729. The famous jurist, Sir William Blackstone lectured on English law at Oxford in the 1750s, but university teaching of the common law did not develop significantly until the 19th century. In England, as on the Continent and throughout most of the rest of the world (though not in the United States), university-based legal education became an undergraduate program and remained so until quite recently. Since the late 20th and early 21st century, a number of nations have adopted the so-called U.S. model of legal education, providing university-based instruction in law as a profession rather than only as an academic discipline.

Law has long been a subject of serious study in some non-Western countries, as evidenced by the centrality of legal exegesis in the Islamic tradition and the inclusion of law on examinations for the civil service in China during the Song dynasty (960–1279). Modern university-based

legal education, however, is generally regarded as a foreign institution, having been introduced by European colonial powers in the 19th Century.

Aims of Legal Education

Legal education generally has a number of theoretical and practical aims, not all of which are pursued simultaneously. The emphasis placed on various objectives differs from period to period, place to place, and even teacher to teacher. One aim is to make the student familiar with legal concepts and institutions and with characteristic modes of legal reasoning. Students also become acquainted with the processes of making law, settling disputes, and regulating the legal profession, and they must study the structure of government and the organization of courts of law, including the system of appeals and other adjudicating bodies.

Another aim of legal education is the understanding of law in its social, economic, political, and scientific contexts. Prior to the late 20th Century, Anglo-American legal education was less interdisciplinary than that of continental Europe. With the development of a more or less scientific approach to social studies since the late 20th century, however, this has been changing. Some American law schools appoint economists, historians, political scientists, or sociologists to their staffs, while most permit their students to take courses outside the law school as part of their work toward a degree. Continental legal education tends to be highly interdisciplinary, if more abstract and doctrinal than its American counterpart, with non-legal subjects compulsory for students taking their first degree in law.

Traditionally, legal education has included the study of legal history, which was once regarded as an essential part of any educated lawyer's training. Although economics is increasingly popular as a tool for understanding law, much legal history is nonetheless taught in the context of the general law curriculum. Since the corpus of the law is a constantly evolving collection of rules and principles, many teachers consider it necessary to trace the development of the branch of law they are discussing. In civil-law countries, where most parts of the law are codified, it is not generally thought necessary to cover topics that antedate the codes themselves. On the other hand, in countries that have a common-law system, knowledge of the law has traditionally depended to a great extent on the study of the court decisions and statutes out of which common law evolved.

Even in jurisdictions that require four or five years of law study (as in Japan and India), a graduating law student is not expected to have studied the whole body of substantive law but is, however, typically expected to be familiar with the general principles of the main branches of law. To this end, certain subjects are regarded as basic:

1. *Constitutional Law*, governing the major organs of state. Law of Contract, governing obligations entered into by agreement.
2. *Law of Tort* (or "delict" in civil-law systems), governing compensation for personal injury and damage to property, income, or reputation.
3. *Law of Real* (or immovable) property (see Property Law), governing transactions with land.

4. *Criminal Law*, governing punishment, deterrence, rehabilitation, and prevention of offenses against the public order.
5. *Corporation* (or company) law, governing the leading form that economic actors take in modern society.

The materials studied are largely the same everywhere: codes (where these exist), reports of court decisions, legislation, government and other public reports, institutional books (in civil-law countries), textbooks, and articles in learned periodicals. The aim is not so much that the students should remember “the law” as that they should understand basic concepts and methods and become sufficiently familiar with a law library to carry out the necessary research on any legal problems that may come their way.

Study and practice

To some extent, legal education is out of harmony with legal practice, for in real life a case is not presented as neatly by a client to his lawyer as it is in a textbook. The case usually begins as a statement, often jumbled, of facts and problems that cut across pedagogical categories. A story of a road accident, for example, may involve the lawyer in considering questions of the civil responsibility for the cause of the accident; of contract (in relation to insurance); of criminal law (in relation to a traffic offense); and of other branches of law as well. It is therefore important, while making divisions of law for convenience of study and examination, to guard students against the danger of thinking in compartments.

Lawyers also must contend in practice with branches of law in which they have received no formal education. More importantly, new social issues requiring legal attention and new legal structures come into existence during every lawyer's lifetime in all societies, particularly in those undergoing rapid economic or political development. A good law school produces a graduate who is not constricted by pedagogy but is trained to adapt to -and perhaps even to help bring about - changes in the law.

MEDICAL EDUCATION

Medical education is a course of study directed toward imparting to persons seeking to become physicians the knowledge and skills required for the prevention and treatment of disease. It also develops the methods and objectives appropriate to the study of the still unknown factors that produce disease or favour well-being.

Among the goals of medical education is the production of physicians sensitive to the health needs of their country, capable of ministering to those needs, and aware of the necessity of continuing their own education. It therefore follows that the plan of education, the medical curriculum, should not be the same in all countries. Although there may be basic elements common to all, the details should vary from place to place and from time to time. Whatever form the curriculum takes, ideally it will be flexible enough to allow modification as circumstances alter, medical knowledge grows, and needs change.

History of Medical Education

Although it is difficult to identify the origin of medical education, authorities usually consider that it began with the ancient Greeks' method of rational inquiry, which

introduced the practice of observation and reasoning regarding disease. Rational interpretation and discussion, it is theorized, led to teaching and thus to the formation of schools such as that at Cos, where the Greek physician Hippocrates is said to have taught in the 5th century BC and originated the oath that became a credo for practitioners through the ages.

Later, the Christian religion greatly contributed to both the learning and the teaching of medicine in the West because it favoured not only the protection and care of the sick but also the establishment of institutions where collections of sick people encouraged observation, analysis, and discussion among physicians by furnishing opportunities for comparison. Apprenticeship training in monastic infirmaries and hospitals dominated medical education during the early Middle Ages. A medical school in anything like its present form, however, did not evolve until the establishment of the one at Salerno in southern Italy between the 9th and 11th centuries. Even there teaching was by the apprentice system, but an attempt was made at systemization of the knowledge of the time, a series of health precepts was drawn up, and a form of registration to practice was approved by the Holy Roman emperor Frederick II. During the same period, medicine and medical education were flourishing in the Muslim world at such centres as Baghdad, Cairo, and Córdoba.

With the rise of the universities in Italy and later in Cracow, Prague, Paris, Oxford, and elsewhere in western Europe, the teachers of medicine were in some measure drawn away from the life of the hospitals and were offered the attractions and prestige of university professorships and

lectureships. As a result, the study of medicine led more often to a familiarity with theories about disease than with actual sick persons. However, the establishment in 1518 of the Royal College of Physicians of London, which came about largely through the energies of Thomas Linacre, produced a system that called for examination of medical practitioners. The discovery of the circulation of the blood by William Harvey provided a stimulus to the scientific study of the processes of the body, bringing some de-emphasis to the tradition of theory and doctrine.

Gradually, in the 17th and 18th Centuries, the value of hospital experience and the training of the students' sight, hearing, and touch in studying disease were reasserted. In Europe, medical education began slowly to assume its modern character in the application of an increasing knowledge of natural science to the actual care of patients. There was also encouragement of the systematic study of anatomy, botany, and chemistry, sciences at that time considered to be the basis of medicine. The return to the bedside aided the hospitals in their long evolution from dwelling places of the poor, the diseased, and the infirm, maintained by charity and staffed usually by religious orders, into relatively well-equipped, well-staffed, efficient establishments that became available to the entire community and were maintained by private or public expense. It was not until the mid-19th century, however, that an ordered pattern of science-oriented teaching was established. This pattern, the traditional medical curriculum, was generally adopted by Western medical schools. It was based upon teaching, where the student mostly listens, rather than learning, where the student is more investigative. The clinical component, largely

confined to hospitals (charitable institutions staffed by unpaid consultants), was not well organized. The new direction in medical education was aided in Britain by the passage of the Medical Act of 1858, which has been termed the most important event in British medicine. It established the General Medical Council, which thenceforth controlled admission to the medical register and thus had great powers over medical education and examinations. Further interest in medicine grew from these advances, which opened the way for the discoveries of Louis Pasteur, which showed the relation of microorganisms to certain diseases, Joseph Lister's application of Pasteur's concepts to surgery, and the studies of Rudolf Virchow and Robert Koch in cellular pathology and bacteriology.

The premedical courses required in most countries emphasize physics, chemistry, and biology. These are required in order to make it possible to present subsequently courses in Anatomy, Physiology, Biochemistry and Pharmacology with precision and economy of time to students prepared in scientific method and content. Each of the required courses includes laboratory periods throughout the full academic year. Student familiarity with the use of instruments and laboratory procedures tends to vary widely from country to country, however.

Undergraduate Education

The medical curriculum also varies from country to country. Most U.S. curriculums cover four years; in Britain five years is normal. The early part of the medical school program is sometimes called the preclinical phase. Medical schools usually begin their work with the study of the structure of the body and its formation: anatomy, histology,

and embryology. Concurrently, or soon thereafter, come studies related to function - i.e., physiology, biochemistry, pharmacology, and, in many schools, biophysics. After the microscopic study of normal tissues (histology) has begun, the student is usually introduced to pathological anatomy, bacteriology, immunology, parasitology - in short, to the agents of disease and the changes that they cause in the structure and function of the tissues. Courses in medical psychology, biostatistics, public health, alcoholism, biomedical engineering, emergency medicine, ethical problems, and other less traditional courses are becoming more common in the first years of the medical curriculum. The two or more clinical years of an effective curriculum are characterized by active student participation in small group conferences and discussions, a decrease in the number of formal lectures, and an increase in the amount of contact with patients in teaching hospitals and clinics.

Clinical work begins with general medicine and surgery and goes on to include the major clinical specialties, including obstetrics and gynecology, pediatrics, disorders of the eye, ear, nose, throat, and skin, and psychiatry. The student works in the hospital's outpatient, emergency, and radiology departments, diagnostic laboratories, and surgical theatres. The student also studies sciences closely related to medicine, such as pathology, microbiology, hematology, immunology, and clinical chemistry and becomes familiar with epidemiology and the methods of community medicine. Some knowledge of forensic (legal) medicine is also expected. During the clinical curriculum many students have an opportunity to pursue a particular interest of their own or to enlarge their clinical experience by working in a different environment, perhaps even in a foreign country -

the so-called elective period. Most students find clinical work demanding, usually requiring long hours of continuous duty and personal commitment.

In the United States after satisfactory completion of a course of study in an accredited medical school the degree of doctor of medicine (M.D.) or doctor of osteopathy (D.O.) is conferred. In Britain and some of the other Commonwealth countries the academic degree conferred after undergraduate studies are completed is bachelor of medicine and of surgery (or chirurgery), M.B., B.S. or M.B., CHb. Only after further study is the M.D. degree given. Similar degrees are conferred in other countries, although they are not always of the same status.

Postgraduate Education

On completion of medical school, the physician usually seeks graduate training and experience in a hospital under the supervision of competent clinicians and other teachers. In Britain a year of resident hospital work is required after qualification and before admission to the medical register. In North America, the first year of such training has been known as an internship, but it is no longer distinguished in most hospitals from the total postgraduate period, called residency. After the first year physicians usually seek further graduate education and training to qualify themselves as specialists or to fulfill requirements for a higher academic degree. Physicians seeking special postgraduate degrees are sometimes called fellows.

Continuing Education

The process by which physicians keep themselves up-to-date is called continuing education. It consists of courses and training opportunities of from a few days to several

months in duration, designed to enable physicians to learn of new developments within their special areas of concern. Physicians also attend medical and scientific meetings, national and international conferences, discussion groups, and clinical meetings, and they read medical journals and other materials, all of which serve to keep them aware of progress in their chosen field. Although continuing education is not a formal process, organizations designed to promote continuing education have become common. In the United States the Accreditation Council for Continuing Medical Education was formed in 1985, and some certifying boards of medical specialties have stringent requirements for continuing education.

The quality of medical education is supervised in many countries by councils appointed by the profession as a whole. In the United States these include the Council on Medical Education and the Liaison Committee on Medical Education, both affiliates of the American Medical Association, and the American Osteopathic Association. In Britain the statutory body is the General Medical Council, most of whose members are from the profession, although only a minority of the members are appointed by it. In other countries medical education may be regulated by an office or ministry of public instruction with, in some cases, the help of special professional councils.

Medical School Faculty

As applied to clinical teachers the term full-time originally implied an educational ideal: that a clinician's salary from a university should be large enough to relieve him of any reason for seeing private patients for the sake of supplementing his salary by professional fees. Full-time

came to be applied, however, to a variety of modifications; it could mean that a clinical professor might supplement his salary as a teacher up to a defined maximum, might see private patients only at his hospital office, or might see such patients only a certain number of hours per week. The intent of full-time has always been to place the teacher's capacities and strength entirely at the service of his students and the patients entrusted to his care as a teacher and investigator.

In the United States, medical education was greatly influenced by the example set in 1893 by the Johns Hopkins Medical School in Baltimore. It admitted only college graduates with a year's training in the natural sciences. Its clinical work was superior because the school was supplemented by the Johns Hopkins Hospital, created expressly for teaching and research carried on by members of the medical faculty. The adequacy of medical schools in the United States was improved after the Carnegie Foundation for the Advancement of Teaching published in 1910 a report by the educator Abraham Flexner. In the report, which had an immediate impact, he pointed out that medical education actually is a form of education rather than a mysterious process of professional initiation or apprenticeship. As such, it needs an academic staff, working full-time in their departments, whose whole responsibility is to their professed subject and to the students studying it. Medical education, the report further stated, needs laboratories, libraries, teaching rooms, and ready access to a large hospital, the administration of which should reflect the presence and influence of the academic staff. Thus the nature of the teaching hospital was also influenced. Aided by the General Education Board,

the Rockefeller Foundation, and a large number of private donors, U.S. and Canadian medical education was characterized by substantial improvements from 1913 to 1929 in such matters as were stressed in the Flexner report.

Modern Patterns of Medical Education

As medical education developed after the Flexner report was published, the distinctive feature was the thoroughness with which theoretical and scientific knowledge were fused with what experience teaches in the practical responsibility of taking care of human beings. Medical education eventually developed into a process that involved four generally recognized stages: premedical, undergraduate, postgraduate, and continuing education.

SUMMARY

In this chapter, we have learn Concepts and Meaning of Education, Scope of Education, Nature of Education, Features of education, Types of education, Education as a process, Education as a Discipline, Education as a product and more was learn in this chapter.

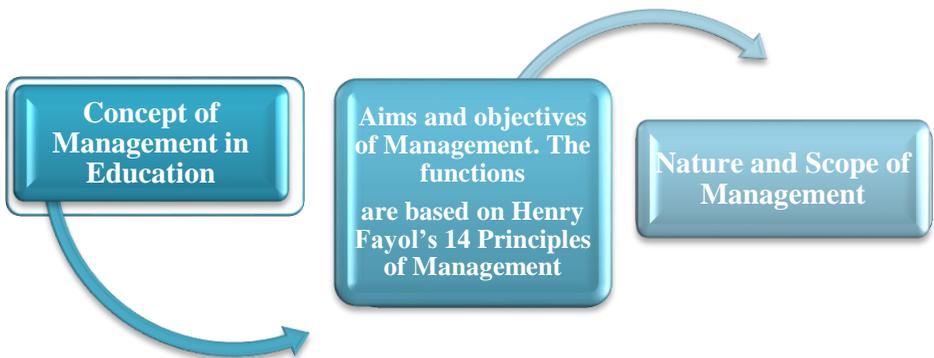
REVIEW QUESTIONS

1. What are the Concepts and Meaning of Education?
2. What is the Scope of Education?
3. What is the Nature of Education?
4. What are the Features of Education?
5. What are the Types of Education?
6. What is Education as a Process, Education as a Discipline and Education as a Product?
7. What is Traditional Education?
8. What is the relationship between Traditional Education and Western Education?

CHAPTER TWO
MANAGEMENT

INTRODUCTION

Everyone manages something, even if it is just themselves, and their personal finances. The essence of management is to achieve a goal as efficiently as possible. One can also plan for holiday by carefully planning how to spend every day and make better time and get more out of the holiday. Management is like investment. Managers have resources to plan with, their own time and talent as well as human and material resources. The goal of management is to get the best return on those resources by getting things done efficiently and economically.



OBJECTIVES

At the end of this chapter, you will learn:

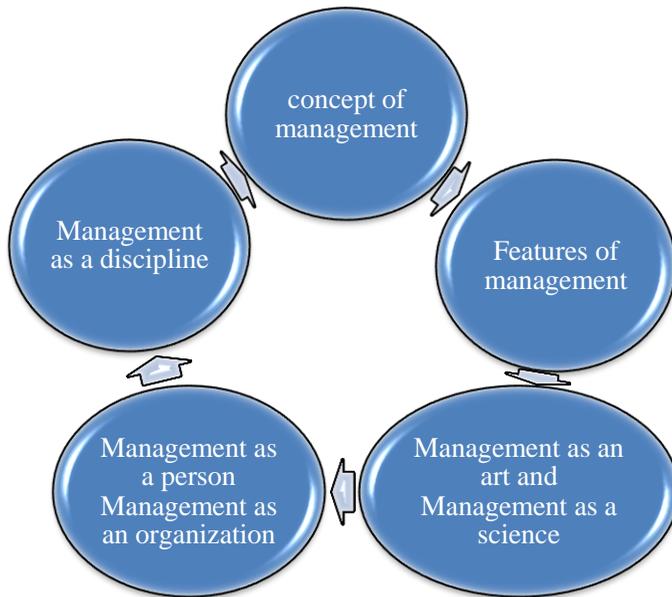
1. The meanings of *management* and *educational management*.
2. Basic functions of management.
3. Nature and Scope of Management.
4. Functions of Educational Management according to Henry Fayol's *14 Principles of Management*.

CONCEPT OF MANAGEMENT

Management is the arrangement of available human and material resources for the achievement of desired goals and objectives (Nwune, Nwogbo & Okonkwo, 2016). It is the productive use of available resources in an efficient and

effective manner geared towards goals realization. Nkwoh (2011) observed that school principals must possess a wide array of competencies in order to lead schools effectively towards the accomplishment of educational goals, which has led to changing expectations of what leaders need to know and must be able to do. Competency as opined by Akudo (2021) is the successful performance of a task through the use of knowledge, skills, attitude and judgment. It is the ability and required skills to accomplish given task. Managerial competency is the possession of necessary skills to effectively manage resources for productivity.

Enwezor (2021) outlines functions of school administrators as including management of instructional programmes, staff personnel administration, students' personnel administration, finance and physical resource management and community relationship management. Effective management of human, material, time and financial resources is highly crucial for institutional sustainability and the development of school action plan.



OBJECTIVES

At the end of this section, you should be able to:

1. Discuss the concept of management.
2. Explain features of management.
3. Discuss Management as an organization; Management as an art and Management as a science.
4. Define Management as a person.
5. Management as a discipline.

DEFINITION OF MANAGEMENT

The term, *Management* means many things to many people. In modern general saying, the term management implies the process by which a cooperative group directs action towards common goals. But to a modern industrialist, management means getting things done through other people. To the economist, management is just one of the factors of production; to the sociologist,

management is a class or status system. However, in the modern organized context, management is viewed as a social process which is designed to ensure the cooperation, participation and involvement in the effective achievement of a given objective.

According to Peter Drucker (2006), Management is an organ of institutions, the organ that converts a mob into an organization and human efforts into performance. Peretomode and Ikoya (2019) also defines management as the performance of executive duties, the carrying out of policies or decisions to fulfill a purpose, and the controlling of the day-to-day running of an organization. Nwadiani and Sokefun (1999) conceive management as a process concerned with creating, maintaining, stimulating, controlling and unifying (formally and informally), organizing human and material, energies with a unified system, designed to accomplish pre-determined objective of the organization.

Ikeduigwu (2018) defined management as the guidance, leadership and control of the efforts of a group toward some common objectives. It is a social/interactional and economic process involving a sequence of coordinated events- 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. From the foregoing, management may be defined as a process of coordinating human and material resources in order to achieve organizations objectives. It can also be said that management is a process of assessing and maintaining an environment in which individuals working together in groups, can accomplish pre-selected mission and objectives effectively and efficiency.

Etymologically, the verb, “manage” comes from the Italian Language, “*Maneggiare*” (meaning, to handle, especially tools). This derives from the Latin word, “*Manus*” (hand).

The French word, “*Mesnagement*” (later “*Ménagement*”) influenced the development in meaning of the English word *management* in the 17th and 18th centuries.

Management in business and organizations is the function that coordinates the efforts of people to accomplish goals and objectives using available resources efficiently and effectively.

Management comprises planning, organizing, staffing, leading or directing, and controlling an organization or initiative to accomplish a goal.

Resourcing encompasses the deployment and manipulation of human, financial resources, technological resources, and natural resources.

Management is also an academic discipline, a social science whose object of study is the social organization.

Another way people talk of management is to describe it as an art, a science, an organization, a person, a discipline, or a process.

Management as an Art

As an art, *Management* is about carrying out organizational functions and tasks through people. This art involves the application of techniques in:

- Human and public relations.
- The delegation of an authority: assigning and sharing responsibilities and duties.
- **Communication:** including decision-making and problem-solving.

- Managing change.

Management as a Science

Management here is concerned with establishing a philosophy, laws, theories, principles, processes and practices which can be applied in various situations, including schools.

Management as an Organization

As an organization, management is about creating formal structures and an establishment based on a mission (or goals), objectives, targets, functions and tasks. For example, social and welfare organizations in government management can refer to education and health services, whilst public security management services could refer to the police and military.

Management as a Person

Managements may be seen as a person or a group of people. For example, a teacher could say 'The school management has changed the timetable in the middle of the term'. This could be referring to the head alone, or to all the senior staff, or it could refer to the members of the board of governors or school committee. In schools with several promoted staff a 'senior management team' might be formed in much the same way as a government has a cabinet of ministers.

Management as a Discipline

In this sense, management is a field of study with various subjects and topics. Knowledge, skills and attitudes in management can be acquired through learning, from experience and from certified courses.

Management is a collection of processes, including such things as decision-making, problem-solving and action-planning. These processes involve the management of

resources including human, material, financial and time. These processes are also known as the functions of managers.

Management may be briefly described according to its basic functions. The five basic functions are: *planning, organizing, coordinating, commanding, and controlling.*

Planning

Deciding what needs to happen in the future and generating plans for action.

Organizing

Making sure the human and nonhuman resources are put into place.

Coordinating

Creating a structure through which an organization's goals can be accomplished.

Commanding

Determining what must be done in a situation and getting people to do it.

Controlling

Checking progress against plans.

BASIC ROLES OF MANAGEMENT

- *Interpersonal:* these are roles that involve coordination and interactions with employees.
- *Informational:* roles that involve handling, sharing, and analyzing information.
- *Decisional:* roles that require decision-making.

Skills Developed

- *Political:* used to build a power base and establish connections.
- *Conceptual:* used to analyze complex situations.

- **Interpersonal:** used to communicate, motivate, mentor and delegate.
- **Diagnostic:** ability to visualize most appropriate response to a situation.
- **Leadership:** ability to lead and provide guidance to a specific group.
- **Technical:** Expertise in one's particular functional area.

Functions of Educational Management are largely based on Henry Fayol's *14 Principles of Management*:

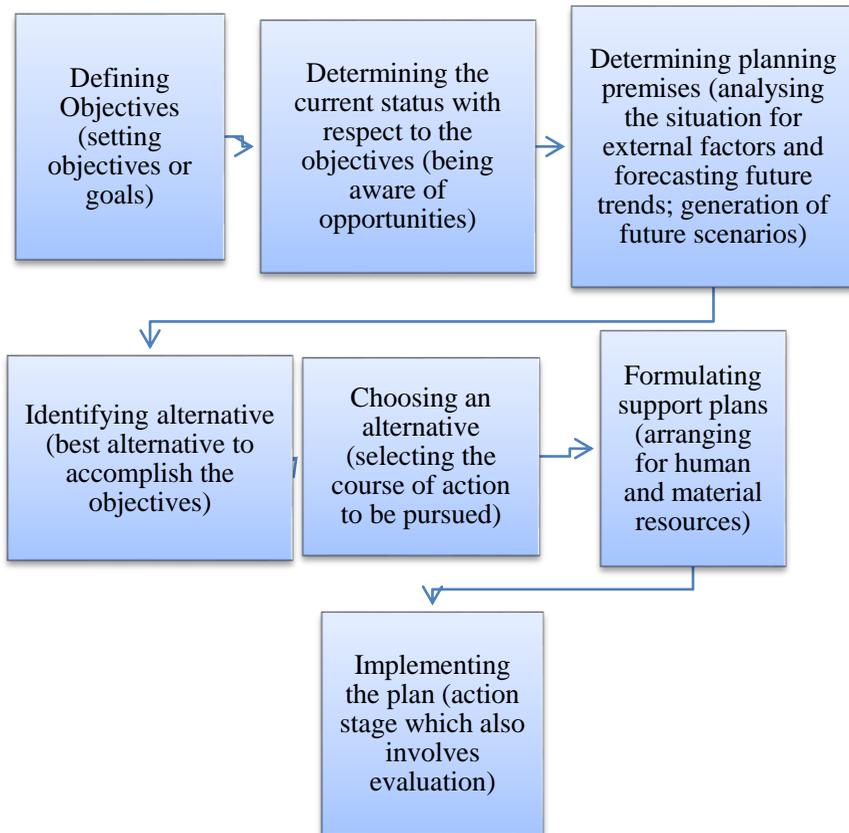
1. Division of work.
2. Authority.
3. Discipline.
4. Unity of command.
5. Unity of direction.
6. Subordination of individual interests.
7. Remuneration.
8. Centralization.
9. Scalar chain.
10. Material and social order.
11. Equity.
12. Stability.
13. Initiative.
14. Esprit de corps.

These functions are expressed in the following five essential features:

Planning

Planning is the process of setting objectives and determining actions in order to achieve them. Planning is anticipatory in nature and sets priorities. It is proactive rather than passive.

Planning asks the following questions: *What? When? Where? By whom?* and *How?* while following a series of steps:



Organizing

Organizing is the process of combining the work which individuals or groups have to perform with facilities necessary for its execution such that the duties performed provide the best channels for efficient, systematic, positive and coordinated application of available effort.

Organizing is characterized by:

1. Division of work or specialization: Activities are assigned to different people who are specialists in that area, for specialization improves efficiency.
2. Orientation towards goals: it harmonizes the individual goals of employees with the overall goals of the institution.
3. Composition of individuals and groups: individuals are grouped into departments and their work is coordinated and directed towards organizational goals.
4. Differentiated functions: the entire work is divided and assigned to individuals so that the organization's objectives are achieved. While each individual performs a different task, each one also coordinates with the tasks of others.
5. Continuous process: groups of people with defined relationships with each other work together to achieve the goals of the organization. These relationships do not end once the task is completed.
6. Delegation of authority: the levels of hierarchy are determined and the span of control is determined via formal relationships.
7. Establishing a communication channel for effective decision making, coordination, control, supervision and feedback, motivation and redressing problems or grievances encountered.

Directing

Directing is the art or process of influencing people such that they willingly strive to achieve group goals. It focuses on the development of willingness to work with zeal and confidence, provides adequate guidelines to complete the task, and motivates individuals to achieve goals in a

coordinated manner. It also focuses on exercising leadership while determining responsibility and accountability.

Controlling

Controlling involves measuring and monitoring performance in accordance with plans and taking corrective action when required. It establishes performance standards based on the objectives, measures and reports actual performance compares the two and takes corrective or preventive action as necessary.

Thus controlling indicates the quantum of goals achieved, the extent of deviation from actual plans, generates accurate information and requisite feedback. Thus controlling focuses upon the difference between planned and actual performance.

Controlling is especially concerned with the areas of Institutional Budget (finance in terms of income and expenditure), Institutional Supplies (stationery and material equipment), Library (maintenance and up gradation), Teaching-learning Process, Accounts and School Records and Discipline (staff and students).

Evaluating

Evaluating is the process of measuring and assessing the achievement of objectives while providing an insight into strengths and weaknesses and planning for future endeavours.

Evaluation helps determine the effectiveness of plans for both administrators and other stakeholders like teachers, staff, students and parents, as also the extended community. It seeks to document the objectives that have been met and to provide information to all concerned stakeholders

regarding achievement, obstacles and corrective action or improvements.

Thus evaluation focuses upon Process (how is the plan being carried out), Outcome (achievement of objectives), and Impact (effect of the plans initiated).

In an educational setting, evaluation of the following areas is carried out, namely:

- Goals and Objectives.
- Content: Selection, Validity, Relevance, Appropriateness.
- Processes: teacher activities, pupil activities, instructional material, teaching methods.
- Outcome: Assessment and Feedback.

SUMMARY

In this chapter, we learnt the meaning and concept of management, Concept, Basic functions of management, Nature and Scope of Educational Management. The functions of Educational Management according to Henry Fayol's *14 Principles of Management*.

REVIEW QUESTIONS

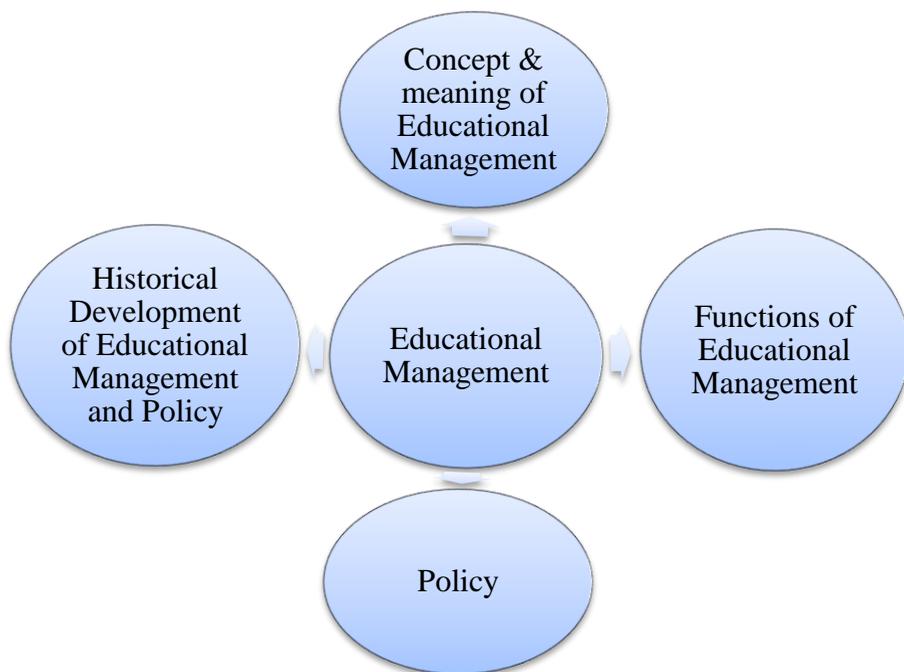
1. What is the meaning of Management?
2. What are the Basic Functions of Management?
3. What is the Nature and Scope of Management?
4. List Henry Fayol's *14 Principles of Management*.

CHAPTER THREE

EDUCATIONAL MANAGEMENT

INTRODUCTION

Basically, *Educational Management* is the implementation of management principles in education field. It is quite clear, According to Gerald Ngugi Kimani (2011), that educational administration and educational management are applied fields of study. In this chapter, we shall discuss the concept and meaning of educational management, functions of educational management, policy and educational policy.



OBJECTIVES

At the end of this chapter, you should be able to:

1. Know the concept and meaning of educational management.
2. Explain the functions of educational management.
3. Defined policy.
4. Discuss historical development of educational management and policy.

CONCEPT AND MEANING OF EDUCATIONAL MANAGEMENT

Educational management is an applied field of management. One can therefore deduce that educational management refers to the application of theory and practice of management to the field of education or educational institutions.

One, therefore, can comfortably refer to educational management as the application of theory and practice of management to the field of education or educational Institutions. Warren (2001) noted that educational management is a field of study and practice concerned with the operation of educational organizations. Educational management has to do with educational administration which is the process of acquiring and allocating resources for the achievement of predetermined educational goals. Educational management is a kind of social control that supports the purposefulness and organization of pedagogical, innovative and supporting processes in the education system, together with obeying the general laws of social control. It has specific features, conditioned by ways of setting and achieving socially significant goals in the specific conditions of the organized disciplinary process.

Connolly (2017) explained educational management as the administration of the education system in which a group combines human and material resources to supervise, plan, strategize, and implement structures to execute an education system.

According to Monroe (1913) “School management, as a body of educational doctrine, comprises a number of principles and precepts relating primarily to the technique of classroom procedure and derived largely from the practice of successful teachers. The writers in the field have interpreted these principles and precepts in various ways, usually be reference to larger and more fundamental principles of psychology, sociology and ethics.” Bush (1986) puts it thus, “Most of the definitions of educational management which have been offered by writers are partial because they reflect the particular sense of author. Those which attempt a broader approach are often bland.”

The educational system is an ecosystem of professionals in educational institutions, such as government ministries, unions, statutory boards, agencies, and schools. The educational system consists of political heads, principals, teaching staff, non-teaching staff, administrative personnel and other educational professionals working together to enrich and enhance. At all levels of the educational system, management is required; management involves the planning, organising, implementation, review, evaluation, and integration of an institution.

The main functions of educational management include:

- Planning
- Organization
- Directing

- Coordination
- Controlling

Planning

The process of setting out in advance, strategies, policies, procedures, programmes and standards through which an educational objective can be achieved. Planning in as the duty of educational management is the preparation phase in the decision making process and helps to determine the optimal decision. According to Philips (2011) planning is the process of preparing a set of decisions for action in the future and directed towards realizing some goals by the best possible means. Hence the essence of planning is the assessment of as many operational alternatives as possible and then selecting the best for launching action.

Organization

This refers to the establishment of effective authority relationships among selected work, persons and work places in order for the group to work together efficiently in the achievement of institution's academic objectives. The management has the duty of organizing the activities of the institution which includes the courses that will be taken and the lecturers that will be in charge, when each semester will open and close, etc. These activities are carefully organized by the educational management to help the school achieve its target and objectives.

Directing

Directing is entirely the duty of the management. It is referred to as the technique of instructing, guiding, inspiring, counselling, overseeing and leading people towards the accomplishment of organizational goals. Educational management directs all the activities in the

school, this helps them to ensure that there is strict compliance with the policies and academic planning of the school.

Coordination

Coordination is an important aspect of any group effort. When an individual is working, there is no need for coordination. Coordination implies synchronization of various efforts of different departments to reduce conflict. In academic environment, multiple departments usually perform the work for which the school exists. Therefore, coordination of these departments is paramount to the successful achievement of the school goals.

Controlling

In every organization, controlling of activities is very essential. Controlling of academic activities is very necessary in the school. This controlling enables the management to ensure that the planned activities are in line with the school programmes. Therefore, controlling can be seen as the process of ensuring that actual activities conform to planned activities. Planning and controlling are closely related. Controlling is more pervasive than planning. Controlling helps managers monitor the effectiveness of their planning, organizing, and leading activities.

Policy

The decision of management can be effectively implemented through good and well-articulated policies. Policy refers to the collection of laws and rules that govern the operation of education systems. Policy is generally an intent, a set of rules and principles, adopted for ease of governance within an organization. It is fundamentally

important for organizations to have implementable policies, as it forms a linking pin between the school management, teachers, students, parents, and the rule of law. In school, several policies are enshrined to bring to fruition the successful implementation of planned academic activities. Educational policy has a clear and unique purpose. This purpose is squarely to protect the decisions, ideas and plans of the school from poor implementation and any distraction that will lead to failure. According to Nwoko (2014) policies in education determine the quality of activities running in the school.

Policies help define rules, regulations, procedures and protocols for schools. All of these are necessary to help a school run smoothly and safely and ensure that students receive a quality education. Policies are important because they help a school establish rules and procedures and create standards of quality for learning and safety, as well as expectations and accountability. Without these, schools would lack the structure and function necessary to provide the educational needs of students.

HISTORICAL DEVELOPMENT OF EDUCATIONAL MANAGEMENT AND POLICY

The survival of any organization depends largely on the quality of management or administrative services. Without a well-defined management, no organization will go far in achieving her aims and objectives. Management is the organization and mobilization of all human and material resources in a particular setting for identified objectives in the system to be achieved.

Origin of management (organized management) can be traced back to 5000 B.C. when the agricultural revolution had taken place. These agricultural civilizations existed in India, China and Egypt. According to Peter Drucker, these irrigation civilizations “*were not only one of the great ages of technology, but it represented also mankind's most productive age of social and political innovation.*” This followed down to Italy. During the 13th and 14th centuries AD the large trading houses of Italy needed a means of keeping records of their business transactions. To satisfy their needs Luca Pacioli published a treatise in 1494 describing the Double Entry System of Book-keeping for the first time. Management thought is an evolutionary concept. New theories and principles were suggested along with new developments in the business field. The new thoughts supplemented the existing thoughts and theories. This is how developments are taking place continuously in regard to management thoughts/theories. Management thinkers and thinkers from other fields such as economics, psychology, sociology and mathematics have also made their contribution in the evolution of management thought.

In education, management is very essential. This is because education is concerned with the transmission of skills, knowledge, vocation and culture and this is usually done through teaching, learning, research and dissemination of the findings for ultimate utilization. It is the business of management that both human and material resources within educational system should be organized and mobilized so that the objectives of education can be achieved to the fullest. Development of educational management and policy dates back to the time education officially started. Even the time of Aristotle, Alexander The Great, Socrates,

etcetera, there was every attempt to manage education so as to make it very respectable and the strata for acquiring knowledge of any kind.

The administration or management, therefore, influences the results to be achieved, the direction to be pursued and the priorities to be recognized. This can be seen in the ways the early teachers organized their teaching, separating science from arts and ensuring that each is taught differently for the students to be able to learn and understand them. In the times of Alexander, men are taught the art of war from one stage to the other until it gets to the end. There are set of people who designed these stages and ensure that they are followed strictly by the instructor in order to achieve results. These set of people are carrying out the work of management in the education of the warriors. These management activities have been useful as the results are seen in the young warriors who follow instructions strictly and the wars they have won. This management idea has been applied in many other organizations and production, and good results yielded.

However, the school system have been applying it for centuries as it is part of the school system, hence there is the hierarchy of principal to last teacher, or headmaster to the last teacher. This arrangement is not officially done and no one takes responsibility of some errors that emanate in the school. And for this reason, the school system is increasingly challenged with many complex problems. There is a general outcry that standards of education are falling and morals are flagging. Some blame the pupils for this apparent decline in education and moral values, a thoughtful few think that they are due to the nature of

change in all directions. Majority blame the teachers for the woes in the schools. They are not as devoted and dedicated to the cause of education as their predecessors. Teachers as a group blame parents and the children. They also blame the government for unattractive condition of service and for poor physical facilities in the classroom. These problems and many more offer too many opportunities to exert leadership management. In the late 19th Century, there is an introduction of education management. This is to make school to be very effective in its operations.

However, the development of Educational Management as a field of study began in United States in the early part of the 20th Century. Development in the United Kingdom came as late as the 1960s when Herding wrote, *A PRACTICAL handbook of School Management by Teachers*.

SOME GENERAL PRINCIPLES OF MANAGEMENT APPLIED TO PROBLEMS OF SCHOOL SYSTEM

In 1913, Franklin Bobbit of the University of Chicago published an article on School management. In 1934, Jesse Newton published his work titled, *Educational Administration as a Social Policy*. In 1934 also, Koopman, et. al wrote on, *Democracy in School Administration*. From thence, educational management and policy took off and many countries' educational systems, including Nigeria, started adopting it in order to create a standard school that is well managed. It therefore suffices to say that an effective educational management translates the educational policies, laws and regulations into practical operational policies. The National Policy on Education, (2004) states that the success of education is hinged on proper planning, efficient

administration and adequate planning. This involves organization, proprietorship and control, inspection and supervision. These are all carried out by the educational management.

SUMMARY

Today, *Educational Management and Policy* are considered paramount in any school. No academic activity can be set in motion without management. These activities are thought out, planned and policies for implementation made by the management. In a nutshell, *Educational Management* is the strong root of any successful school.

REVIEW QUESTIONS

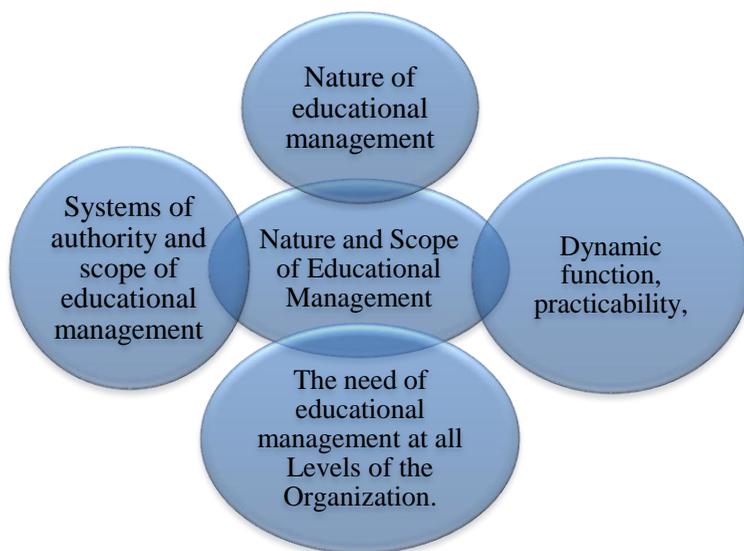
1. What is the Concept and Meaning of Educational Management?
2. What are the *Functions* of Educational Management?
3. What is *Policy*?
4. Discuss on the *Historical Development of Educational Management and Policy*.

CHAPTER FOUR

NATURE AND SCOPE OF EDUCATIONAL MANAGEMENT AND POLICY

NATURE OF EDUCATIONAL MANAGEMENT

The scope of Educational Management is wide. It involves obtaining a license for a school, setting up its building, advertising for admissions, employment of staff (teaching and non-teaching), deciding its curriculum, acquiring books, aids, equipment, preparations for the admission of pupils/students, admission and commencement of classes; teaching, testing, evaluating, promoting to the next set of classes, managing staff so that they are geared towards the main functions of school, managing its finances in a way



that appropriate amounts are available at any time so that teaching and learning can take place efficiently.

OBJECTIVES

At the end of this chapter, you should be able to:

1. Know the nature of educational management.
2. Define dynamic function and practicability.
3. Explain the need of educational management at all levels of the organization.
4. Discuss systems of authority and scope of educational management.

Educational management is about effectiveness within a given context, and having all-encompassing skills and knowledge and attitudes. In order to achieve effective organizational performance in schools, it is essential that all persons and resources are aligned and given directions. This implies deliberate planned action towards the achievement of specific goals or policy objectives. This deliberate and planned action lies at the core of educational management.

With the beginning of 1970s, a new era has emerged in the field of educational management. Changes have been taking place in all its aspects, conceptual as well as operational. At the conceptual level, new terms, constructs and approaches are being introduced and used. The terms, *educational management* and *educational organization* are frequently being used in place of educational management. However, according to Lovely Professional University of India in Obi (2017), the nature of educational management includes:

Dynamic Function

Educational management is expected to adapt to any change in activities of the society. It has to be performed

continuously in an ever-changing environment. It is constantly engaged in the moulding of the enterprise. It is also concerned about the alternation of environment itself so as to ensure the success of the enterprise. Thus, it is a never-ending function.

Practicability

School management should be something realistic. It must not be a bundle of theoretical principles, but must provide practical measures to achieve the desired objectives. Whatever the objective that is decided must be made achievable and practicable to avoid frustration.

Distinct Process

Management is a distinct process to be performed to determine and accomplish stated objectives by the use of human beings and other resources. Different form of activities, techniques and procedures, the process of management consists of such functions as planning, organizing staffing, directing, coordinating, motivating and controlling.

Needed at All Levels of the Organization

According to the nature of task and the scope of authority, management is needed at all levels of the organization, example, top level, middle level and supervisory level. Like the executive, the lowest level supervisor also has to perform the function of decision-making in one way or another.

System of Authority

Authority to get the work accomplished from others is implied in the very concept of management since it is a process of directing men to perform a task. Authority is the power to compel men to work in a certain manner.

Management cannot work in the absence of authority since it is a rule-making and rule-enforcing body. There is a chain of authority and responsibility among people working at different levels of the organization. There cannot be an efficient management without well-defined lines of command or superior - subordinate relationships at various levels of decision making.

SCOPE OF EDUCATIONAL MANAGEMENT

The significance of school leadership in creating effective and futuristic schools has been highlighted in the unit earlier. Effective educational management helps the school heads to perform his or her roles professionally and in an informed manner. The first level of education management is the management of self. Management of a school entails a combination of knowledge, skills and attitudes for different levels of school related activities. Each level or area of operation needs to be analysed to enable you to become analytical about your job so that you can make sure you are doing the right things, for the right reason, in the right way, and at the right time.

Self-aware

The first step to managing self is to be self-aware. One of the most popular and accepted models that help to make a human self-aware is the Joe-Hany model. Joseph Luft and Harry Inghram (1969) put this model together and the model came to be known after them. The model is explained in the following way:

ALL	OTHERS
SELF	BLIND

According to the model, all of us have four aspects to ourselves, which determine self-awareness.

The first aspect is what all know about me. For instance just by looking at me they know how I look, what gender I belong to, what could be my chronological age etc.

The second aspect is what others know about me but what I do not know about myself. Does that seem strange? Just think for a while. Do you know how you look when you are angry or sad or happy? No you don't. Neither do you know the effect your emotions have on other people. There are quite a few things about yourself that you do not know, but which others know. Give it some thought and you will come up with some more examples.

The third level is what you know about yourself and others do not know about you. For instance, you are aware of the kind of things that upset you and others may have no clue about these characteristics. If they did, they would make sure not to do them.

The fourth aspect is, which neither you nor others know about you. This part of you is called the blind area. So many times we are not aware of why we do certain things as we do them and others when asked, may not be able to throw light on these issues. On reflection, you will find that many of your impulsive actions come out of the blind area and some of these you would like to avoid as they invariably lead you into trouble. For instance, when a fellow teacher offers to help you in doing something, you do not want to accept the offer. You think of a few excuses to reject it. The teacher feels inadequate and you end up doing all the work yourself. Let us see the implications of this action. Apart from causing a heartburn to others, (the fact you did not share the work) this approach resulted in tiring you out

completely. You are not aware why you did not share the responsibility and gave the impression that only you could complete the job, when you knew that it could have been done had you taken the time to explain the specifications of what you wanted done.

Management of Teams

The scope of educational management also unfolds in the management of teams. Teams basically mean a group of people, other than yourself, who have to be motivated and committed to achieve the institution's goals. Before understanding the management of teams, the leader has to believe that a team is probably the most important resource to achieve institutional goals. In the context of schools, teacher leadership has gained legitimacy in the last couple of decades. Teachers are now expected to play a major role in all facets of school life including action research, staff development, attend and chair meetings and act as change agents. The synergy that occurs when leaders interact with other teachers gives birth to a vibrant, self-initiating and self-renewing community of learners.

Carrying the discussion further, let us first define a team. A team is a group of people who have come together for a purpose. In the course of this coming together, they are focused on the learner/student who determines the purpose. The purpose also provides them with a sense of direction. They work together, and in the process, they understand themselves, each other and the institution that has been formed to achieve the purpose. To ensure that the task is done and that they are able to achieve it together, they set accountability patterns, plan the project and then get involved in its implementation.

Some points to help in managing teams effectively are:

- Team members need to believe in the value of differences that people bring to the team
- They need to have some norms for respectful behaviour and accountability
- Leadership will change as the expertise shifts
- Listening is an important skill to be practiced. Listening to both the message and the messenger and not just the message at the cost of the messenger is important
- There will be dissonance and disagreements, which do not mean the devaluing of the person, rather, it means the opportunity to come to an agreeable meeting point, which might be the key to the highest quality of team functioning.

Management of the School

Essential to the management of a school as an organization is the presence of an institutional mission. Mission provides direction to the process of management. It addresses questions like:

- What is the purpose of school?
- Why are pupils and staff here?
- What knowledge and skills do our pupils need?
- How does a school identify individual differences?
- How does it adjust its methods and programmes to foster individual growth?
- What values does a school seek to promote?
- What are the desired relationships between:
 - a student and a student?
 - a student and a teacher?
 - a teacher and the head?
 - the head and the community?

Once the mission is clearly articulated, the next step is the process of managing the school to achieving the yearly goals arising out of the mission.

To explain the process of management we will be using a management tool – “the management cycle.” The management cycle is a framework for any process oriented function, which is also cyclical in nature. Education is a cyclical process.

Every year, every class begins with a revision of what was learnt in the previous class, followed by teaching as per the learning outcomes of the class, followed by tests, more teaching and testing and finally leading to evaluation. Teaching-learning is also interspersed with other cyclic events such as time-tabling, organizing annual events, etcetera.

Determine activities to be performed to achieve the objectives of an organization

Educational organizations undertake teaching activities with a view to give educational. They may perform teaching, discipline on service activity. In a educational organization, teaching and learning major activities. In carrying out these major activities have to perform a number of other activities such as staffing, financing, accounting, recruiting employees, etc. Since the objectives of different organizations are different, it is therefore, necessary to determine the activities of each organization separately.

Identification of major functions to which these activities relate

The next step is to identify the major functions to which these activities relate. In an educational organization, teaching learning, finance and personnel are the major functions. If the amount of work to be done in connection with each of these functions is large, separate departments may be created for each of these functions. Head positions will have to be created to supervise the activities of these departments. At this stage, a list of activities relating to each function must be prepared.

Establishing relationship among individuals and groups

Heads divide activities to increase efficiency and to ensure that work is properly done. The activities which are performed by persons holding different positions must be related. The responsibility, authority and accountability of each person must be well defined. This is necessary to avoid conflict and confusion and to ensure that work is performed as planned. Establishing relationships among individuals and groups is, therefore, an important aspect of the organizing process.

EDUCATION MANAGERS AND POLICY-MAKING

Education is rapidly changing and technically tailored towards meeting certain goals. Achievement of these goals are the major duties of the education managers. These goals are always centered on the advancement of teaching and learning through the implementation of performance based-management. The manager of education ensures that decided policies receive full implementation

Bolam (1999) posited that Educational management is the duty of educational managers, therefore, it is a function of execution for fulfilling decided policies.

However, there should be a main link between goals and aims of education and actions of educational management and thus, the process of determining goals of organizations is fundamental to education managers.

A lot of changes have been occurring in Nigerian education system all over the world. As it is now, is a strong fact that the education system in every part of the world will experience some amount of changes. These changes require school managers to study, implement and assess teaching-learning outcomes, while at the same time providing performance based reports.

According to Omotere (2013), school managers (Principal, Deputy Principals and Heads of Departments) are entrusted with measuring teaching outcome in schools to meet school goals; retraining of staff on Information and Communications Technology (ICT) to meet specific time based school objectives; and effective management of available funds for the betterment of the school.

However, the continued change in the education system require education managers to constantly adopt new roles in implementing policies on education. Overtime, the roles of these managers centered around instructional leadership, improvement of teachers' capacities and students' academic performances (Olibie, 2010). However, according to Omotere and Nwangwa (2013), due to changes in school system, these basic roles have expanded to include:

- a. Management of academic and administrative affairs of the school. The education managers are expected to effectively manage the school by planning ahead and ensure that there are enough teachers to be assigned for classes, has a hold of the school time tabling of activities, procure teaching materials, and retrain the teachers for the task ahead.
- b. Education managers are expected to monitor the performance of staff and learners of the school using the National Policy on Education as guideline. Staff are expected to contribute to the evaluation of individual in-service activities and of the overall staff development plan.
- c. Education managers are to maintain the assets and other infrastructures of the school.
- d. Schools' education managers are not to task learners for money, but externally source for funds from their communities and alumni bodies to improve school facilities.
- e. Education managers are expected to provide continuous training and development of the teachers and non-academic staff particularly on ICT usage.
- f. Education managers are expected to comply with the conditions of service for teachers and non-academic staff set by the Ministry of Education. Education managers are to ensure that only qualified teachers are assigned to teach in the classrooms.

The aforementioned roles of education managers can only be achieved through making and implementation of schools' policies.

According to Ballen (2000) an education manager is a person who has the responsibility of planning, organization, and management of the educational approach and strategies used in preschool, primary school, secondary school, colleges or universities. They are generally responsible for planning and deciding the resource and development of the entire curriculum. Nwoko (2018) succinctly put it that, where there is no education managers, schools will be in total disarray; lecture theatres would be chaos; teachers would have no register from which to take attendance; truancy would be rife; and new students would be wandering around their campuses with no idea what they're studying or where they need to be.

Malami (2010) explained that education managers provide incredibly valuable operational support within their school and coordinate all school activities throughout each academic year. They manage admissions, enrolment, attendance, timetables, examinations, quality assurance and financial procedures.

DUTIES OF EDUCATION MANAGERS

1. Upholding educational standards and regulations of their schools.
2. Guiding management team in undertaking research proposals for understanding the essential school requirements.
3. Ensuring that plans and strategies for the growth of the school is implemented and working perfectly
4. Assessing and interacting with the staff members to get a better understanding of their teaching procedures, how much progress the students are making, and the

changes that need to be made in order to help them progress further.

5. Managing the management budgets and presenting the budgets before the higher authorities to get their approval.
6. Approving of the budgets of the staff and management
7. Hiring of the staff and further making them aware of the regulations and policies followed in the school.

SUMMARY

Every organization has leaders who arrange and organize things, preparing the organization's environment and setting standards for the smooth operation of activities in the place. This also happens to schools.

Schools, colleges and universities are often large, complex institutions with masses of students, staff, services, scholastic systems and activities which need to be coordinated effectively. Students do not just magically turn up at schools and move into their lessons without timetables; university students do not just turn up to any random university they fancy and start attending lectures for free; teachers and lecturers do not just teach in any random classroom or lecture hall and hope that somebody might turn up.

A set of people organize and arrange things in a standard way that when any student or teacher/lecturer comes, they will follow the procedures for a better acquisition of education. These set of people are school (education) managers. They are given different portfolios to manage to make sure that these places of learning are running smoothly and effectively.

In this chapter, we learnt the nature of educational management, scope of educational management, dynamic function and practicability of educational management; need of educational management at all levels of an organization and systems of authority in educational management.

REVIEW QUESTIONS

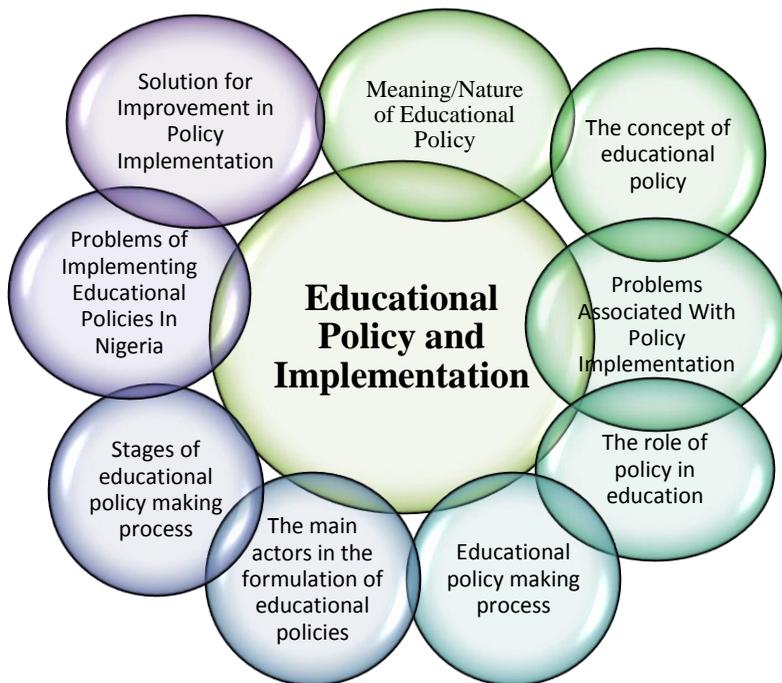
1. What is the nature of Educational Management?
2. In not more than 10 lines, discuss the Scope of Educational Management.
3. What is Dynamic Function?
4. What is practicability of Educational Management?
5. What are the needs of Educational Management at all levels of an organization?
6. What is Systems of Authority in Educational Management?

CHAPTER FIVE

EDUCATIONAL POLICY AND IMPLEMENTATION

INTRODUCTION

This chapter introduces educational policy and implementation; meaning/nature of educational policy; concept of educational policy, problems associated with policy implementation, role of policy in education, educational policy-making process, main actors in the formulation of educational policies and stages of educational policy-making process; problems of implementing educational policies in Nigeria and solutions for improvement in policy implementation.



OBJECTIVES

At the end of this chapter, you should be able to explain:

1. Meaning/Nature of educational policy.
2. Concept of educational policy
3. Problems associated with policy implementation.
4. Role of policy in education.
5. Educational policy-making process.
6. Main actors in the formulation of educational policies.
7. Stages of educational policy-making.
8. Problems of implementing educational policies in Nigeria.
9. Solution for improvement in policy implementation.

CONCEPT OF EDUCATIONAL POLICY

Educational policies are initiatives mostly by governments that determine the direction of an educational system (Okoroma 2000:190).

According to Osokoya (1987:2), *Education* is a distinctive way in which society inducts its young ones into full membership. So, every modern society needs some educational policies to guide it to achieve this purpose.

MEANING AND NATURE OF EDUCATIONAL POLICY

In the view of Awokoya (1981), *educational policy* is directed towards increasing the quality of life of a people. He believes that the objective of any policy is to satisfy individual needs, community pressures and degree of complexity and sophistication to which socialized personnel must be educated and trained to meet these demands. He suggested that the following are necessary to guide formulation of adequate educational policy:

1. It should be formulated and adopted through a political process which acknowledges the reality and legitimacy of conflicting interests and desires among its participants
2. It should portray some elements of guidance for properly directed and coordinated action towards the attainment of the desired goals
3. It should contain information on the broad objectives that should be reached.
4. It should be a binding guide on the actions of those implementing it.
5. It should be enforceable and enforced by the society which formulates it.

Kerr (1976) believes that for a policy to qualify as an educational policy, it must be distinct from other policies. In his view, educational policies are distinguishable from other policies by the fact that policies on education are part and parcel of educational institutions.

However, it is important to note that not all policies formulated in educational institutions can qualify as educational policies. Generally, policies must be rational and purposeful to enable them to stand the test of time.

PROBLEMS ASSOCIATED WITH POLICY IMPLEMENTATION

The gap that often exists between policy formulation and implementation provokes inquiry to identify factors that constrain the effective implementation of educational policies. The problem of policy implementation is traceable to the planning stage which comes immediately after policy formulation.

Okeke, et al (1985) and Ukeje (1986) have stated clearly that good planning will ensure effective implementation. Good planning that can facilitate effective implementation ought to consider such factors as the planning environment, social environment, political environment, and financial and statistical problems. It is in recognition of this observation that Aghenta (1984:239) noted:

For education to achieve all ends, it has to be carefully planned. The plan must take into consideration ... the needs of the society; the political, socio-cultural, economic, military, scientific, and technological realities of the environment are very important to its survival.

Van Horn and Van Meter (1977) advanced three general explanations for successful implementations of programs:

1. ***The communication process***

Effective implementation requires that implementers know what they are expected to do as messages pass through any communication network, distortions are likely to occur which can produce contrary directives, ambiguities, inconsistencies and incompatible requirements.

2. ***The capability problem***

Ability to implement policies may be hindered by such factors as incompetent staff, insufficient information, political support, inadequate financial resources and impossible time constraints.

3. ***Dispositional conflicts***

Implementation of a policy may fail because those charged with the responsibility of implementation refuse to carry out their own assignments.

Nwankwo (2017) notes that planned implementation is constrained by the following factors:

1. ***Over-estimation of available resources***

This is a situation where estimated resources are greater than actual available resources to implement a program.

2. ***Under-estimation of costs of implementing a plan***

This happens when cost-estimates do not make adequate provisions for inflation and actual implementation costs become unmanageable.

3. ***Over-reliance upon external assistance***

Plans that substantially rely upon assistance from foreign sources for their implementations run into hitches when such aid fails to come

4. ***Inaccurate statistical data***

Planning education requires accurate and up- to-date data. Plans that do not adequately provide for this usually have implementation problems.

Educational policy refers to specific goals arrived at that must be pursued through educational institutions. It can refer to a proposal, an on-going programme or the goals of a programme or major decisions. Educational policy concerns the formulation of a decision, its implementation and evaluation.

Educational policy is very essential in educational planning.

ROLES OF POLICY IN EDUCATION

1. It expresses educational goals as well as the means and procedures for achieving those goals. Such goals includes: National unity, right attitudes and values, etcetera.

2. It specifies governmental programmes of action, example, curriculum, ownership of school, subjects, etcetera.
3. It serves as guide to educational administrators when deciding lines along which the educational system should be conducted.

EDUCATIONAL POLICY-MAKING PROCESS

The starting point in formulation of educational policies is the setting of goals and objectives. Objectives and goals refer to an expected desirable change that has a national character, that is, that affects the lives of all the members of the society. The inculcation of National unity, the right, type of attitude and values, acquisition of appropriate skills, etcetera.

MAIN ACTORS IN THE FORMULATION OF EDUCATIONAL POLICIES

1. Educational administrators and planners.
2. Legislators.
3. Special panels or commission of enquiry.
4. Judges.
5. Interest groups.
6. The President and his Advisers.

STAGES OF EDUCATIONAL POLICY-MAKING PROCESS

Formulation Stage

This is the stage where policy makers or actors take decisions as to what is to be done and how it should be achieved, example, non-payment of teachers' salaries/allowances.

Implementation Stage

This is the carrying out of the policy formulated in concrete terms. It is the programme implementation stage. Policy is made by the President, legislators, judges, interest groups and special panels but executed by administrators.

Feedback and Evaluation Stage

It is the stage where the policy makers compare the intended outcomes of policy and the actual achievement on the basis of experience gained during implementation stage.

PROBLEMS OF IMPLEMENTING EDUCATIONAL POLICIES IN NIGERIA

1. Over-ambitious policy goals.
2. Cultural consideration.
3. Political opposition during implementation.
4. Inadequate personnel in some areas.
5. Inadequate funds.
6. Bribery and corruption.
7. Factor of timing.
8. Lack of continuity in commitment to policy.
9. Poor supervision.

Over-ambitious policy goals

An example of over-ambitious policy goals is free education policy at all levels.

Cultural consideration

An example of cultural consideration is family planning. Some families or cultures are against it.

Type of food to eat and not to eat

An example of type of food to eat and not to eat are snails and mushrooms.

Political opposition

An example of political opposition is the practice of building Unity Schools. Some people that the schools are not built in their areas do oppose it.

SOLUTIONS FOR IMPROVEMENT IN POLICY IMPLEMENTATION

1. *Educational planners and policy makers should not embark on policies that cannot be easily implemented.* They should consider availability of resources to implement educational policies and programmes.
2. *Politics should not influence implementation of educational policies.* Politicians should support the implementation of good policies.
3. *Universities should train personnel on vital areas of life like computer, etcetera.*
4. *Federal and State Governments should provide adequate fund for policy implementation.*
5. *Bribery and corruption should be wiped out of educational institutions.* Education officials should not receive any bribe before they carry out any task.
6. *Time duration should be considered in policy implementation.* Government should consider availability of resources in the implementation of policies.
7. *There should be good supervision of educational policies by educational administrators, planners and policy makers.* Contractors handling school buildings and projects should be closely supervised to ensure that they complete projects as scheduled.

SUMMARY

In this chapter we discussed the Meaning/Nature of Educational Policy, Concept of educational policy, Problems associated with policy implementation, Role of policy in education, Educational policy-making process, Main actors in formulation of educational policies, Stages of educational policy-making process, Problems of Implementing educational policies in Nigeria and Solutions for improvement in policy implementation.

REVIEW QUESTIONS

1. What is the meaning and nature of Educational Policy?
2. What is the concept of Educational Policy?
3. What are the problems associated with Policy Implementation?
4. What are the roles of Policy in Education?
5. What is the Educational Policy-Making Process?
6. What and who are the Main Actors in The Formulation of Educational Policies?
7. What are the stages of Educational Policy-Making Process?
8. What are the Problems of Implementing Educational Policies in Nigeria?
9. What are the Solutions for Improvement in Policy Implementation?

CHAPTER SIX

EDUCATIONAL PLANNING

INTRODUCTION

All activities of man require planning in order to be successful in carrying them out. Planning is the process of determining in advance what is to be done, including classification of goals, establishment of policies, mapping out of programmes and campaigns and determining specific methods or procedures and fixing day-to-day schedules. This also follows in educational system. For education programmes to be successful, there must be some form of planning.

In this chapter, we shall look into the meaning of educational planning, strategic planning, benefits of educational planning, types of educational planning, strategic planning, difference between operational planning and strategic planning in schools and plan generation.

OBJECTIVES



At the end of this chapter, you should be able to:

1. Know the meaning of educational planning.
2. State the meaning of strategic planning.
3. Mention the benefits of educational planning.

4. List types of educational planning, strategic planning.
5. Discuss differences between operational planning and strategic planning in schools.
6. Write the meaning of *Plan Generation*.

DEFINITION OF EDUCATIONAL PLANNING

Educational planning generally is understood to be the identification, development, and implementation of strategies designed to attain, efficiently and effectively, the educational needs and goals of students and society. The practice of educational planning is not a new phenomenon and, according to some, can be traced to the writings of Plato, to Renaissance scholars, and more recently to post-Second World War experts. According to Coombs (1970) Educational planning, in its broadest generic sense, is the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society.

Farrel (1994) explained that the principles and methods of educational planning were first broadly developed in the former USSR and after World War II, in socialist states, mainly in Central Europe but also in other parts of the world. The ideological control that characterized those societies led to highly centralized, command-oriented education systems, with considerable attention paid to the control of the curriculum.

Today, educational planning is carried out in every school in line with the government's already laid down plans for education. The educational plan by the government gives schools the guidelines for planning their programmes. The

achievement of a school in an academic session can be gleaned from the plan made for the school. This is one of the reasons good educational administrator is very important in achieving the objectives and vision of a school.

The good educational administrator is a hybrid of idealist, pragmatist and politician. He appreciates other important social needs, but to him education is clearly Number One; it commands his prime attention and loyalty. He believes devoutly that every young person should get all the education he can use, but he knows this is not feasible immediately. So at budget time he asks for all he thinks he can effectively use, plus something extra, for he knows he will get less than he asks for. He then fights hard to get all he can and finally ends up with a compromise budget which he proceeds to spend as fully and effectively as possible. But in all, he does everything to ensure that the educational objectives of the school are achieved with the available resources.

Planning is used in every field, and it's always beneficial. With educational planning, one will set goals from now to the future and devise means of achieving them. In organized schools, educational planning has benefits such as:

- a. It ensures success of the institution. It takes into consideration the important issues, conditions, constraints and factors in education. Its focus is on future objectives, vision and goals. It is proactive in nature in that it emphasizes perception and ability to apply theory and profit from it in advance of action.
- b. It clarifies goals and the means to achieve those goals. Thus it eliminates trial-and-error process, reduces chances of failure and ensures success. In

- other words, it provides intelligent direction to activity.
- c. The scarcity of financial and other non-material resources poses a challenge to education. Planning is a response to such challenges and explores the possibilities of alternative uses and optimum utilization of limited resources.
 - d. Effective and efficient planning saves time, effort and money.

Schools that are believed to be up to standard and deliver what the present society needs in education starts with careful and well thought out planning. According to Iromuanya (2007), to achieve a standard educational planning, the following questions must come to mind:

- a. What should be the priority objectives and functions of the educational system and of each of its sub-systems in the school?
- b. What are the best of the alternative possible ways of pursuing these various objectives and functions? (This involves a consideration of alternative educational technologies, their relative costs, time requirements, practical feasibility, educational effectiveness, etcetera).
- c. How much of the school's resources is available to achieve the plan?
- d. What is the maximum of resources that education can effectively absorb in the given time period?
- e. Who should pay? How should the burden of educational costs and sacrifices be distributed as between the direct recipients of education and society at large, and among different groups in society?

- f. How should the total resources available to school (whatever the amount may be) is allocated among different levels, types and components of the system (example, general education; teachers' salaries, building and equipment, textbooks, meals, scholarships, etcetera).

TYPES OF EDUCATIONAL PLANNING

Planning is essential for development of every nation and according to which changes would have been brought in social, political, economic, cultural and educational sphere in a systematic and orderly manner. Simply speaking planning means to think before acting, and to act according to facts, not, conjectures or speculation. In education system, there are different forms of planning needed to ensure that standard is achieved. According to Winston (2014), this includes:

1. Administrative Planning

Generally speaking administrative planning refers to planning in administrative perspective. In the field of education, administrative planning relates to distribution of responsibilities and powers for different levels of education. In administrative educational planning, the administrative responsibilities and powers are phase-wise planned in relation to the level of different educational administrators.

This planning of education makes a detail plan on structure and organisation of education at different levels - primary, secondary, higher secondary, higher - general, technical and professional. This planning prepares planning on duration of an educational programme, organisation and co-ordination of educational programmes, financial allocation or budget for the programme, engagement of educational

officials in the programme, and smooth management of the programme etcetera.

2. Academic or Curricular Planning

This type of educational planning refers to planning for smooth academic transaction of the syllabus for any course at any level of education. It encompasses planning on education in relation to needs and demands of the individual and society.

Formulation of educational goals, formation of curriculum committee for development of curriculum and selection of appropriate strategies and methods of teaching, planning of content units, planning for evaluation, planning for review of the curriculum, planning for use of library, planning for special provision for the gifted and remedial instruction for slow learners, etcetera.

3. Co-curricular Planning

This planning of education is necessary for bringing total development of a student in one point and total development of an educational institution or organisation in another point. This planning includes planning for student welfare services, planning for sports and games, planning for social activities and programmes, planning for cultural activities and programmes, planning for hobbies, etcetera.

4. Instructional Planning

This sort of planning in education is macro-level in nature as it deals with planning in classroom situation in relation to a particular topic of a concerned subject. This planning refers to emotional and organisational climate of the classroom.

It includes planning for specification or instructional objectives, selection and organisation of learning activities, selection of appropriate means for presentation of learning experiences, monitoring of the learning or instructional progress, selection of suitable evaluation techniques for learning outcomes, etcetera.

5. Institutional Planning

This type of educational planning gives a practical shape to the meaning of educational planning. In this context educational planning refers to the needs and requirements of every institution to be achieved through creation and maintenance of a planning atmosphere in the institution.

Although institutional planning includes all types of planning cited above by focusing on curricular and co-curricular planning, but there is the need of having a discussion on institutional planning. This situation occurs because of two basic purposes. Such as-to give a practical meaning, shape and form to educational planning and to start educational planning at the grass-root level.

CONCEPT OF STRATEGIC PLANNING

Every organization maps out roles each individual connected to the organization will play. These roles are decided by the top leaders who in turn sit back and plan how the organization can be moved forward. This is where strategic planning comes in. Strategic planning is not just an ordinary everyday planning in any organization, it is the planning that decides the future of the organization; it is the plan that gives birth to other everyday plans.

Meaning of Strategic Planning

According to Downs (2018) Strategic planning is a management activity often used by businesses to better focus their energy, establish priorities, and strengthen operations to achieve targeted goals. West (2008) opined that strategic planning is the process of setting goals, deciding on actions to achieve those goals and mobilizing the resources needed to take those actions.

A strategic plan describes how goals will be achieved through the use of available resources. The management of schools starts every academic session with strategic planning. Strategic planning to achieve the broad goals of improving student outcomes and responding to changing demographics while staying within the funding box they are given. The nature of these goals and restrictions suggest that strategic planning in education is, and must be, different than the process used in the business sector. In the business sector the goal is to get more customers or make more money.

The early education system did not entirely buy the idea of strategic planning as it is more of business oriented idea. But, according to Hinton (2012), the growing difficulties experienced in the university sector at the early time made education managers to have a rethink. Initially, universities were reluctant to adopt business mindsets to address their challenges, and were resistant to calls of efficiency-minded reformers to run public institutions more like businesses. Notions of product development, industry growth, market share, and risk management were foreign to university culture, and universities did not view themselves as serving customers. Complicating planning processes were issues related to university structure such as decentralized power,

professional autonomy and tenure, loose coupling of multiple academic units, complex committee structures, and government intervention (Hardy, 1991).

According to Aleong (2017) this continued and the school system suffered in the area of management until early 1980s strategic planning had emerged in universities as a potential solution for developing a proactive stance in environments of increasing competitiveness and fluctuating enrollments, changing student demographics, inconsistent funding and spiraling costs, and calls for greater accountability, including the rise of accreditation standards.

In the past decade, there has been growing recognition of the complex and dynamic nature of university contexts and that unless strategic planners are prepared to adapt their plans as circumstances change, strategic plans are unlikely to have much effect in the short or long term (West, 2008).

Hinton (2012) suggested three central concepts that are particularly important for university strategic planning exercises today. First, the approach taken should be used only as a guide. Institutions need to develop strategic planning processes that fit their unique needs and circumstances. In his view, George Keller (1999) attested that there is no one way to do university planning. Second, broad-based involvement is critical for the success of the planning process. Determining which stakeholders to involve, and when and how they will contribute, requires careful consideration.

Generating a sense of shared governance and ownership in the process is essential to sustaining the plan and change process. Finally, the congruence between planning and

implementation is crucial. Continual evaluation and adjustment should be part of each step in the process. Revisiting previous steps not only promotes congruence but encourages flexibility and revision as new insights are uncovered. Strategic planning processes and plans that emphasize such purposeful “conscientious tailoring” (Chance, 2010, p. 52) are felt to increase the likelihood of alignment between planning, action, and change.

Difference Between Operational Planning and Strategic Planning in Schools

While operational planning was not new to universities (Sheridan, 1998), strategic planning was. Strategic planning is about understanding your environment and making choices about what will be done and how the entire system will look in the near future.

Operational planning is about making choices about how to use the resources you have and the actions you will take to achieve the choices made inside your strategy. According to Phil (2018), the following differentiates planning from strategic planning:

Goal Focus

The goal of your strategic plan is to outline the company’s long-term vision and how all departments should work together to achieve it.

The goal of your operational plan isn’t company-focused - it is department-focused. There can be overlap between departments, but that’s the exception rather than the rule. Large departments may require multiple operational plans.

Plan Generation

Your organization's high-level leadership team - the executive team or city council, for instance - is responsible for creating the strategic plan. Once it's created, the strategic plan will be pushed forward by cross-functional teams who work together to ensure the strategy is successful.

Every department should have a leader or team of leaders responsible for creating their operational plan. Although each operational plan is designed for a single department, its successful implementation will lead to organization-wide success. For example, your marketing team has a set of activities they use to increase visibility. These activities should translate to more sales opportunities and ultimately more revenue for the organization (both of which could be goals in your strategic plan).

Budget

The budget for your strategic plan comes from your strategic budget, not your operational budget. Your organization may implement a Strat-Ex budget that aligns part of your budget directly to your strategic projects or initiatives. This is a different approach than putting a budget against each of your divisions or departments.

The budget for your operational plan comes from your department's annual budget. If your annual department budget needs to be cut, consider which elements don't align to your strategic plan and cut those first. For example, if your strategic plan defines a marketing goal of establishing a strong online presence, your trade show budget should receive budget cuts before blog writing does.

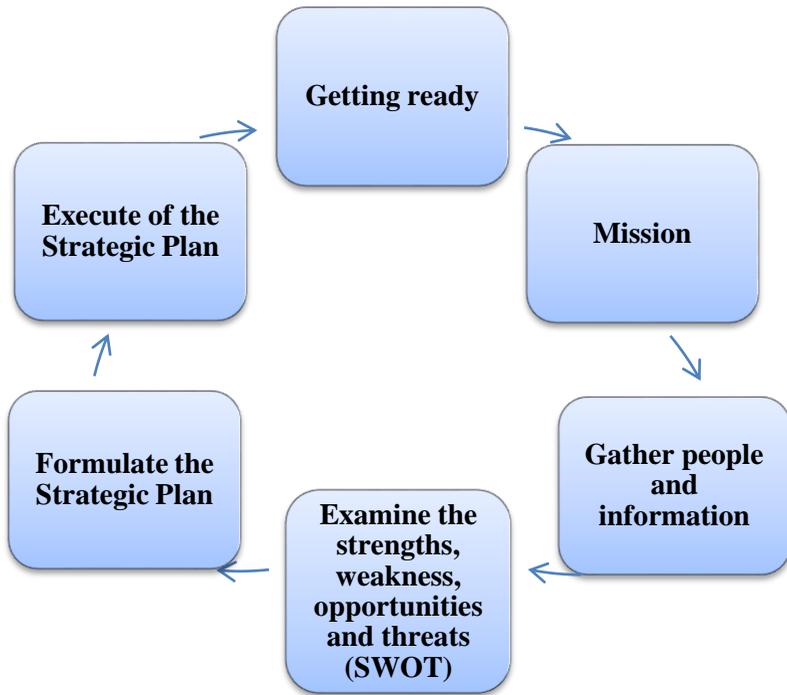
Reporting

When you report on your strategic plan (typically both annually and quarterly), your strategic planning committee or executive team will want to look at how your company is performing on its chosen measures. Depending on the meeting, these discussions should remain fairly high-level so you don't get bogged down on details.

Your operational reports, on the other hand, outline hundreds of projects or tasks people in the department are working on. Monthly operational reporting meetings give the leadership - and the rest of the department—an indication of each project's status.

The Main Stages of Strategic Planning and Development

While there is no particular timeline that a strategic plan must follow, most organizations strive to look forward two to three years in the future, while others create a fresh plan annually. In all, Delprino (2013) noted the following as the main stages of strategic planning and development:



1. Getting Ready

It is always easy to have idea of strategic planning but getting it done has been the task. To prepare for strategic planning, your organization must first assess if it's ready. While a number of issues (such as defining how the planning process will be managed, defining the methods and approaches to be used, identifying and compiling the required information, developing a work plan and budget for planning) must be addressed in assessing readiness, that determination essentially comes down to whether the institution's leaders are truly committed to the effort and whether they are able to devote the necessary attention to the "big picture" (Sevier, 2003). For example, when a funding crisis looms, or the founder is about to depart, or the environment is so turbulent that everyone is putting out

fires, it may not make sense to take time out for a strategic planning effort, this is why it is different from operational planning. Gunsalus (2006) opined that once it's determined that the institution is indeed ready to begin strategic planning, it must then do four things to pave the way for an organized process Identify the specific issues or choices that the planning process should address: Clarify roles (who does what in the process), Create a planning committee to develop an organizational profile, Identify the information that must be collected to help make sound decisions.

Mission

Institutions are differed by their mission goals. To have sailable mission, it must communicate the essence of your organization. An organization's ability to articulate this indicates its focus and purposefulness.

A mission statement typically describes an organization in terms of:

Purpose

Why the organization exists and what it seeks to accomplish.

Business

The main method or activity through which the organization tries to fulfill this purpose.

Values

The principles or belief system that guides an organization's members as they pursue the organization's purpose.

According to Garber (2006) whether you are just starting out with a new business or rethinking your current goals, mission statements are effective ways of saying a lot with a

few words. They demonstrate your organizational values to both your employees and the general public. A mission statement isn't simply stating your company's desire to be the best in your field or make the best product. Instead, it is a way of showing what makes your company stand out and what makes its future so bright.

In addition to stating your company's values and purpose, mission statements can also include a number of other elements. Mission statements can convey your targeted customers, position within your market, and quantitative objectives. When writing a mission statement, it is important to understand the balance between the mission statement as a part of your company's public image and the mission statement as a part of your company's internal communications.

2. Gather People and Information

Once you have established your strategic position, you will want to bring in people who will be involved in the planning process. You will also want to bring in as much up-to-date information to the table as possible. Ensure that any data you use is accurate so that you make informed decisions backed up by facts. Once you have people and information to draw from, examine any internal or external issues that could possibly affect your objectives. It may be useful to ask other people in your business for their input, such as employees, customers, or partners.

3. Examine Strengths, Weakness, Opportunities and Threats (SWOT)

SWOT, which is an acronym for strengths, weakness, opportunities, and threats, acts as a powerful tool during the strategic planning process. Downs (2018) explained that a

SWOT analysis is often performed to help identify the strengths and weaknesses of an institution, as well as identify any opportunities and threats that could arise. Once the team has identified all strengths, weaknesses, opportunities and threats, you can work together to develop new goals that will help the institution face these possibilities in a more positive way. A SWOT analysis can also lead you in the right direction and towards your goals.

4. Formulate the Strategic Plan

This is where it all boils down to. Once strategic position has successfully been identified and goals that align with your company's mission have been set, one can begin working on the strategic plan. When developing the plan, consider which initiatives will have the greatest impact on the organization and which will help improve your position the most. Also consider which initiatives are most urgent and put these at the front of the line. To ensure that the strategic plan is working, you will need to determine the best way to measure your progress. With measurable goals you can visibly see improvements as they happen.

5. Execute the Strategic Plan

Once you have your strategic plan in place, you are ready to implement it. This step is the action phase of the strategic planning process. Start by making everyone involved in the plan aware of your strategy. Ideally, you want to distribute tasks among different individuals or departments to prevent one person or group of people from becoming overwhelmed. Also take the time to check back with these individuals or groups to ensure that you are staying on track. If you find that you are not meeting your objectives, make any necessary changes.

6. Monitor Performance

Strategic planning process will not be effective unless everyone is doing their part. This requires to constantly monitor and manage performance and tweak any components that are not leading to satisfactory results. It is also important to hold those involved in the strategic planning process accountable for their assigned tasks. Know that it may be necessary to repeat the strategic management process if any corrective actions you take are not successful. Continue to collect new and relevant data to help with any future strategic planning that may occur.

SUMMARY

In this chapter, we learnt the concept and meaning of educational planning, concept and meaning of strategic planning, benefits of educational planning, types of Educational Planning, stages of Strategic Planning, difference between operational planning and strategic planning in schools and Plan Generation.

REVIEW QUESTIONS

1. What is the meaning of Educational Planning?
2. What is Strategic Planning?
3. What are the benefits of Educational Planning?
4. List types of Educational Planning and Strategic Planning.
5. What is the difference between Operational Planning and Strategic Planning in Schools?
6. What is *Plan Generation*?

CHAPTER SEVEN

EDUCATIONAL DEVELOPMENT PATTERNS AND ISSUES

INTRODUCTION

Educational development is a worldwide practice found in both developing and developed countries. The developing countries and indeed all countries have placed a premium on education because of the persistent belief that formal education holds the key to national development and economic growth.

According to Williams and Cooke (2002) educational development in Africa took different steps unlike in other continents of the world. Before the arrival of the European colonial powers, education in Africa was designed to prepare children for responsibility in the home, the village, and the tribe. It provided religious and vocational education as well as full initiation into the society. In sub-Saharan Africa it varied from the simple instruction given by fathers to children among the San of the Kalahari to the complex educational system of the sophisticated and highly organized Poro society of western Africa (extending over Liberia, Sierra Leone, and Guinea). Lauwerier (2015) noted that the majority of ethnic groups in Africa fell somewhere between the San and the Poro with respect to the educational arrangements they provided for their youth.

OBJECTIVES

At the end of this chapter, you should be able to:

1. Know the meaning of educational development.
2. Identify the patterns in educational development.

3. Explain policy development.
4. Defined policy development process.

PATTERN

Educational patterns capture good and successful practices and forms in educational contexts: methods, set-ups, scenarios, content and curriculum design, assessment, resources, tools, administration, etcetera.

Patterns capture the regularities of good practices in order to reuse the proven methods, scenarios and content forms in new contexts addressing new design tasks. The core idea is to not reinvent the wheel but to preserve what has been successful in the past. The pattern approach has its roots in the work of the architect Christopher Alexander who has developed a pattern language about towns, building and constructions. He captured whole forms of meaningful designs and connected them into a language (Tikly and Barrett, 2007).

According to Goodyear (2005), the pattern approach for the field of education has a good deal to offer to educational design, particularly in relation to:

- a. Providing the teacher-designer with a comprehensive set of design ideas.
- b. Providing these design ideas in a structured way – so that relations between design components (design patterns) are easy to understand.
- c. Combining a clear articulation of a design problem and a design solution, and offering a rationale which bridges between pedagogical philosophy, research based evidence and experiential knowledge of design.

- d. Encoding this knowledge in such a way that it supports an iterative, fluid, process of design, extending over hours or days.

POLICY DEVELOPMENT

Education policy is high on the agenda of governments across the world. Global pressures focus increasing attention on the outcomes of education policy and on their implications for economic prosperity and social citizenship. Education policy making is how decisions are designed to guide future decisions for implementation in the educational system. The term policy development more accurately conveys the organic way in which policy emerges.

Bell and Stevenson (2006) noted that the range of conceptual issues embraced by the term policy are too broad to be confined to a single, pithy definition – rather it is necessary to develop an understanding of policy that reflects the breadth and complexity that the reality of policy analysis entails. One common approach is to conceptualize policy as a programme of action, or a set of guidelines that determine how one should proceed given a particular set of circumstances. Blakemore (2003), for example, presents a definition of policies as aims or goals, or statements of what ought to happen.

According to Bottery (1992) the view of policy, and the policy process, has several strengths. Its emphasis on the internal workings of policy-making bureaucracies, especially at a governmental level, can provide an important spotlight on the internal workings of public administration such as in schools and other organizations. It can also reflect the key influence of important actors in

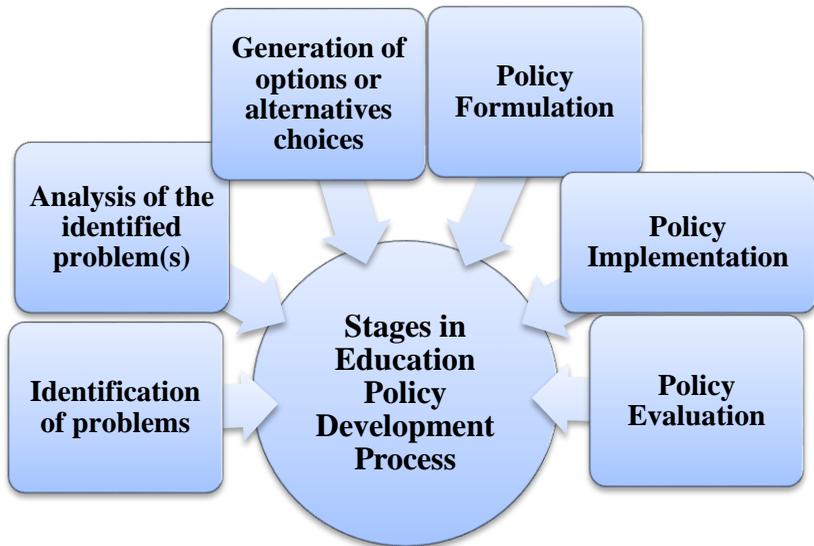
the policy-making process. However, in several respects it provides an inadequate model of what constitutes policy, and how policy is both shaped and experienced by those involved at all stages in the policy process. Policy emerges from political pressures and is contained within a political system whose purpose is to transform ‘group conflict over public resources and values into authorized courses of action concerning their allocation’ (Harman 1984). Conflict is recognized, but exists within tightly defined parameters. Power is acknowledged, but it is rarely problematized. Sources of power are rarely discussed and little attention is paid to the (unequal) distribution of power. This concept applies to education system. For Harman, therefore, it is important to recognize that policy is systematic rather than random. It is goal-oriented and complex – it is the co-ordination of several courses of action, not one discrete activity.

According to Oyedeji (2015) the main elements of education are context, input, process and outcome. These can only be achieved through quality education policy that stands to regulate all the educational activities.

POLICY DEVELOPMENT PROCESS

Policy development is too critical a task to leave to chance. While most policy developers follow an intuitive method, the adoption of a systematic approach will satisfy the concept of due diligence in the performance of the task of policy development and result in policy that cannot be confused with process, regulation, practice, procedure, or philosophy (Alstete, 1995).

Haddad a Demsky (1998) summarized the stages in education policy development process as follows:



Identification of Problems

There are many ways of resolving any form of problem. The first step, according to Adelaja (2012), is identifying and accurately defining it. The rational-comprehensive model requires that policymakers do their due diligence before they decide on a course of action. This is because policy is just like any other tool; some policies work well for some problems, but not for others.

Analysis of the Identified Problem(s)

This is the stage at which the policy makers dissect the problems they found into pieces. At this stage, the each problem found will be critically looked into in relation with the vision and mission of the organization.

Generation of Options or Alternatives Choices

Ward, et al (2011) defined options as statements that are relevant to the attainment of a certain goal. This means that

in their view, options can be predictions, desires, perceived possibilities, or plans, to name just a few possibilities. This is the stage in policy making when the policy makers generate different possible ways for arriving at a policy that is all encompassing.

Policy Formulation

According to Wayne (2016), policy formulation is the development of effective and acceptable courses of action for addressing what has been placed on the policy agenda.

Wayne further explained that:

- a. Effective formulation means that the policy proposed is regarded as a valid, efficient, and implementable solution to the issue at hand. If the policy is seen as ineffective or unworkable in practice, there is no legitimate reason to propose it. Policy analysts try to identify effective alternatives. This is the analytical phase of policy formulation.
- b. Acceptable formulation means that the proposed course of action is likely to be authorized by the legitimate decision makers, usually through majority-building in a bargaining process. That is, it must be politically feasible. If the policy is likely to be rejected by the decision making body, it may be impractical to suggest it. This is the political phase of policy formulation.

Policy Implementation

Knoepfel, et al (2011) defined policy implementation as the set of processes after the programming phase that are aimed at the concrete realization of the objectives of a public policy. Policy implementation involves translating the goals and objectives of a policy into an action. The

systematic study of policy implementation is relatively new in the broader domain of social science.

Policy Evaluation

Policy evaluation applies evaluation principles and methods to examine the content, implementation or impact of a policy. Evaluation is the activity through which we develop an understanding of the merit, worth, and utility of a policy. Anderson (2010) noted that policy Evaluation provides a systematic assessment of the impact of the policy decisions that have been taken. Policy is decisively shaped by powerful structural forces of an economic, ideological and cultural nature of any organization. This is among the reasons policies should differ from one another so long as they are not serving the same purpose and in the same environment.

BASIC CONSIDERATIONS IN POLICY DEVELOPMENT

Organizations such as schools are highly complex and create standards of quality for learning and safety, as well as expectations and accountability. Without these, schools would lack the structure and function necessary to provide for the educational needs of students.

Some policies will be common throughout all schools, whilst others will be designed specifically for each school. State and Federal based legislation and guidelines will provide the guidance to assist with the development of the content of your policies and procedures. Additional guidelines for example from the National Safe Schools Framework (NSSF) provides further information on the development of policies and procedures.

SUMMARY

In this chapter, we discussed the following: meaning of educational development, patterns in educational development, policy development and policy development process.

REVIEW QUESTIONS

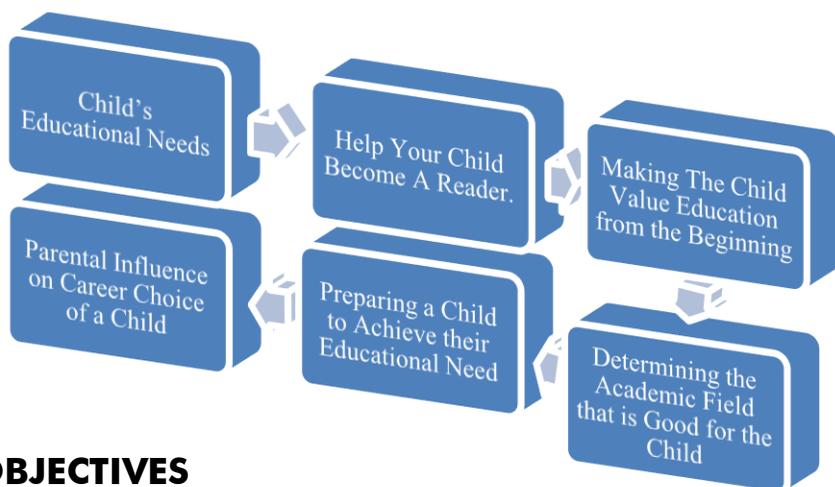
1. What is the meaning of Educational Development?
2. What are the patterns in Educational Development?
3. What is Policy Development?
4. What is Policy Development Process?

CHAPTER EIGHT

EDUCATIONAL MANAGEMENT AT THE HOME LEVEL

INTRODUCTION

The education of a child starts from home. A better part of what a child knows starts and are acquired from home mostly from his/her mother and siblings. This is as a result of the closeness of mothers and siblings as well as by imitating what they do. However, this does not suggest that both mother and siblings are qualified educational teachers for a child, but they can be of great help to the child's educational growth.



OBJECTIVES

At the end of this chapter, you should be able to:

1. Identify a child's educational needs.
2. Know how to help a child to become a reader.
3. Discuss how to make a child to value education from the beginning.
4. Determine the academic field that is good for a child.

5. Preparing a child to achieve his/her educational needs.
6. Parental influence on the career choice of a child.

UNDERSTANDING THE CHILD'S EDUCATIONAL NEEDS

Epstein (2001) noted that every child has the power to succeed in school and in life and every parent, family member and caregiver can help. The question is: *“How can we help our children succeed?”* The answer comes from a combination of common sense and research about how children learn and about how to prepare them to learn. Obviously, children, especially those under ten years of age, always try to replicate any form of attitude they see from their parents or elderly ones. This can be seen as the reason educated parents, no matter the situation, don't fight, use abusive words, or commit crime in the presence of their children. By this, it suggests that as a parent, you are aware of the educational needs of the child. But to understand the child's educational needs very well, one needs to get involved.

According to Goldstein and Mather (1998) when parents and families are involved in their children's schools, the children do better and have better feelings about going to school. From the foregoing, it can be deduced that the first educational need of the child is making him to see school is another home. Therefore, to understand educational needs of the child is to be of help and play roles in his learning. In a paper published by the U.S. Department of Education (2005) *Helping Your Child Succeed in School*, the following are enumerated as the ways of understanding and helping the child's educational needs:

Encourage Your Child to Read

Helping your child become a reader is the single most important thing that you can do to help the child to succeed in school—and in life. The importance of reading simply can't be overstated. Reading helps children in all school subjects. More important, it is the key to lifelong learning. Here are some tips on how to help your child become a reader:

Start early

When your child is still a baby, reading aloud to him* should become part of your daily routine. At first, read for no more than a few minutes at a time, several times a day. As your child grows older, you should be able to tell if he wants you to read for longer periods. As you read, talk with your child. Encourage him to ask questions and to talk about the story. Ask him to predict what will come next. When your child begins to read, ask him to read to you from books or magazines that he enjoys.

Make sure that your home has lots of reading materials that are appropriate for your child

Keep books, magazines and newspapers in the house. Reading materials don't have to be new or expensive. You often can find good books and magazines for your child at yard or library sales. Ask family members and friends to consider giving your child books and magazine subscriptions as gifts for birthdays or other special occasions. Set aside quiet time for family reading. Some families even enjoy reading aloud to each other, with each family member choosing a book, story, poem or article to read to the others.

Show that you value reading

Let your child see you reading for pleasure as well as for performing your routine activities as an adult - reading letters and recipes, directions and instructions, newspapers, computer screens and so forth. Go with her to the library and check out books for yourself. When your child sees that reading is important to you, she is likely to decide that it's important to her, too.

Get help for your child if he has a reading problem

When a child is having reading difficulties, the reason might be simple to understand and deal with. For example, your child might have trouble seeing and need glasses or he may just need more help with reading skills. If you think that your child needs extra help, ask his teachers about special services, such as after-school or summer reading programs. Also ask teachers or your local librarian for names of community organizations and local literacy volunteer groups that offer tutoring services.

Talk with your child

Talking and listening play major roles in children's school success. It's through hearing parents and family members talk and through responding to that talk that young children begin to pick up the language skills they will need if they are to do well. For example, children who don't hear a lot of talk and who aren't encouraged to talk themselves often have problems learning to read, which can lead to other school problems. In addition, children who haven't learned to listen carefully often have trouble following directions and paying attention in class. Think of talking with your child as being like a tennis game with words - instead of a ball - bouncing back and forth. Find time to talk with him/her in any place, for example:

- As you walk with your child or ride with her in a car or on a bus, talk with her about what she's doing at school. Ask her to tell you about a school assembly or a field trip. Point out and talk about things that you see as you walk - funny signs, new cars and interesting people.
- As you shop in a store, talk with your child about prices, differences in brands and how to pick out good vegetables and fruit. Give your child directions about where to find certain items, then have him go get them.
- As you fix dinner, ask your child to help you follow the steps in a recipe. Talk with him about what can happen if you miss a step or leave out an ingredient.
- As you fix a sink or repair a broken table, ask your child to hand you the tools that you name. Talk with her about each step you take to complete the repair. Tell her what you're doing and why you're doing it. Ask her for suggestions about how you should do something.
- As you watch TV together, talk with your child about the programs. If you're watching one of her favorite programs, encourage her to tell you about the background of the characters, which ones she likes and dislikes and who the actors are. Compare the program to a program that you liked when you were her age.
- As you read a book with your child, pause occasionally to talk to him about what's happening in the book. Help him to relate the events in the book to events in his life: "Look at that tall building! Didn't we see that when we were in Onitsha?" Ask

him to tell in his own words what the book was about. Ask him about new words in a book and help him to figure out what they mean.

It is also important for you to show your child that you are interested in what he/she has to say. Demonstrate for him/her how to be a good listener:

- When your child talks to you, stop what you're doing and pay attention. Look at him and ask questions to let him know that you've heard what he said: "So, when are you going to help your grandfather work on his car?"
- When your child tells you about something, occasionally repeat what he says to let him know that you're listening closely: "*The school bus broke down twice!*"

Monitor Homework

Let your child know that education is important and so homework has to be done. Here are some ways to help your child with his/her homework:

- *Have a special place for your child to study*
The homework area doesn't have to be fancy. A desk in the bedroom is nice, but for many children, the kitchen table or a corner of the living room works just fine. The area should have good lighting and it should be fairly quiet. Provide supplies and identify resources. For starters, have available pencils, pens, erasers, writing paper and a dictionary. Other supplies that might be helpful include a stapler, paper clips, maps, a calculator, a pencil sharpener, tape, glue, paste, scissors, a ruler, a calculator, index cards, a thesaurus and an almanac. If possible, keep these items together in one place. If you can't provide your

child with needed supplies, check with her teacher, school counselor or principal about possible sources of assistance.

- *Set a regular time for homework*

Having a regular time to do homework helps children to finish assignments. Of course, a good schedule depends in part on your child's age, as well as her specific needs. You'll need to work with a young child to develop a schedule. You should give your older child the responsibility for making up a schedule independently—although you'll want to make sure that it's a workable one. You may find it helpful to have her write out her schedule and put it in a place where you will see it often, such as on the refrigerator.

- *Remove distractions*

Turn off the TV and discourage your child from making and receiving social telephone calls during homework time. (A call to a classmate about an assignment, however, may be helpful.) If you live in a small or noisy household, try having all family members take part in a quiet activity during homework time. You may need to take a noisy toddler outside or into another room to play. If distractions can't be avoided, your child may want to complete assignments in the local library.

- *Don't expect or demand perfection*

When your child asks you to look at what she's done - from skating a figure 8 to finishing a math assignment - show interest and praise her when she's done something well. If you have criticisms or suggestions, make them in a helpful way

You may be reluctant to help your child with homework because you feel that you don't know the subject well enough or because you don't speak or read English as well as your child. But helping with homework doesn't mean doing the homework. It isn't about solving the problems for your child, it's about supporting him to do his best.

Monitor TV Viewing and Video Game Playing

Children on average spend far more time watching TV or playing video games than they do completing homework or other school-related activities. Here are some suggestions for helping your child to use TV and video games wisely:

- *Limit the time that you let your child watch TV*
Too much television cuts into important activities in a child's life, such as reading, playing with friends and talking with family members.
- *Model good TV viewing habits*
Remember that children often imitate their parents' behavior. Children who live in homes in which parents and other family members watch a lot of TV are likely to spend their time in the same way. Children who live in homes in which parents and other family members have "quiet" time away from the TV when they read (either alone to each other), talk to each other, play games or engage in other activities tend to do the same.
- *Watch TV with your child when you can*
Talk with him about what you see. Answer his questions. Try to point out the things in TV programs that are like your child's everyday life.

- *When you can't watch TV with your child, spot check to see what she's watching.*
Ask questions after the program ends. See what excites her and what troubles her. Find out what she has learned and remembered.
- *Go to the library and find books that explore the themes of the TV shows that your child watches.*
- Limit the amount of time your child spends playing video games. As with TV programs, be aware of the games he likes to play and discuss his choices with him.

Encourage Your Child to Use the Library

Libraries are places of learning and discovery for everyone. Helping your child find out about libraries will set him on the road to being an independent learner. Here are some suggestions for how to help:

- *Introduce your child to the library as early as possible.* Even when your child is a toddler, take him along on weekly trips to the library. If you work during the day or have other obligations, remember that many libraries are open in the evening. If your child can print his name, it is likely that your library will issue him a library card if you will also sign for him. See that your child gets his own library card as soon as possible so that he can check out his own books.
- *When you take your child to the library, introduce yourself and your child to the librarian.* Ask the librarian to show you around the library and tell you about the services it has to offer. For example, in addition to all kinds of books, your library most likely will have magazines of interest to both your

child and to you. It will likely have newspapers from many different places. Most libraries also have tapes and CDs of books, music CDs and tapes, movies on video and on DVD and many more resources. Your library also might have books in languages other than English or programs to help adults improve their English reading skills. Ask the librarian to tell your child about special programs that he might participate in, such as summer reading programs and book clubs and about services such as homework help.

Help Your Child Learn to Use the Internet Properly and Effectively

The Internet/World Wide WEB - a network of computers that connects people and information all around the world - has become an important part of how we learn and of how we interact with others. For children to succeed today, they must be able to use the Internet. Here are some suggestions for helping your child learn to do so properly and effectively:

- *Spend time online with your child.*

If you don't have a computer at home, ask your librarian if the library has computers that you and your child may use. Learn along with your child. If you're not familiar with computers or with the Internet, ask the librarian if and when someone is available at the library to help you and your child learn together to use them. If your child knows about computers, let him/her teach you. Ask her to explain what she is doing and why. Ask her to show you her favorite Web sites and to tell you what she likes

about them. This will help her build self-confidence and pride in her abilities.

- *Help your child to locate appropriate Internet Web sites.*

At the same time, make sure that she understands what you think are appropriate Web sites for her to visit. Point her in the direction of sites that can help her with homework or that relate to her interests. Pay attention to any games she might download or copy from the Internet. Some games are violent or contain sexual or other content that is inappropriate for children. You might consider using “filters” to block your child from accessing sites that may be inappropriate. These filters include software programs that you can install on your computer. In addition, many Internet service providers offer filters (often for free) that restrict the sites that children can visit. Of course, these filters are not always completely effective—and children can find ways around them. The best safeguard is your supervision and involvement.

- *Monitor the amount of time that your child spends online.*

Internet surfing can be just as time consuming as watching TV. Don’t let it take over your child’s life. Have her place a clock near the computer and keep track of how much time she is spending online. Remember, many commercial online services charge for the amount of time the service is used. These charges can mount up quickly

- *Teach your child rules for using the Internet safely.* Let him know that he should never do the following:

tell anyone, including his friends, his computer password; use bad language or send cruel, threatening or untrue e-mail messages; give out any personal information, including his name or the names of family members, home address, phone number, age, school name; or arrange to meet a stranger that he has “talked” with in an online “chat room.”

Encourage Your Child to Be Responsible and to Work Independently

Taking responsibility and working independently are important qualities for school success. Here are some suggestions for helping your child to develop these qualities:

- *Establish rules.*

Every home needs reasonable rules that children know and can depend on. Have your child help you to set rules, then make sure that you enforce the rules consistently.

- *Make it clear to your child that he/she has to take responsibility for what is done, both at home and at school.*

For example, don't automatically defend your child if his teacher tells you that he is often late to class or is disruptive when he is in class. Ask for his side of the story. If a charge is true, let him take the consequences.

- *Work with your child to develop a reasonable, consistent schedule of jobs to do around the house.* List them on a calendar. Younger children can help set the table or put away their toys and clothes. Older

children can help prepare meals and clean up afterwards.

- *Show your child how to break a job down into small steps, then to do the job one step at a time.*

This works for everything - getting dressed, cleaning a room or doing a big homework assignment.

- *Make your child responsible for getting ready to go to school each morning - getting up on time, making sure that he has everything he needs for the school day and so forth.*

If necessary, make a checklist to help him remember what he has to do.

- *Monitor what your child does after school, in the evenings and on weekends.*

If you can't be there when your child gets home, give her the responsibility of checking in with you by phone to discuss her plans

Encourage Active Learning

Children need active learning as well as quiet learning such as reading and doing homework. Active learning involves asking and answering questions, solving problems and exploring interests. Active learning also can take place when your child plays sports, spends time with friends, acts in a school play, plays a musical instrument or visits museums and bookstores. To promote active learning, listen to your child's ideas and respond to them. Let him jump in with questions and opinions when you read books together. When you encourage this type of give-and-take at home, your child's participation and interest in school is likely to increase. (U.S. Department of Education, 2005: 8-15).

Making the Child Value Education from the Beginning

The growth of a child, both physically and mentally, are like yam tendril, if progresses on any style you entwine it on the stake. This makes it a bit easy to inculcate the value of education in a child at the early stage - very easy than when he is of age. Making a child develop interest in education at the early stage of his life will make him respect and value education for the rest of his life. Whatever a child learns in a tender age is always difficult to unlearn even in adulthood. The Bible made it clear when it says in Proverb 22:6: Train up a child in the way he should go, And when he is old he will not depart from it.

Edward (2015) explained a few ways to make a child value education at the early stage of his life as follows:

Unlink fear and learning

The most common learning disability is also the most preventable: fear. Many of us parents grew up in an educational system that used fear, shame, and humiliation as pedagogical tools. While fear may promote learning in the short term, in the long term it turns children off to the whole process of education. Instead of instilling fear, use other tools, such as humor, praise, and structure. Create an atmosphere of learning at home, in which there is pleasure in the work.

Applaud questions

Emphasize that the only stupid question is the one you don't ask.

Praise your child's efforts to learn, and give lots of reassurance

Remember, learning is hard. You should shower the learner with praise and reassurance. This is not "empty praise." Some parents feel that they should praise a child only when he has done something marvelous to "deserve" it. While understandable, this point of view is counterproductive. It is like adding oil to your car's engine only when it "deserves" it. A child needs praise all the time, just as an engine needs oil all the time. Learning generates heat and friction in the brain; praise and reassurance lubricate and smooth the process. Never withhold praise and reassurance. Your child will know when he or she has done something marvelous; you do not need to hold back your praise for only those special moments. In fact, frequent praise and reassurance will make those special moments come more often.

Value learning

Talk about the importance of learning. Tell your child why learning matters. Ask your child over dinner, "What did you learn today?"

Read aloud to your child

Reading aloud helps develop the imagination, because it allows the listener to form his own picture in his mind. It also helps develop a sense of the music and timing of language. Jim Trelease's *Read Aloud Handbook* is an excellent resource.

Make sure your child knows that it is safe to fail

No one learns without failing first. The only way you can develop a new skill is by passing through a period of doing poorly, then gradually improving. If your child is afraid to fall because she fears ridicule or disapproval, she will learn

much less than the child who is bold and brave enough to learn new skills.

If your child is “fighting with his brain,” pounding his head, and saying, "I'm dumb!" as he does his homework, give him reassurance and then stay with him for awhile. Help him bear the tension of learning. Tell him that the pain and frustration he feels are okay, a normal part of the learning process. Ask him whether he needs some help, or whether there is another approach to the problem that he might try.

Have music in your house

Anecdotal studies have suggested that workers do better when Mozart is playing, and children learn more. Many children study better when listening to music of the right kind.

Determining the Academic Field that is Good for the Child

Many students in the higher institution today are applying for a change of course. This is as a result of not being well-guided during the time of determining the academic career that will be good for him. This problem has made some people end up studying courses they do not have passion for; and, also, many have lost interest in pursuing further studies in the course they studied in higher institution as a result of the fact that they later discovered that they have little or no interest in the course they studied in their first degree. This can be said to be the reason why in the society today, one will see mechanical engineering graduate doing the job of building engineering, vis a viz. For this reason, it is imperative for one to determine the academic field that is suitable for the child. Recognizing these problems,

McWhirter (2019) listed the tips that can help in an academic field that is suitable for a child as follows:

Eliminate options slowly

“Students can begin a productive mindset by choosing a general major area such as social sciences, health professions, humanities, education or business that contains narrower major options within it. By doing so, students can feel somewhat focused while keeping their options open, which will reduce stress.

Cross out options

A helpful exercise is to pull up a list of the university’s majors and cross out the ones that you don’t want. For the ones that remain, look them up on the college’s website and search the internet for ‘Careers with a major in (the one you are considering).

Find the right academic adviser

Another way students can reduce stress is to speak with a professional adviser who specializes in advising undeclared students. Just expressing yourself to someone who is there to help can be calming and help you move forward.

Ask for advice

Don’t forget to talk to people about all the possibilities. Ask family, friends, classmates, professors, and advisers about the majors you’re considering - especially if they majored in one of those subjects. Whether or not you agree with their assessments, having these conversations can help generate ideas.

Gain experience in different fields

One of the best experiences a student can have is an internship to provide real-world experience in a profession

the student is interested in pursuing. Shadowing people in the field is another option.

Find creative ways of learning about different majors/paths

Learners may want to join student clubs or organizations for particular careers or majors they are considering. When they are around other students who are making similar choices, they may feel more confident in their own choices and will have opportunities to talk with other students who share their interests.

Consider your emotions throughout the process

The process of selecting one major over another can feel overwhelming - especially when no one knows the future. Students experiencing severe anxiety and paralysis in a decision about a major and initial career will probably find it useful to talk to a professional counselor, or another trusted person, who may help them work with decision-making and fear of failure.

Ask for help from a professional

Students need to ask for help in assessing their interests and abilities in relation to various courses and careers. If professional advisers who specialize in advising undeclared students are available, students should meet with these advisers to express their goals and dreams, talk about options and learn about the many resources available to find out more about themselves and their options.

PREPARING CHILDREN TO ACHIEVE THEIR EDUCATIONAL NEEDS

According to Lahey (2015), it can be difficult to know which parenting strategies really promote learning. A successful experience in school is not only about report

cards. Ideally your child will learn how to learn, retain information, think independently, ask questions and develop an increasing sense of competence. Here are some guidelines for making sure you start on the right foot and keep enthusiasm and momentum high throughout the school year. The steps to embark on in order to help your child is listed below:

Value Goals Over Grades

One easy way to invest in process is to set goals, both individually and as a family. Try to do this at the beginning of a new school year, the first of the month, or the beginning of a new season. Keep the discussion light and low-pressure. This process isn't about getting better grades, it's about supporting learning as a family.

Ensure Quiet Time In Your Home

Multi-tasking is a myth, especially for kids. Shut off the TV, and if they like to play music, studies show that music with lyrics undermines concentration and productivity.

Ask Your Children What Their Perfect Home Works Routine Might Look Like

Help them create that vision. Some children might want a break after school to blow off pent-up energy, others may want to get the homework done first so they can get on to free play. Let them choose the space, too. Just because you envisioned a central study location in your home when you designed it does not mean it's going to be their preferred spot.

Limit Phones During Homework Time

Phones are a distraction when they are in the room, even when they are turned off, one study shows. If they are a distraction for adults, with their fully mature executive

function skills, they are even more distracting for kids, whose frontal lobes (and the executive function skills that originate there) won't be fully mature until their mid-20s.

Attend Back-to-School Night and Parent-Teacher Conferences

Children do better in school when parents are involved in their academic lives. Attending back-to-school night at the start of the school year is a great way to get to know your child's teachers and their expectations. School administrators may discuss school-wide programs and policies, too.

Attending parent-teacher conferences is another way to stay informed. These are usually held once or twice a year at progress reporting periods. The conferences are a chance to start or continue conversations with your child's teacher, and discuss strategies to help your child do his or her best in class. Meeting with the teacher also lets your child know that what goes on in school will be shared at home.

Teach Organizational Skills

When children are organized, they can stay focused instead of spending time hunting things down and getting sidetracked. What does it mean to be organized at the elementary level? For schoolwork, it means having an assignment book and homework folder (many schools supply these) to keep track of homework and projects. Check your child's assignment book and homework folder every school night so you're familiar with assignments and your child doesn't fall behind. Set up a bin for papers that you need to check or sign. Also, keep a special box or bin for completed and graded projects and toss papers that you don't need to keep.

Take Attendance Seriously

Sick kids should stay home from school if they have a fever, are nauseated, vomiting, or have diarrhea. Kids who lose their appetite, are clingy or lethargic, complain of pain, or who just don't seem to be acting "themselves" should also might benefit from a sick day. Otherwise, it's important that kids arrive at school on time every day, because having to catch up with class work and homework can be stressful and interfere with learning. If your child is missing a lot of school due to illness, make sure to check with the teacher about any work that needs to be completed. It's also a good idea to know the school's attendance policy.

PARENTAL INFLUENCE ON CAREER CHOICE OF A CHILD

Every parent wants their child to be successful and well known in life. Nothing gives a parent joy like introducing their child as 'he is a medical doctor,' 'she is a lawyer,' etcetera. this has been among the major reasons why majority of parents today influence the career choice off their children.

Herbert (2005) indicated that, career is the totality of experience through which one learns about and prepares to engage in work as part of his way of living. Splete (2012) Stressed that career is an enjoying process that occurs over the life span and includes homes, schools and community. Though, career choice is something very hard to decide, especially as his life will depend on it, but the person should be allowed about eighty percent chance to decide for himself what he prefers most. This will go after enough counseling on career choice must have been given by professionals. However, the child will also be encouraged to discuss and seek advice from school counselor, parents

or teachers. These are among the people who know him so well and have had time to discuss his personal affairs with him.

Adeyinka (2001) refers to the need for one to discuss with one's peer school counsellors, parents and teachers on the need to choose a life span work as "career convention" or "career conference." However, career convention according to him is an instrument of career information. This occurs for a number of reasons, which includes:

- a. To stimulate career thinking and widen occupational horizon.
- b. To focus attention on particular jobs in order to help an individual crystallizes his preference.
- c. To create a situation in which parents can on one hand meet employers and discuss the opportunities they offer and on the other hand meet the career teachers or career officers with whom they can exchange views.

However, it is very essential to engage a discussion with a child on what career choice he is planning for. This gives room for advice, correction and suggestions. Career choice plays important role in the life of a child as an individual, not only because it puts food on his table but also because it affects the person's personality and concept in life. It is always therefore, advised that the person is given the chance to make his choice.

WAYS PARENTS INFLUENCE THEIR CHILDREN

Parents influence the level of education or training that their children achieve; the knowledge they have about work and different occupations; the beliefs and attitudes they have to working; and the motivation they have to succeed. Most of this is learned unconsciously - children and teenagers

absorb their parent's attitudes and expectations of them as they grow up.

Children whose parents work, see, hear and observe their parents talk about the jobs they have. Due to this, children acquire knowledge, values, perceptions and aspirations in correlation to their parent's jobs. Moreover, Schulenberg et al. (1984) found "that children's aspirations to their parent's occupations are influenced by their perception of how satisfied their parents are with their own work". In other words, parents influence what career their children's choose by the way they talk about work at home, their overall satisfaction and pride in their work, and one must not forget also the position and payment of their work, which in the long run affect the family status.

According to Arthur and McMahon (2005), some of the key influencers are:

- a. The expectations parents have for their children's education and career.
- b. The example they set for their children.
- c. The values they show to their family, friends and to society.
- d. The opportunities they offer their children to learn and develop.

The kind of parent-child relationships they develop

Some form of family involvement proves to be integral in a child's development. Oftentimes, this involvement begins at birth and ends when the child graduates from high school. Hensley (2009) noted that the parents can positively influence the child's career without making direct decision

for him or imposing career choice on him in the following ways:

- a. Aid, but not dictate, the decision-making process.
- b. Support your child's decisions.
- c. Give your children freedom and time to discover their skills.
- d. Provide motivation to develop and achieve.
- e. Provide encouragement to pursue interests and ambitions.
- f. Try to instill a responsible attitude and mature outlook.
- g. Instill an attitude of self-belief by being positive and never critical – as a parent your words will have the biggest effect on your child.

SUMMARY

Parental guidance plays a vital role in the life of children and has a strong influence upon them especially on vocational choice. Parents want their children to be successful in life. They hope to one day see them in satisfying careers with the promise of growth. The thought of seeing their children in dead-end jobs may be saddening. Parents wonder, though, if there is anything they can do to help ensure that the children are successful. Families, parents and guardians in particular (Taylor, Harris, & Taylor. 2004), play a significant role in the occupational aspirations and career goal development of their children. Without parental approval or support, students and young adults are often reluctant to pursue, or even explore diverse career possibilities. Although parents acknowledge their role and attempt to support the career development of their children, parental messages contain an underlying message of - don't make the same mistakes that I did.

In this chapter, we learnt the following: child's educational needs, how to help a child become a reader and how to make a child to value education from the beginning; determining the academic field that is good for a child, preparing a child to achieve his/her educational needs as well as a parent's influence on the career choice of his/her child.

REVIEW QUESTIONS

1. What are the five Educational Needs of a Child?
2. How do you help a child to become a reader?
3. How do you make a child to value education from the beginning?
4. What five things determine the academic field that is good for a child?
5. What steps should a parent take in preparing his/her child to achieve his/her educational needs?
6. How does a parent influence the career choice of a child?

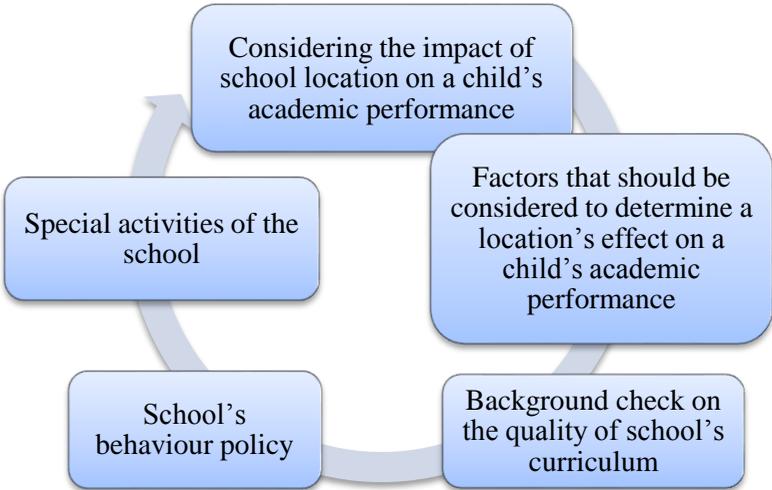
CHAPTER NINE

BASIC EDUCATIONAL PLANNING AT THE HOME LEVEL

INTRODUCTION

The location of school has been known, by many researchers, to contribute immensely in the academic performance of a child. According to Ntibi and Edoh (2017) School location refers to the particular place, in relation to other areas in the physical environment (rural or urban), where the school is sited. In every activities of life, location

contributes immensely on its success. Location of market affects its buying and selling, location off church determine its attendees, location of a hospital measures the extent to which it serves the needs of both the users and the operators etc., the closer the proximity the better. Obayan (2003) attributed students’ academic performance to school environment. A school located in a rural area, they argue, will have all the characteristics of a rural environment; similarly, an urban school will have an environment-based activities peculiar to its environment but different from a rural location. Raychaudhuri, et al (1996) in a study which investigated the location of schools, revealed that distance traveled by learners from home to school correlated positively with the academic performance of the students.



The researcher elaborates further that most of the learners were affected by the distance which made them use most of their time on traveling than learning.

OBJECTIVES

At the end of this chapter, you should be able to:

1. Consider the impact of school location on a child's academic performance.
2. Know factors that should be considered to determine the location's effect on a child's academic performance.
3. Conduct background check on the quality of school's curriculum.
4. Ascertain a school's behaviour policy.
5. Special activities of a school.

CONSIDER THE IMPACT OF A SCHOOL'S LOCATION ON A CHILD'S ACADEMIC PERFORMANCE

Ntibi and Edoh (2017) explained that in Nigeria, rural life is uniform, homogenous and less complex than that of urban centers, with cultural diversity, which often is suspected to affect students' academic achievement. This is because urban centers are better favored with respect to distribution of social amenities such as pipe borne water, electricity, healthcare facilities while the rural areas are less favored. This is also true in the distribution of educational facilities and teachers. These prevailing conditions imply that learning opportunities in Nigerian schools differ from school to school. It would appear therefore that students in Nigerian urban schools have more educational opportunities than their counterparts in rural schools have.

Agreeing with this stand, Ezendu (2003) asserted that urban areas are those with high population density, high variety and beauty while rural areas are those with low population, subsistence mode of life, monotonous and burden. Similarly, Ezike (2001) indicated that schools in urban

areas have electricity, water supply, more teachers, more learning facilities and infrastructure.

However, it could be said that there is complex of information on the actual effect of school location as par its effect on the academic performance of the students. For instance, Asikhia (2010) in his studies on the influence of sex and location on relationship between student problem and academic performance affirms that sex and location do not affect the negative relationship between student problems and academic performance. In another development, (Babalola and David, 2011) studied students' in Australia and found out that geographical location do not significantly predict outcomes in school performance.

Conversely, (Olonade, 2000) asserts that school location has been viewed as one of the factors that affect students' academic achievement. Similarly, Onah and Ugwu (2010) stated that sex and location of school influences students' academic achievement in some areas. Onah (2002) contends that school location and school size influences students' performance in sciences (Physics in particular). Owoeye (2002) noted that the entire unattractive physical structure of the school building could de-motivate learners to achieve academically.

Going by the views of these scholars, it becomes a bit difficult to conclusively say that school location has negative or positive effect on the academic performance of a child. However, some factors should be mostly considered to determine the location's effect on the child's academic performance. These factors include:

The Distance From Home To School

A child doesn't need a school that is located far from home except for boarders. This is because the child is bound to be tired after a long distanced covered before getting to school; and as a result, the child may not find the lessons interesting. Obviously, several things must have distracted his concentration before getting to school.

The Quality of Teaching in the School

Why many researchers tend to believe that schools located in urban areas have positive impacts on the child than the rural ones is simply because of the quality of teachers and teaching that are found in the urban areas. While in the rural area most schools may manage teachers with qualification as low as TTC while, in urban areas, most schools will ensure that the least teachers' qualification in their record will be HND/B.Sc.

Structure and Environment

Government gives attention to the structural and environmental development of schools in the urban areas than those in the rural areas. This includes learning materials and equipment.

Social Distractions

The child in the urban area is bound to be distracted by so many social activities that are going on in the city while the child in the rural area enjoys the serenity and quietness of the learning environment.

BACKGROUND CHECK ON THE QUALITY OF SCHOOL'S CURRICULUM

School curriculum, according to Nwoko (2015) is the series of things that students must do. School system runs on a certain curriculum and it can never run without acknowledging the importance of curriculum. Without a proper curriculum, a school cannot run smoothly. To ascertain the quality of school that can impart strong academic influence on the child, the school curriculum needs to be looked into. School curriculum gives insight on the activities of the school. According to U.S. Department of Education (2019), to measure the quality of a school through curriculum, the following issues have to be considered:

- Does the school have a strong program of core academic subjects such as English Language, History, Mathematics, Science, Arts, and Foreign Languages?
- What courses does the school offer in addition to the core subjects?
- What evidence is there that the school is effectively teaching students to read?
- Does the school have a special focus or theme for the curriculum?
- Does the school offer challenging courses such as Advanced Placement, International Baccalaureate, and high school honors courses?
- Does the school provide enrichment opportunities for all students? For gifted students?
- Does the school have extracurricular activities that support what is taught?
- Is there an effective English language acquisition program for children who need it?

- If your child has special learning needs, does the school have a curriculum and the necessary supports to appropriately accommodate those needs?

Good and well-articulated curriculum shows that the school has good and reliable management that can help steer a child to a good academic height. If no attention is given to curriculum in any school, the school is bound to waste the time and career of the students admitted therein.

BACKGROUND CHECK ON A SCHOOL'S APPROACH TO LEARNING

The need to run a background check on a school before sending in your child is paramount. It is as important as sending the child to school itself. This is because, the child is going to stay with adults who will be influencing his life for a long period of time. This influence shapes the attitudes, behaviours and general life of a child.

Esemonu (2016) explained that half of the life a person lives is learnt from school: both teachers, fellow students and environment all contribute a lot in the way an adult lives. This statement by Esemonu indicates that a child learns much from teachers, especially as a teacher is believed to know more and has been given the power to teach. Nevertheless, it is a known fact that some persons have different criminal records and, through one way or the other, get themselves into sensitive positions as teaching. An example of this is a story published by Activescreening.com titled, "*Who needs a background check before entering our schools?*" which informed that a local news station from Austin, Texas reported that a former high school track coach faced criminal charges for improper

relationship between an educator and student and indecency with a child by sexual contact. While this is shameful enough, it is even more troubling when you consider that the same teacher was fired from his previous position after it was discovered that he was sending inappropriate emails to a female student. This may sound as though it is happening in the moon, but if proper care is not taken, it is happening here in Nigeria.

Silverman (2016) explained that the essence of background check is to ensure that schools create a safe and nurturing environment for their students to learn and grow. However, while carrying out the background, emphasis has to be made on the school's approach to learning. This approach includes:

- a. Time table/lesson plans for teaching.
- b. Extra mural classes prepared for students.
- c. Interactive sessions created for teachers and students.
- d. Practicals that will take place during an academic session.

These and other approaches will surely give the person insight on a school's level of preparation in attending to the child's educational needs. Akambe (2011) asserted that the only information that helps parents ascertain the quality of school they are about sending their child to is background information. This information which is always the true nature of things in the school gives the parents the confidence to register their child or withdraw.

A SCHOOL'S BEHAVIOUR POLICY

The purpose of school behavior policy is to ensure that every member of the school community feels valued and respected. The school will not stand to condone any form

of misbehaviour from anyone as a result of coming from a privileged home or habitual rascality. Sullivan (2015) noted that behavior policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. It is, therefore, expected that every member of the school community behaves in a considerate and respectful way towards others. Those who fail to do so must face punishments. The punishments must be on ground waiting for such misbehaviours. A school that doesn't have rules and regulations that are on ground to checkmate different behaviours may not be able to curb bad behaviours when they arise. Parents, however, is not advised to register their children in such school.

Behaviour policy is among the first things that should exist from the inception of the school as it aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

According to Wails (2004), the aims of school behaviour policy are to make both the staff and students to:

- a. Stay safe
- b. Enjoy and achieve in their learning
- c. Make a positive contribution
- d. Achieve economic well-being
- e. Access the full range of learning opportunities in a calm, positive environment
- f. Achieve through appropriate expectations of work and behaviour with praise, reward and celebration and explicit and consistent consequences

- g. Behave appropriately in a wide range of social and educational settings
- h. Value the rights of the individual

Wails (2004) suggested that any school that is not focused on achieving the above listed behaviour rules must have a rethink as the school is bound to raise students who will become a societal menace sooner or later.

SPECIAL ACTIVITIES OF THE SCHOOL

Every school has her special activities in which the students engage in. The essence of these activities is to provide opportunities for students to be involved in the life of the school. Students experience leadership opportunities that help them grow into well-rounded adults. Activities expand interactions among students, who are likely to interact with others who are different from them. Thus, opportunities to experience diversity are enhanced. Nevertheless, many schools' only special activities are inter house sports which come once in a year. This suggests that the students are meant to experience special activities once in a year. This can make some of the students to be dull and unproductive in their educational endeavours.

Special activities should be an integral part of the school system and students should be made to participate compulsorily in one activity such as press club, research group, science group, football, drama group, student government, honor societies, service clubs, arts organizations (band, choral, theater), academic (forensics, debate, academic competition), and literary publications (newspaper, yearbook, literary magazine) etc. These activities, according to Uwasomba (2016) give the students

exposure they wouldn't have in the classroom or elsewhere. Some of the benefits of special school activities, as listed by Good School Guide (2020), include:

They Provide a Productive Break from Study

Weekly activities can offer a welcome break from studies and homework - particularly for senior students if they can spare the time. Depending on your child's interests, they may provide the chance to get outside and exercise, see friends, pursue a hobby or simply distress and refresh their mind. They also help limit the time your child is spending in front of a TV or computer screen.

They Can Help Your Child to Build His/Her Skills Outside The Classroom

In addition to building skills within a specific discipline, extracurricular activities are great for developing general academic and soft skills. Think debating for public speaking, academic competitions for exam strategies and sport for teamwork. Balancing a number of commitments can help to improve your child's time management skills, while finding an area they enjoy or excel at can boost self-confidence.

They Can Open Your Child's Mind To New Interests

While students usually have the opportunity to pursue a wide range of study areas through core subjects and electives, extracurricular activities allow students to explore an interest in more depth than what is covered in class - or maybe even find a completely new interest that they wouldn't have been exposed to otherwise. They can also provide a great chance for students to broaden their

perspective of the world, particularly those involved in volunteering and community service programs.

They Look Good On A Résumé

Extracurricular activities are great to include on a résumé as evidence of well-rounded interests and skills. Participation in sport can indicate that your child has the ability to work as part of a team, the drive to reach and improve on goals and the commitment to attend regular training sessions. If your child has secured a leadership position - as a school, house, music or sports captain, for example - this will instantly catch the eye of both universities and employers.

They Provide Social Opportunities

Being part of a group or team provides a sense of belonging, with extracurricular activities offering an opportunity for your child to interact with others with similar interests and potentially build friendships outside of their usual circle.

SUMMARY

Special school activities help in both physical and mental developments of a child. This is one of the things parents should consider when planning their children's academic endeavours. In this chapter, we learnt the following: need to consider the impacts of a school's location on a child's academic performance; factors that should be considered to determine the location's effect on a child's academic performance; conducting background check on the quality of any school's curriculum, school's behaviour policy and special activities of a school.

REVIEW QUESTIONS

1. What are the impacts of a school's location on the academic performances of a child?
2. What are the factors that should be mostly considered to determine the location's effect on a child's academic performance?
3. Why is there a need to conduct a background check on the quality of a school's curriculum?
4. What is school's behaviour policy?
5. What are the five special activities of a school?

CHAPTER TEN

BASIC FINANCIAL MANAGEMENT FOR CHILDREN'S EDUCATION

INTRODUCTION

Family income is one of the most important aspects of a family's life. Basic income is always considered when budget of any form is to be made. This is the reason it is

important to manage it so as to ensure that it serves the pressing needs of the family.

UNDERSTANDING FAMILY'S BASIC INCOME

Managing family income is one of the important activities of home management. In order to achieve the family goals it is essential to learn to manage the finance, which is prerequisite to all household activities. Family income management enables the family members to know, understand and spend the money earned and also to plan saving for the future. To manage the family income, the first thing to do is to know the basic family financial income.

Bristow (2020:2) suggested that managing family's basic income entails having the basic concept of understanding the family income, sources of family income, need for supplementing family income, importance of keeping household accounts and finally the need for savings and types of various savings for future. Having good understanding of these mentioned helps to understand the family basic income and how to utilize it.

Before getting to understand the management of family's basic income, there is need to understand what basic income is all about. According to Wikipedia 2020, basic income, also called universal basic income (UBI), citizen's income, citizen's basic income, basic income guarantee, basic living stipend, guaranteed annual income, or universal demogrant, is a theoretical governmental public program for a periodic payment delivered to all citizens of a given population without a means test or work requirement.

According to this definition, it is a payment from the government. So, how do those that governments do not pay basic living stipend know what is basic income, take for

instance, Nigeria? The answer remains that those who are working, whether private or government, always depend on their salaries, and the salary being paid once in a month is the basic income. This is because all the budgets are going to be made based on the salary strength. Those who are into business do not have basic income but have basic source of income and basic plan with the hope that at the end of the month, there will be enough money to carry out the plan (expenses). However, the basic thing is knowing how much money the family can boast of at the end of the month and how it can be judiciously managed for the betterment of the family. Wherever and whoever understands this has good understanding of the family's basic income.

Echegharia (2016) affirmed that family's basic income is the amount the family is sure to have at the end of every month on which the family budget can be relied on. However, there is also supplementary family income. This is not the main income but some passive income that can come from any of the family members. Blake (1989) explained that supplementing family income implies the additional earnings or income for the family, apart from the regular family income. Money is not always available to a family in the same amount all the time. For variety of reasons the family may need to seek ways and means of obtaining additional income in order to make both ends meet. This need arises if the expenditure exceeds the total of the assured and probable income – basic income.

Many family members take to different jobs outside their major work to earn more money for the family's upkeep. This, most times, comes in form of one practicing his hobby and using it to make income irrespective of how meager the

income is. Blake (1989) further explained that generating supplementary family income is often dependent upon the interest, attitude, abilities, skills and talents of the members of the family. It requires time and energy to take an extra work and earn additional income. More than anything else, it is the attitude of the family members to earn extra to enjoy life or to keep for the rainy days. Skills or knowledge can be utilized for the production of goods or may be shared with others in the form of tuitions, classes in working, sewing, painting drawing, music or handicrafts, kitchen gardening and day care centers, etc. Overtime work or additional part time employment may also be resorted to.

However, no matter the level of income that come from supplementary family income, it can never be seen as family's basic income, and can never be relied on when the financial plan for the month or year is to be made.

VIEW OF A FAMILY'S BASIC NEEDS

A family is basically a group of people consisting of a father and mother with their children living as a unit. Ozguven and Ailede (1993) defined as a unit that is established with marriage, members of whom are bound with kinship and social bonds, living in the same place with different roles, and influencing one another to meet psychological, social, cultural and economic needs of each other.

A family is an essential part of the society, and for a society to function properly the families in it must be in a good state. The family is the first school of our life and we learn manners and customs from the family. During the first years of life, the socialization of a person occurs almost exclusively with the members of the family. And that is why it functions as the first space educator of people. Family

takes care of a child and every member of the family, given each of them sense of belonging.

In essence, according to Sharma (2013), the family takes care of two things. First, to ensure the physical survival, and second, to build the essentially human of man. This means that the family nucleus is obliged to meet the basic needs of its members, ranging from basic biological needs vital to survival to those that guarantee the development of human qualities. These are considered as the basic needs of the family. According to Sharma (2013), they include:

Food

Feeding is one of the biological needs that the family must cover. This is one of the fundamental pillars for the health of people and even more so when it comes to children. Although food is a basic necessity for life, in addition to an inalienable right of individuals, the act of eating goes beyond food to survive. The action of eating should be a moment of communication between family members, the moment in which they create bonds, they transmit traditions and affection.

On the other hand, by satisfying this need, the family not only learns to eat but also creates the habit of eating. This interaction allows the family to integrate much more. In fact, food is closely related to affection. This means that the way in which food is offered has an influence on the habits and ideas developed by members of a family group.

Education

Families and education have a very close relationship, the family is the basis of a good education. The family is the root of everything, it is where everything starts, even before

formal education. So, education is essential to the growth of any family. Families must be educated and conscious to raise successful, intelligent, and creative children. The family must create a favorable and flexible environment for growth and development. This aspect is usually handled by the parents or the guardians, it is important that they themselves are educated so they can be positive influences on younger members of the family. A child's education starts at home; parents are their first teachers and they have a key role in shaping up their character. A child's learning scale is highly related to how they are treated at home. So, education must be high on the priority list of any family.

Housing

Housing is one of the fundamental elements to guarantee human dignity. It is, therefore, one of the basic needs of the family. Access to housing is considered as an essential human right. This means that everyone has the right to an adequate standard of living to ensure a place to live. Being the family the fundamental cell of any society, having housing is one of the pillars that cannot be lacking. A society in which families do not have access possibilities and have a living space is not sustainable. That is why housing is then an essential element for the construction of a society.

Security

The world has grown in many ways, and this has increased the dangers out there, so every modern family needs protection. Protection on all fronts, in the physical world and on the virtual world. This responsibility most times lies on the shoulders of the older members of the family, they have a duty to protect the young ones, especially children and infants who are innocent and oblivious of the dangers

out in the world. The house a family lives in should have security measures put in place for protection; alarms, security cameras, etc. There are numerous security solutions that families can take advantage of to ensure protection.

Care and Protection

A family also needs safety and care. Family members, whether children, adults or the elderly, with or without particular health conditions, need to be protected.

This care is vital when it comes to newborns. The family must be able to guarantee the survival of the smallest and defenseless and this is achieved through constant care and assistance. This need is also directly related to food. And since this is the fundamental pillar of health, well-being depends a lot on it. When it comes to care and protection, it talks about covering the physical and health needs of individuals who make up a family. The response to the demands of care depends on the access that the families have to the resources that allow them to satisfy them.

QUALITY OF SCHOOL IN THE SAME PROPORTION WITH LEVEL OF INCOME

The level of income of any person should determine the level of his expenses. This is a logic that naturally follows in everyday life of a man. Whenever this logic is not respected, there's always problem. However, in the family, budget is made to accommodate immediate and yet to come responsibilities.

Different families handle budgeting and money management in different ways. But the general goal of a family budget is a yearly, monthly or weekly picture of

what is needed to spend and what you have left over. This is always put in consideration in other to ensure that the family's responsibilities such as children's school are not put to hold.

There is, therefore, need to make budget based on what the family believe to be their basic income. Many families run into insolvency at the middle of their children's educational career, forcing them to transfer the children to a low standard school. This always happens as a result of the parents' inability to figure out the suitable school they can afford for their children that corresponds with their level of income.

Oluwale (2013) affirmed that parents who do not consider their level of income before sending their child to school is evidence that they don't make family budget. What this suggests is that, when family carries out budget, it helps the parents to know the quality of school they can afford for their child, while still be able to attend to other family responsibilities. Therefore, the quality of school a child will be sent to must resonate with the level of income of the family.

To insure that the school a child is sent to does not become a burden to the family, Arutundi (2008) suggested that family embarks on 'family financial management'. According to Arutundi, financial management is the process of wisely budgeting, spending, saving, and investing the money you earn. This will help the family prepare ahead of time in paying the child's school fees and be able to carry out other responsibilities that may arise.

STRATEGIES FOR SAVING FOR A CHILD'S EDUCATION

It is always advised to start early in saving for a child's education as the only real legacy one can provide for his children in order to help them through the challenges of life is a good education. Saving for a child's education is always a very difficult task, especially in a situation where the salary is meager or monthly income has hardly been enough to carry out the family's daily responsibilities. School tuition costs and fees are consistently increasing year after year, leaving parents and students wondering how they can properly save to avoid significant debt following graduation. As The Guardian Newspaper (2020) puts it:

“Having young children is expensive and trying to put money aside while you pay for everyday expenses such as childcare can be really difficult. Also, education costs can seem very far off, especially if your children are very young. Planning and saving for your children's education should start while they are young. This will help take the pressure off you in the years ahead.”

There are prudent strategies to assist you to save for your children's education:

Set Savings Goals That Are Realistic

You will be more likely to save enough for your child's education if you start with some clear goals. You must be able to consciously answer the following questions: how old are your children now, and how long do you have to save? Are they likely to go on to further studies after high school, or do their interests and abilities point in a different direction? Will your children be going to university, college

or a trade school? Will they live at home or away? Will you pay all of the cost, or will your children also help by getting jobs or taking out student loans? Will your children be able to get scholarships, grants, or financial aid? Can any other family members help out? If your children are young, you might not know all the answers, but you can change your plan as life changes.

Review Your Budget Regularly

Looking back and front is very important in this art. It helps you to know your financial strength at the moment so as to know the exact amount that can go to savings. It is worth reviewing your budget regularly as your financial situation may change. For instance, you may get a pay rise which may allow you to save more. This also applies if your earnings decrease and you can't save as much. Don't be discouraged and stop saving altogether if this happens, even a small amount each month will eventually build up.

Make Your Contributions Automatic

Ask your financial institution to set up automatic, direct debits from your salary account to your Target Savings Account. This way you don't have to put in any extra effort into ensuring you are making regular contributions to saving towards your child's education.

SUMMARY

These basic needs mentioned above by Sharma are very important in any family and have to be in place at any given time and day. This is because, as a family some responsibilities must be carried out.

Families that may be getting to know about saving for their children's education for the first time may have thought that it was a rocket science. With the strategies mentioned

above, it is obvious that it can be done. It is never too early to start saving for a child's education, even if he or she is still many years away from heading off to college! The earlier you start saving, the more interest your contributions will earn in the long-run. In the beginning, consider automatically depositing a small portion of your paycheck into your child's education savings each month. As your child grows older, gradually scale up the amount you save each month.

REVIEW QUESTION

1. What do you understand as a Family's Basic Income?
2. What are the five Basic Needs of a Family?
3. What are the five Strategies for Saving for a Child's Education?

CHAPTER ELEVEN

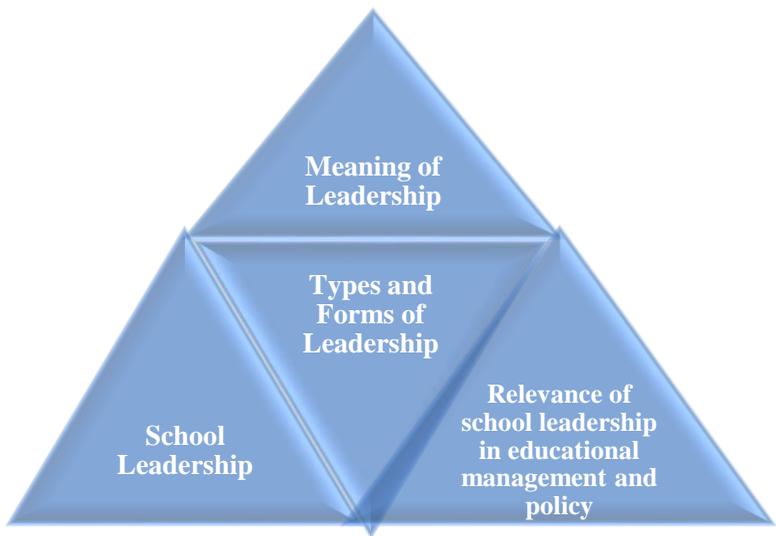
LEADERSHIP

CONCEPT OF LEADERSHIP

All activities of man require leadership of some sort. Leadership is primarily a matter of removing barriers so that people can act with independence. Murphy and Hallinger (1992) opined that leadership encourages and stimulates action from workers by involving them in planning and decision-making activities. In his definition, Sergiovanni (1992) explained that school leadership is the process of enlisting and guiding talents and energies of teachers, pupils, students and parents towards achieving common educational aims.

In schools, talented leadership is essential to student achievement. School leadership impacts all facets of

education: teacher motivation, shaping the conditions and the environment in which teaching and learning occurs, and interaction with the broader community. In many school systems, effective school leadership is far from the norm. It is often simply assumed that school leaders, irrespective of capacity, will discharge responsibilities and initiatives assigned to them. Moreover, programs to prepare and or support school leaders are either lacking or ineffective (Moos, Mahony and Reeves, 1998).



OBJECTIVES

At the end of this chapter, you should be able to:

1. Know the meaning of leadership.
2. Explain school leadership.
3. Identify types and forms of leadership.

4. Discuss the relevance of school leadership in educational management and policy.

LEADERSHIP IN SCHOOL

Savery, Soutar and Dyson (1992) explained that school leadership program has changed the behaviors and practices of school principals and resulted in greater focus on improved instruction and student performance, better school climate, motivated teachers, and more collaboration in planning for overall school improvement.

The importance of school leadership cannot be overstated giving the fact that it helps to organize the school from the lowest rank to the highest rank. Where there is absence of leadership in a school, irrespective of the level of that school, educational activities often get stalled. Southworth (1993) noted that leadership is becoming more of a challenge, especially among younger school leaders, as they have been involved in school development processes and now tend to see their roles as that of visionary leaders. Southworth (1993) enumerated five top skills that can be found in a good school leader:

Developing Self and Others

Good school leadership should have a strong focus on continued professional development. This starts with leaders growing their own skills and knowledge through a commitment to professional development and personal health and wellbeing. It should also promote the development of other teaching staff. Leaders within schools should work with staff to understand their personal development needs and skills, as well as knowledge gaps. This can help to create a culture of empowered, self-directed learning and responsibility, leading by example to

demonstrate how schooling staff can improve their teaching capacity.

Driving School Management

Leaders in schools use a range of data management methods and technologies to manage school staff and resources efficiently. They work with team members to ensure efficient operations, while also liaising with school boards, governing bodies and parent cohorts. Driving school management involves the responsibility of connecting the school's vision and values with everyday operations to ensure the best learning outcomes for students. Leaders need to create strategic plans based on consultation with staff, students, parents and outside influences.

Engaging and Working With the Community

A key focus that school leaders need to have is engaging with their wider community. Schools are often comprised of a mixture of students from different cultural, linguistic, and spiritual backgrounds. Effective leaders must interact with and celebrate the diversity of the community, ensuring everyone is made to feel included. From students, parents and careers, to other schools within the education system, leaders need to foster good relationships and build strong partnerships to ensure positive outcomes are achieved across the sector.

Leading Through Teaching and Learning

For a school leader to be successful in their role, they need to lead the way in driving teaching and learning outcomes, first and foremost. This involves setting expectations about the school's learning practices and ensuring the

organization's values and behaviours underpin a focus on improving student success. Good leadership should always seek to innovate in the field of education, keeping up-to-date with the latest developments while also seeking feedback from school staff and students. Importantly, school leaders should encourage the continuous learning and development of teaching staff, so that educational methods are informed by current industry practices. Beyond their own school, leaders should encourage collaboration and partnerships with other education providers, resulting in broader impacts on the education system.

Promoting Positive Change in School Environments

With the education space evolving rapidly, it's essential for leaders in schools to be open to innovation and change and to drive new initiatives in the school environment. The change should remain consistent with the school's values and goals, while genuinely working towards the improvement of student outcomes. Leaders in schools should ensure that a culture of research, innovation and creativity is at the heart of the organisation, and should seek regular feedback and data on student performance relating to changes.

A good school leader influences his subordinates with his leadership ability. He brings them under his control in such a way that they put in their best efforts to achieve the goals of the institution. Good leaders always get good results through their followers.

TYPES/FORMS OF LEADERSHIP IN SCHOOLS

Leadership in school can play an integral role in creating a positive school culture. It can also influence student learning and achievement. Effective school leadership is increasingly viewed as the key to far-reaching education transformation. With the right leadership approach, education heads can turn an average school into a successful one. Sheppard (1996) noted the following as the types of leadership found in schools:

Servant Leadership

Servant Leadership takes the focus from the end goal to the people who are being led. It is a participatory leadership. According to Sheppard (1996), the main idea of servant leadership is that a leader must first serve others and that this simple fact is central to his or her greatness: true leadership emerges from those whose primary motivation is a desire to help others.” School leaders who practice servant leadership maintain high expectations; however, they also help teachers and students to develop their skills to improve their performance. These leaders instil the desire for improvement while maintaining a focus on both results and relationships.

Constructivist Leadership

This type of leadership is about facilitating the learning process, rather than directing it. At the core of the constructivist approach is that learners control their own learning, not teachers. Acknowledging that every learner understands, processes and gives meaning to lessons through their own reality, constructivism places a priority on customised teaching approaches that take into consideration individual learning needs.

According to West-Burnham (2001), instruction and curriculum design under their leadership encourages the sharing of big ideas and challenging other's perspectives. The classroom is seen as a place where 'inquiry and co-construction dominate.' Constructivist leaders expect teachers to engage in reflective practices and processes with their students and peers.

Emotional Leadership

Where transactional leadership was concerned primarily with the exchange of goods and services, emotional leadership is concerned with the feelings and motivations of followers. It takes the focus completely to the other side of the spectrum – demanding that leaders be emotionally intelligent themselves and then to motivate through the use of that emotional intelligence.

Emotional leadership and transformational leadership have a great deal in common with each other. With emotional leadership, the leader taps into their emotional center in order to find the path to guiding their followers. People sometimes argue that transformational leadership requires that same level of influence over emotions, however there is a fundamental difference in the two in that transformational leadership is by necessity a rational process rather than an emotional one.

Transformational Leadership

Transformational leadership takes from each of the other kinds of leadership its best qualities and then uses those, along with a deep sense of shared purpose, to motivate subordinates. Transformational leaders are able to influence school outcomes by outlining high-performance expectations, developing people through individual

support, building productive relationships and providing instructional support. According to researcher Bernard Bass, the four attributes of transformational leadership are defined as idealised influence, inspirational motivation, intellectual stimulation and individualised consideration. Yukl, (2002) asserted that transformational leaders instil trust, admiration, loyalty and respect – which inspires teacher motivation, morale and performance.

RELEVANCE OF SCHOOL LEADERSHIP IN EDUCATIONAL MANAGEMENT AND POLICY

The ideas and plans created by educational management policy are implemented through leaders. School leaders have a key role to play in setting, direction and creating a positive school culture including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances. The absence of school leadership can throw every activities of the school into a chaos. Therefore, the reason school leadership in educational management and policy is relevant according to Myers and Murphy (1995) are:

Shaping the Future

Creating a shared vision and strategic plan for the school (in collaboration with governing body) that motivates staff and others in the community.

Leading, Learning and Teaching

Taking responsibility for raising the quality of teaching and learning and for students' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable students to become effective,

enthusiastic, independent learners, committed to life-long learning.

Developing Self and Working with Others

Building effective relationships and building a professional learning community through performance management and effective professional development for staff.

Managing the Organization

Improving organizational structures through self-evaluation, organization and management of people and resources in order to build capacity across the workforce and deploy cost effective resources.

Securing Accountability

Accountable to students, parents, governors, the local authority and the whole community to provide a high quality of education for promoting collective responsibility within the whole school community and for contributing to the education service more widely.

Strengthening Community

Creating links and collaborating with other schools, parents, and other agencies to share expertise and ensure children's well-being.

SUMMARY

As posited by Ryan (2008), schools need leadership irrespective of the size of the school. Leadership is concerned with overall alignment of vision, goals, values and culture. School leadership skills include to be highly influential, both external and internally. School leaders are people who can define future vision in way that people work. They need to be looking at the future, with one eye

on the current position and be able to mentally conduct a constant gap analysis of the future.

REVIEW QUESTIONS

1. What is Leadership?
2. Who is a School Leader?
3. What is School Leadership?
4. What are the Types and Forms of Leadership?
5. What is the Relevance of School Leadership in Educational Management and Policy?

CHAPTER TWELVE

HUMAN RESOURCE MANAGEMENT

INTRODUCTION

All organizations and institutions have people who ensure the continuity of their everyday activities. Organizations employ people who need to be managed and ensure that they comply with their rules and regulations while keeping the visions and missions of their organizations and institutions in focus. The management of affairs of these people is the duty of Human Resource Managers.

OBJECTIVES

At the end of this chapter, you should be able to:

1. Explain what human resources is, its nature and scope.
2. Enumerate concepts and techniques human resources managers need to perform their people-management jobs.

3. State and explain the four major proficiencies of a human resources manager.
4. Write a short note that addresses the importance of HRM to all managers.

DEFINITION OF HUMAN RESOURCE MANAGEMENT

Brown (2004) explained Human Resource Management as the process of recruiting, selecting, inducting employees, providing orientation, imparting training and development, appraising the performance of employees, deciding compensation and providing benefits, motivating employees, maintaining proper relations with employees and their trade unions, ensuring employees safety, welfare and healthy measures in compliance with labour laws of the land and finally following the Orders/Judgments of the concern High Court and Supreme Court, if any.

In his own explanation, Phillip (2005) asserted that Human Resource Management is concerned with the people dimension” in management. Since every organization is made up of people, acquiring their services, developing their skills, motivating them to higher levels of performance and ensuring that they continue to maintain their commitment to the organization is essential to achieve organisational objectives.

Planning for human resource management implies forecasting and determining human resources of the organisation, establishing norms, procedures and rules and working out schemes for human resource development (Rossiter, 1996). According to Onah (2008), the responsibilities of a Human Resource Department can be subdivided into three areas: individual, organizational, and

career. Individual management entails helping employees identify their strengths and weaknesses; correct their shortcomings; and make their best contribution to the enterprise. These duties are carried out through a variety of activities such as performance reviews, training, and testing. Organizational development, meanwhile, focuses on fostering a successful system that maximizes human (and other) resources as part of larger business strategies. This important duty also includes the creation and maintenance of a change program, which allows the organization to respond to evolving outside and internal influences. Finally, there is the responsibility of managing career development. This entails matching individuals with the most suitable jobs and career paths within the organization.

RELEVANCE OF HUMAN RESOURCES MANAGEMENT IN EDUCATION

The importance of human resource management is felt in every organization, especially, considering its contribution in the growth of the workforce of the organization. Educational institutions are not left behind in this area. Human resources is paramount in every educational system at every level for execution of its programme. Nwaka and Ofojebe (2010) noted that teachers are the critical resources for effective implementation and realization of the educational policies and objectives at the practical level of classroom. Wadak (2011) explained that the importance of human resource management in the educational system is to:

1. Avoid hiring the wrong person for the job.

2. Ensure that people are assigned jobs based on qualifications.
3. Avoid wasting time with useless interviews.
4. Avoid legal tussles because of discriminatory actions.
5. Give senses of belonging and satisfaction to staff.
6. Ensure quality education delivery.
7. Make provision for self-improvement.
8. Avoid a lack of training to undermine your department's effectiveness.

ROLES OF HUMAN RESOURCE MANAGEMENT IN EDUCATION

The academic activities will be child's play if the staff are not regulated to a certain level, and if the interest of the staff are not protected. This is among the reasons every educational institution, both private and public, creates room for. Omebe (2014) explained that human resource management is the motivation and co-ordination of the activities and effort of the teachers in school in order to obtain maximum output from them and consequently achieve the goals of education optimally.

The following are the roles of human resource management in education:

Staff Maintenance

This concern making the work environment conducive for workers, pertinent practices include; promotion and transfer, motivation, staff safety, security and health services. It is pertinent that educational establishments have sound policies in respect of staff transfer and promotion to ensure that justice and fairness prevail in dealing with staff.

As work to be performed in the school is important, the mood of the man to perform the job is equally important. For maximum and productive goal attainment, the school head must ensure the comfort and happiness of the workers. That can be done through prompt payment of salary, and ensuring a safe and healthy working environment.

Staff Relations

There must be a good communication network in the school to enable workers to be constantly informed of the progress being made in the school. Workers should be encouraged to participate in planning and decision making in the school. Workers should be encourage by recognizing the staff as human beings with feelings, interest, needs and emotions and treating them as such with fairness and respect.

Staff Development

This is the process of appraising staff performances and identifying their key skills and competence that need development or training to improve their skills for better performance. It involves providing development programme and training courses that are suitable for the programme. The success of educational organization hinges on the strength and quality of the staff members. There is need to change through training and to improve and grow in competence. This can be done through in-service training, conference, workshop and seminars.

Procurement of Staff

Human resource management functions start with the process of recruitment and selection by which educational institutions get the best personnel to interpret and implement the curriculum programmes. Staffing of schools is a job performed by the ministry of education through its

agencies in the federal and state government. Procurement of staff in education deals with obtaining people with appropriate and necessary skills, abilities, knowledge and experience to fill the vacant teaching posts in schools.

Job Performance Rewards

This involves the design and administration of rewards for jobs performed. It is very important that management, ministry of education and its agencies take the issue of reward system very seriously. Staff performance would increase substantially if they are adequately compensated according to the quality and quantity of work done (Omebe, 2014).

Human Relations

Wherever people gather to carry out any activity for their interest or the interest of a third person, there is need for human relation. Thompson and Bunderson (2003) defined Human Relations as the cordial atmosphere in an organization in which people practice the art of living in such a way that they communicate, act, interact and transact in a cordial manner, recognizing each other's needs, views, values and temperaments so that every interaction and transaction taking place in an organization would have concern for each other's interests and feelings, leading to better motivation and morale of people at all levels in the organization.

Matt (2019) saw human relations as the process of training employees, addressing their needs, fostering a workplace culture and resolving conflicts between different employees or between employees and management.

Most organizations today try to know everything about their employee, so as to be aware of the problems they may be facing that might affect their effectiveness and loyalty to the organization. This is called a total person approach. Wright and Pandey (2008) explained that this approach recognizes that an organization does not just employ someone with skills, but rather, the whole person. This person comes with biases, personal challenges, human relations skills, and technical skills but also comes with experiences. By looking at a person from this perspective, an organization can begin to understand that what happens to an employee outside of work can affect his or her job performance. Understanding some of the ways that human relations can impact the costs, competitiveness and long-term economic sustainability of a business helps to underscore their importance (Mason, et al., 1963).

CHARACTERISTICS OF HUMAN RELATIONS

Clagget and (2013) listed the following as the main characteristics of human relations:

1. Human relations are an important process through which an individual's attitude and work are integrated with a view to achieving a willing cooperation on their part in the achievement of the interests of an organization as a whole.
2. Members of the organization contribute their bit to get individual and group satisfaction.
3. The satisfaction desired by employees may be economic, social and psychological.
4. Human relations in an organization are a process of improving motivation by proper working condition, training programmes, timely payment of wages and incentives, etcetera.

5. Human relations are an integrated approach derived from different disciplines such as psychology, sociology, economics and management.
6. Human relations are a continuous activity.
7. Human relations are a goal-oriented and focused approach.

DIFFERENCES BETWEEN HUMAN RESOURCES AND HUMAN RELATIONS

Many people have always mistaken human resource for human relation visa viz. this has always happened because human relations and human resources approach sound like they are similar, but they are actually very different.

What differentiates Human Relations from Human Resources is the manager-employee relationship. Miles (2014) explained this by listing the following differences:

1. While Human Relations manager strives to make employees happier in order to receive a higher productivity from them; a Human Resources' manager would see employees as resources that contribute to the functioning of an organization and needs of an individual.
2. A Human Relations' content is task and social, direction is both vertical and horizontal, and is often face-to-face with an informal style. While a Human Resource's content is task/social/innovation, direction is team-based/diagonal/all directions, and all channels with both informal and formal styles.
3. In human relations, workers really desire to feel as though they are a useful part of the organization; while in human resources, workers really desire to exercise

initiative, responsibility, and creativity, so management should allow for these.

4. In human relations, job satisfaction and reduced resistance to formal authority will lead to more productive workers; while in human resources when employees feel that they have self-direction and control and are able to freely use their creativity, experience, and insight they will be more productive
5. In human relations, information sharing is a useful tool when helping employees feel like they are part of the group; while in human resources, information sharing is vital for effective decision making and should include the full range of creativity, experience, and insight from employees.

CONCLUSION

Nevertheless, both human relations and human resources' approaches to managements are workplace additions. Employees are given a high value in the company and their needs and wants are taken into consideration.

SUMMARY

There are five basic functions all managers perform. These are planning, staffing, leading and controlling. These functions are collectively referred to as "Management Process." This chapter focused on one of these functions - *Staffing*.

Staffing or Personnel Management is basically what Human Resources is all about. Staffing, personnel management or human resources' management includes activities like recruiting, selecting, training, compensating, appraising and developing employees. Human Resource Management is a part of every managers' responsibilities.

These responsibilities involve placing right persons on the right job and then orienting, training and compensating to improve his or her job performances. Being a human resource manager in today's world is challenging and therefore requires several proficiencies such as learning, leadership, business and HR proficiencies.

REVIEW QUESTIONS

1. Being a human resources' manager today can be quite challenging. What are the proficiencies you will need to make it as a human resources' manager in today's challenging global economy?
2. Write a short note that addresses the importance of human resources management to all managers.
3. (a)What does Management Process involve? (b) What is the State and Scope of Human Resources' Management?

CHAPTER THIRTEEN

MANAGEMENT INFORMATION IN EDUCATION

INTRODUCTION

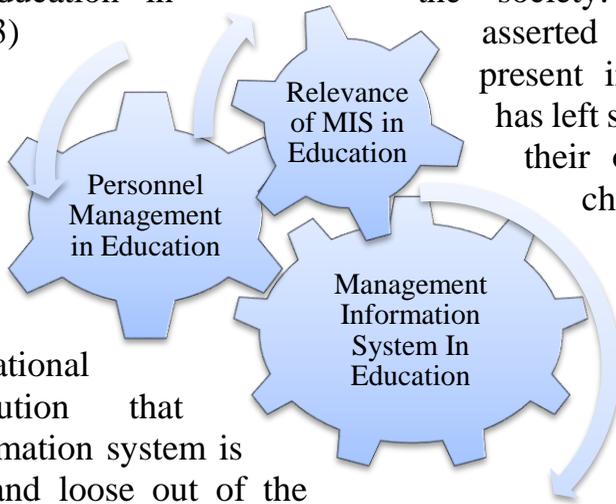
Information is very essential in every organization. The importance of information can be compared with the importance of management itself in any organization. Organizational information is processed as data. Such organizations include educational institutions.

Data is the lifeline of every educational institution. Right from the student turnover rate to the financial records, every piece of data that is/was ever associated with the college paves way for its development. The bigger the institution, the greater the volume of data, which makes it challenging to manage on paper or even with excel files. Today, most of the higher educational institutions are looking for an optimum distribution of resources and services to yield maximum benefits to students, teachers, and the management alike. This has led to the introduction of management information system in the educational system.

Many schools today are leveraging on management information system in other to serve the increasing demand of education in the society. Maloudy (2013)

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OBJECTIVES

At the end of this chapter, you should be able to:

1. Know the meaning of Management Information System.
2. Personnel Management in Education.
3. Relevance of MIS in Education

WHAT IS MANAGEMENT INFORMATION SYSTEM?

Management Information Systems (MIS), according to Wallen (2018) is the study of people, technology, organizations, and the relationships among them. MIS professionals help firms realize maximum benefit from investment in personnel, equipment, and business processes. In their own view, James and Hicks (2003) explained management information system as a system consisting of people, machines, procedures, databases and data models, as its elements. The system gathers data from the internal and external sources of an organization.

MIS provides reports to various managers among the middle and low level managers of the organization. For middle level managers, management information system provides the organizational performance reports, which in turn helps predicting the future performance of the organization (Nowduril and Al-Dossary, 2012). According to Nath & Badgujar (2013), management information system provides several benefits to the business organization: to come out with appropriate responses to a business situation; the means of effective and efficient coordination between different departments at all the levels of the organization; access to relevant data and documents; use of less labor; improvement in organizational and departmental techniques; management of day-to day activities. Management information system provides a

valuable time-saving benefit to the employees. Employees do not have to collect data manually for filing and analysis.

MIS CONSISTS OF THREE BASIC COMPONENTS

Management, Information and the System. Integrated use of these three components enables clarity in understanding the issues involved, impact of each component on other seemingly independent inputs but interconnected with each other. The decisions taken in this way is appropriate in the context of the business requirements. MIS enables to adopt multi-disciplinary management approach considering all the aspects relating to operational, financial, materials, behavioral, organizational practices and policies; and computer related issues.

RELEVANCE OF MIS IN EDUCATION

The growth and future of any organization like educational institute depends on its resources and more so, on the effective utilization. It is not enough to only arrange resources but their timely acquisition, utilization and monitoring is absolutely essential for the success of the organization. This is the importance of MIS in every organization, especially in educational system. MIS assists management of education in capturing, processing, storage and retrieval of relevant, up-to-date and demand driven data and information for management functions including follow up on the daily activities of the entity.

According to Yiga (2012), this became absolutely necessary with the introduction of computers or with the development of a computer supported working environment. Since most functions and activities of education are carried out or assisted with the increasing use and applications of computers in either a standalone, local

or wide area network with several layers of staff, there is increasing need to capture, process and retrieve data/information to the different layers of educational management to allow them carry out decisions and other related management functions:

1. Management Information Systems is being used to help construct the operational plans and develop budgets for implementation in educational system.
2. By providing reliable and accurate data it is anticipated that the deployment of Management Information System in educational management will play an important role in the decentralization process by helping to ensure that education provision becomes more efficient and responsive to local needs.
3. It is distinct from regular information systems in that they are used to analyze other information systems applied in operational activities in the organization (O'Brien, 1999).
4. It eradicates the old system of dissemination of data through the use of paper for memoranda and reports really slows down data transfer.
5. It can put information together in a correct manner, sends notification as and when such a task needs to be performed, and can manage documents in a much easier way. Since this is software, it is possible not to err while using it to the same extent as paperwork. The major reason for such a statement is the fact that here the software is doing all the work on your behalf.
6. It provides easiness in job delivery as teachers can carry out most of their jobs from the comfort of their homes such as grading the students from their home and as a result of that schools can print them out easily enough.

This also reduces the need for the teachers to fill out grade cards manually and hand them over to the students – a process that can be time-consuming apart from being tedious to the hilt.

Management information systems (MIS) in education are being used by schools to support a range of administrative activities including attendance monitoring, assessment records, reporting, financial management, and resource and staff allocation. MIS provide managers with the information required to manage educational system efficiently and effectively.

PERSONNEL MANAGEMENT IN EDUCATION

In every educational administration, personnel are very important part of the administration that makes the administration and its works efficient and effective. Educational institutions are integral part of the society and its development that it requires well-articulated and organized personnel that helps to carry its affairs for the betterment of the society. Afangideh (2010), affirmed this by stating that, schools are vehicles, used by society to keep its past and present alive while also ensuring that, the future is positively predicted, through the works done today. They are therefore agents of socialization for individual and societal development. Schools cannot achieve the foregoing feats all alone. As a result, combinations of personnel (human involvements) and other administrative engagements of the school administrators, assist schools to achieve societal goals through education.

There have been various definitions of personnel management by scholars. Vaghela (2015) defined personnel management as that phase of management which

deals with the effective control and use of manpower as distinguished from other sources of power. It includes planning, organizing, directing and controlling various operative functions of procuring, developing, maintaining and utilizing a labour force such that the objectives, for which the company is established are attained economically and effectively. Prachi (2018) sees personnel management as the systematic process of obtaining, using and maintaining a satisfied workforce. It is a significant part of management concerned with employees at work and with their relationship within the organization.

Ouma (2015) in his own view explained that personnel management, being one of the crucial departments, within the education industry, is concerned with, the development and application of policies, governing manpower planning, placement, training, working conditions and employment services.

These definitions are in line with what personnel management stands for, especially in education.

The quality of personnel largely depends on the retention and development of professional teachers, who would promote optimum level of performance towards the provision of quality education. However, personnel management is seen as the most important educational resource that need to be adequately harnessed, to enhance efficiency in services delivery.

The responsibility for good personnel administration rests on every supervisor and manager in the organization. Personnel management is not a one-man responsibility nor can it ever be achieved by one individual. It is a cooperative endeavour that should stem from a common feeling and

concept and should progress in a unified coordinated manner (Vaghela, 2015).

Personnel management is one of the most important and challenging functions of any organization, because, it serves as, the ultimate basis for the creation and utilization of the wealth of a nation. Personnel management is therefore the acquisition of human resource and co-ordination of their performance, within the organization (Francis, 2002).

FUNCTIONS OF PERSONNEL MANAGEMENT IN EDUCATION

As have explained earlier, the management of human resources in the educational system is the duty of personnel management; it is also concerned with the creation of harmonious working relationship among its participants and bringing about their utmost individual development. Such management is concerned with leadership in both groups and ‘individual relationship’ and ‘labour relations’ and ‘personnel management.’ The functions of personnel management can be listed as:

Planning

Every standard organization, educational institutions inclusive, didn't just get to her position by just employing workers. People get together and planned the future and well-being of that organization. So, planning is the basic function of personnel management. It can be described as the beginning of other functions in education. Planning can be described as a well-defined course of future action. Personnel department is required to determine the

personnel requirements, personnel programmes, policies, procedures and methods, etc. academic activities are to be planned with reference to the overall objectives of the institution.

Organization

Personnel management organizes by structure of duties and function to achieve the objectives of the institution. According to Akpan (2011), “Organization is determining what activities are necessary for any purpose (or plan) and arranging them in groups which may be assigned to individuals.” Organization thus is concerned with activity-authority relationship. Under organization, the personnel manager creates a structure of duties and functions to achieve the objectives of the institution.

Recruitment

The personnel manager recruits new staff based on the demand of the institution. When there is a gap to be filled in the institution, it is the duty of the personnel management to scout for and employ qualified and competent person that will fill the gap. This is the process of searching for prospective employees and stimulating them to apply for job vacancies. Recruitment is the entering point of all staff of any establishment except for those who are appointed or elected.

Directing

The personnel manager does the guiding and supervising of the subordinates in every academic activities of the institution. Personnel manager is required to give a specific direction to various activities in the office with a view to its proper functioning. He is required to guide and to supervise the work of different departments.

Development

The staff are developed to understand the workings of the institution. This includes getting them informed about their jobs and what is expected of them as they are employed newly. It also goes further to encourage and develop staff skills through training that is necessary for proper job performances.

Maintenance

The personnel of education are human beings and required maintenance. The personnel management does this by sustaining and improving the working conditions that have been established. This is majorly by taking care of physical well-being and mental well-being of the employees. In other words, it includes establishment of health, sanitation, safety standards and welfare facilities such as canteen, recreation rooms, etcetera.

Discipline

As mentioned earlier, the staff of educational institutions are human beings and are bound to show attitude of indiscipline one time or the other. When this happens, it is the duty of the personnel management to discipline the offender(s).

Discipline implies conforming to the code of conduct established by the institution. Discipline ensures productivity and efficiency in academic institutions. It encourages harmony and co-operation among staff as well as acts as a morale booster. In the absence of discipline, there will be chaos, confusion, corruption, and disobedience.

Akpan (2011), suggested two approaches which can be used to discipline personnel – Preventive discipline (Setting of standards and rules to guide employee behavior) and Corrective Discipline (the remedial discipline which is taken as an action against a defaulting or erring personnel).

SUMMARY

In this chapter we learnt the meaning of Management Information System, Personnel Management in Education, Functions of Personnel in Education and Relevance of MIS in Education.

REVIEW QUESTIONS

1. What is the meaning of Management Information System?
2. What are the Features of Management Information System?
3. What is Personnel Management in Education?
4. What is the Relevance of Management Information System in Education?

CHAPTER FOURTEEN

ORGANIZATIONAL BEHAVIOUR AND GRIEVANCE PROCEDURES

INTRODUCTION

Organizational Behaviour is concerned with the study of what people do in organizations and how their behaviours affect their organizations' performances. It is concerned specifically with employment-related situations, like behaviours as related to jobs, work, absenteeism, employment turnover, productivity, human performance and management and areas of conflict which centre on particular types of disagreements within an organization. We shall, therefore, concentrate on how to handle issues of grievance.

In a grievance procedure, as noted in an earlier chapter, when an employee is concerned with something unsatisfactory in the employer's performance, a procedure is put in place to enable the employee raise some complaints

about his/her dissatisfaction. The position of the discussion on grievance procedure is that employer and employee, through such procedures, are seeking to establish a good employment relationship. Through it, both the employer and the employee have an opportunity to remedy their dissatisfactions with each other. Through the processes of grievance, an employee seeks adjustment to his/ her perceived dissatisfaction. In what follows therefore, the nature and meaning of the concept of grievance is examined. Some grievance may become a collective issue with negotiations between management and a trade union, arising over an issue such as a collective grievance about pay or working conditions, we shall also look into grievance as an individual issue.



OBJECTIVES

After you have completed this chapter, you should be able to do the following:

1. Know the meaning of organizational behaviour.
2. Understand the meaning of the term, *Grievance*.
3. Distinguish between discipline and grievance.
4. Describe critically the main stages in a formal procedure for handling grievances within an organization.
5. Understand the role of human resource managers and line managers in grievance handling.

CONCEPT OF ORGANIZATIONAL BEHAVIOUR

According to Stephen Robbins and Timothy Judge (2009), organizational behavior is a study that investigates the impact that individuals, groups, and structures have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness.

In every organization, people come in with different life styles that may either contribute negatively or positively to the objectives and growth of the organization. This behaviour in relation to the organization is known as organizational behaviour.

According to Walter (2010), organizational behaviour deals with the study of human behavior in an organization and how individuals and groups interact within and toward an organization. Organizational behavior helps us to understand why a person behaves as they do in an Organization or industry. Organizational behaviour of individuals differ based on their mental reactivity to particular circumstances because of their deeply imbibed morals and value system.

By studying these behaviours organizations become more aware of their business ethics and are able to positively find ways to transfer their employee's attitudes and behaviours into more positive experiences personally and for the company. Most organizations realize that being ethical is good business practice and pays in the long run (Mukuka, 2020). The essence of organizational behaviour is to ascertain the behavioral strength of the employee. Understanding the organizational behaviours of employee enable the management build a strong and effective organization.

According to Wong (2018), it helps the management develop an understanding of the aspects that can motivate employees, increase their performance, and help organizations establish a strong and trusting relationship with their employees. Wong listed the advantages of organizational behaviours as follow:

Motivation

Every individual is unique based on their experiences and knowledge. Organizational behavior is able to help leaders understand the motivational tools required to facilitate their employees to reach their potential. It is significant for leaders to analyze the organizational structure that can act in their employee's interest. Recent years, large corporations such as Google are shifting to a flatter organizational structure. They enable employees to work independently, encouraging them to share knowledge and gain more control in decision making.

Performance

There are a few factors where behaviours can affect one's performance. According to a study from IJEMS , those that

come to work with a positive attitude are more creative and it also lowers stress levels. In contrast, gossip and rudeness disrupt performance, lower productivity and decrease job satisfaction. Conflicts will arise causing miscommunications that will lead to a decrease in morale.

Office Characteristics

According to an article from Cornell University, there are certain conditions that will affect employees' reaction to their work and the setting such as openness and density. The office setting such as openness and density can generate different reactions. The openness of an office can make employees feel a sense of calmness. Density also has an impact on employee's wellness. It is important not to over-dandify office space because small workstations can cause collaboration to suffer.

Creating a Positive Work Environment

Organizational behaviour helps in creating a positive work environment in today's where competitive pressures are stronger than before. It helps to develop resilience, human strength, and it fosters vitality.

Managing Workforce Diversity

Managing the workforce diversity has become a global concern. Managers have to deal with individuals and groups belonging to different ethnic cultures. They have to exercise control and channelize behaviour in the desired direction. Organizational behaviour help the managers to effectively deal with work force diversity by promoting its awareness, increasing diversity skills, encouraging culture and gender diversity.

Improving People Skills

Organizational Behaviour helps in better management of business as it helps in improving the skills of the people. It provides insight into the skills that the employees can use on the job such as designing jobs and creating effective teams.

Work Life Balance

Organizations that do not help employees to achieve work life balance will not be able to retain their most talented employees. Organizational behaviour helps in designing flexible jobs which can help employees deal with work life balance issues.

The importance of improving and managing the industrial relationship between management and employee cannot be overemphasized. This is very necessary as this cordial relationship always results to effectiveness and efficiency of the employee which translates to productivity. This can be easily achieved through a good understanding of organizational behaviour.

MEANING AND NATURE OF GRIEVANCE

The shorter Oxford English Dictionary defines grievance as the infliction of wrong or hardship on a person, injury, oppression, a cause or source of injury Pigers and Myers (1977) give us a useful approach to the question of grievance by drawing a distinction between the terms dissatisfaction, complaints and grievance as follows:

Dissatisfaction

Anything that disturbs an employee, whether or not he expresses his unrest in words.

Complaint

A spoken or written dissatisfaction brought to the attention of the supervisor.

Grievance

A complaint which has been formally presented to management representative or to a union official.

We shall use the term “grievance” as a form of dissatisfaction, about which an employee feels sufficiently strong, that he or she formally raises the issue with his or her management representative or supervisor. The grievance step, according to Torrington and Chapman (1979), is when a complaint is presented formally and triggers the procedural machinery, moving the issue out of the narrow confines of the particular workplace in which it began. Grievance may arise for a multitude of reasons. An employee may become dissatisfied with his or her hours of work or working conditions, or he/she may feel a supervisor shows unfair favouritism to others.

GRIEVANCE VERSUS DISCIPLINE

Discipline action is, as we have seen in the preceding units, normally initiated by management to express dissatisfaction with, and bring abrupt changes in employee behaviour. Grievance, on the other hand, is normally initiated by employees for similar reasons, but in respect of management or co-worker's behaviour. That is, in a grievance situation, an employee is concerned with something unsatisfactory in the employer's performance. There is a need for fairness and justice in both procedures, although they are initiated by different parties. For this reason it is sometimes suggested that they should be viewed as complementary processes in industrial justice.

As we have shown, discipline and grievance are both concerned with fairness and justice. They differ in that the people who initiate the action in each case differ. The management initiates disciplinary action against employees, and employees initiate grievance mainly against their supervisor and managers. In this way, they may be considered to be opposite faces of industrial justice. However, this disregards the balance of power in these cases.

DEALING WITH GRIEVANCES

Many factors can contribute to the extent to which a grievance may be actual or potential, relatively unimportant or potentially serious. These include:

1. Individual and group attitudes.
2. Beliefs and perceptions about employee's rights.
3. Working practices and norms.
4. The relationship between parties, the balance of power between them and the degree of trust and openness.
5. The culture of the organisation also has a part to play; in role-based cultures differentiation, between what people are expected to do or not do, grievance usually relates to rules or norms being ignored or broken. In cultures where rules are minimal and where autonomy is prevalent, individual perceptions and interpersonal or inter-group conflicts.

According to Bouwen and Salipante (1990), there are four distinct stages through which a grievance can pass, although the time taken at each stage will vary in individual cases. The first of these is the individual's perception of dissatisfaction or private formulation of a grievance. The person feels unfairly treated or perceives an action taken by

someone else as being unfair. The person feels unfairly treated and keeps his/her dissatisfaction private. The second stage is when he/she decides to talk to another person about it - public formulation of a grievance. At this stage, the person is seeking support in respect of the grievance. In the foregoing stages, it is possible to prevent the grievance from becoming serious. This means being aware of what is going on and more importantly, listening to what your staff have to say.

An 'open door' policy whereby employees know that you are available to discuss their problem as they occur, is likely to provide opportunities for them to come to you in the early stages of a grievance. Spending time with your staff, showing them interest in what they are doing, keeping them informed about developments in the organisation, recognising their individual differences, will all contribute to an atmosphere of trust. Perceived fairness is important in work situations. The third stage of grievance - action follows the public formulation of the grievance. This may involve a formal or informal statement of grievance to people with authority over the situation, or such action as working to rule, decreasing productivity in the level of service, calling in trade union support, and so on. The final stage is an outcome in which the grievance may be settled or it may result in some form of loss to the individual or the organisation through the ruling of an outside agency.

GRIEVANCE PROCEDURES

A grievance procedure is commonly thought of as the method, by which an individual raises some query or complaint about his/her pay or working conditions, and the steps which are laid down for dealing with the matter. In order that both employees and managers are clear about

how to handle grievances, a grievance procedure should be designed and issued to employees.

A suitable format for the grievance procedure might be to use similar headings to those used in the design of a disciplinary procedure. This could be: the purpose or scope of the grievance procedure, the principles that underlie the procedure, the stages in the grievance procedure, exceptional circumstances and the appeals procedure.

PURPOSE AND SCOPE OF THE PROCEDURE

This section would indicate which employees are covered by the particular procedure. It should also state the aim of the procedure which is to settle any grievance as near to the source of the grievance as possible. The procedure should be simple to use, timely and rapid in operation.

Principles That Underlie the Procedure

This is likely to include some statements concerning the employer's views on fairness and justice, and how these will be achieved. Some of these are stated below:

- a. All employees have a right to raise a grievance without fear of recrimination against themselves.
- b. Grievance will be promptly investigated within specified time limits and concerned staff notified of outcomes.
- c. At each stage of the procedure, employee will enjoy the right to be accompanied by a trade union representative or a chosen person.
- d. If employee is not satisfied with the outcome, they will have a right of appeal.

Stages in Grievance Procedure

Typically, four levels have been found to prove adequate for most grievance procedures. The common main stages include the following:

Stage 1

The employee should raise the grievance, either orally or in writing with the immediate supervisor, who will reply within a specified time, usually days. The time-limit principle ensures that matters are debated with some reasonable speed.

Stage 2

If the grievance has not been resolved, the employee should request an interview with the manager, within a specified time, usually one week, to discuss the grievance.

Stage 3

If it failed to be resolved at *stage 2*, the employee should raise the grievance with the General Manager.

Stage 4

Subject to the agreement of both parties, if they are not still resolved, an outside body might be asked such as a Grievance Committee or External Conciliation or Arbitration.

The grievance of an individual can nevertheless, have collective implications. For this reason, there is customarily an extension of grievance procedure where trade unions are recognized, to allow for collective endorsement of an individual grievance with which an employee has not been successful. At such a time; it turns itself to a collective dispute (Torrington and Chapman, 1979).

Exceptional Circumstances

In exceptional circumstances, it may not be practicable to raise the grievance with the immediate supervisor or managers. This may be, among other reasons, because the grievance is caused by the manager, or to deal with the grievance with the urgency that it deserves. In such exceptional circumstances, the grievance may be taken to the next level of management.

Weakness in Grievance Procedure

Weakness in grievance procedures which are apparent in most organizations include the following:

- a. There are too many stages and the process takes too long. It should never be necessary for the number of stages to exceed the level of management.
- b. Too few stages in practice. Often the first stage involving the immediate line managers is left out. This undermines the line manager's position and can make the problem more difficult to resolve.
- c. Lack of clarity about the situation while the grievance is being discussed. A dispute can be exacerbated if there is no clear agreement, or established custom and practice, about the position of the aggrieved if, for example, the dispute is about a change in working practice.
- d. Lack of a clear appeal mechanism, including at what point an employee is entitled to go to external forms of mediation/conciliation/arbitration. It is important to develop a positive attitude towards grievances.
- e. Complaints from employees usually indicate that something is wrong, and if ignored, employee satisfaction, morale and motivation are likely to diminish with concomitant loss of performance. If an organisation has strong grievance procedure and

- actively encourages its use, employee can express grievance openly, in the knowledge that action will be taken and they will not be branded 'trouble makers.' Without appropriate outlet, grievances will be repressed and ultimately debilitate the organisation.
- f. The active and sensitive use of grievance procedure serves to highlight potential areas of serious conflict. For example, frequent claims for higher wages when changes have been made to job content or working practices can indicate a need for the organisation to communicate more effectively with its staff about planned changes.
 - g. Complaints about organizational policies can point to confusion about how they operate and the need for clarification, effective communication and increased employee participation in decision making and/or implementation.
 - h. Effective communication of organization's policy towards the expression of grievance and the procedures to be followed is vital. In many cases, the development and creation of such an atmosphere means that many grievances need not reach the formal stage. If supervisors and managers encourage open relationships with their employees, the first signs of impending trouble can be recognised and dealt with immediately and effectively.

Use of Peer Review

A method of handling grievances which is gaining favour and popularity in some organisations is that of peer review. In this process, grievances that cannot be resolved at supervisory or managerial levels are referred to a committee

of 'Peers' group of other employees in the organisation - from whom a small panel is selected by the person with the grievance, and his/ her supervisor. The benefit of this method includes the following:

- a. *Efficiency* - training peers is less costly to the organisation than bringing in outside help.
- b. *Speed* - grievances can be dealt with faster than through more conventional means.
- c. *Perceived fairness* - employees are more willing to accept the judgments of their peers than of their supervisor in many cases.
- d. Peer review can help develop an organisational culture which includes conflict resolution, teamwork, decision-making at lower levels, and employee empowerment and ownership.

There are, of course, disadvantages in peer review. It is costly in terms of time for other employees and training is necessary. There are also occasions when employees would prefer not to discuss personal grievances with their peers.

SUMMARY

We have shown in the foregoing the meaning and importance of grievance and grievance procedures to organizations. All managers, line and specialist human resources have vital roles to play in the design and operation of procedures that are fair (and just) to all. It is important that cases of grievances are dealt with promptly.

As we have shown in the discussions on grievances, for grievances to be dealt with effectively, a framework of organizational justice, as seen in the case of discipline, should be put in place. The rules, the clarity of roles, and the steps to be taken must be clearly set out.

Grievances are to be encouraged, not avoided as they are the tips of the dissatisfaction iceberg. If they are dealt with quickly and fairly without delay, they will reduce dissatisfaction with its negative implications for employees' performance.

REVIEW QUESTIONS

1. What is Grievance?
2. What have you learnt about Grievance and Discipline?
3. In what ways do you consider Discipline and Grievance to be opposite?

CHAPTER FIFTEEN

LABOUR RELATIONS

INTRODUCTION

In an organization, there is need for cordial relationships between management and staff or employer and employee. This can be made possible through labour relations. Bercu and Vodă (2017) defined *labour relations* as the term used to define the process between employers and employees, management and unions in order to make decisions in organizations.

Labour relations enables both employers and employees to come to terms and have cordial agreements on the working conditions that will help both parties. The decisions taken refer to wages, working conditions, hours of work, and safety at work; security and grievances.

OBJECTIVES

After reading this chapter, you should be able to do the following:

1. Understand labour relations.
2. Describe the contrasting frame of references that inform labour relations practices of managers.
3. Explain the meaning and features of industrial relations.
4. Describe the structure and processes of the three main actors in an industrial relations system.

5. Identify and discuss the common types and methods of expressing conflicts in industrial relations.
6. Explain the roles of managers in achieving effective industrial relations.

DEFINITION OF LABOUR RELATIONS

The manager, as a practitioner in industrial relations soon realizes that the subject involves attitude as a significant factor and that what people believe can be as important as what is. In no other field of management is generalized assertion accepted so readily as a substitute for facts. Even experienced managers will make important and costly decisions on labour matters, based on personal judgments, without any substantive data to support them. This unit, therefore, gives an insight into the context of industrial relations, the institutions and beliefs that interweave the fabric.

Unitary and Pluralistic Perspectives

The types of labour-management relationship, and the techniques that are utilized to regulate this relationship, are influenced by the beliefs (frame of reference) of the employer. In the search for effective employee relations, and a common commitment to the goals of the organization, consideration should be given to the contrasting approaches which present two major ways of perceiving work organisation - the unitary and pluralistic perspective.

Unitary Perspective

Unitarists believe that all members of an organisation have the same interest, that is to say that the firm is viewed as an integrated and harmonious whole, with managers and staff sharing common interests and objectives. There is an image

of the organization as a team, with a common source of loyalty one focus of effort, one acceptable leader, and source of authority.

Conflict is perceived as disruptive and unnatural, and can be explained by poor communication, personality clashes or the Work of agitators. Trade Unions are seen as an unnecessary evil and restrictive practice, as outmoded or sponsored by trouble makers. The unitary perspective views the company and trade union loyalty as mutually exclusive. This raises the question of human resource management as a reformation of a unitarist managerial ideology.

Developments in Human Resources Management (as we have seen in earlier units) in seeking to optimize co-operation and organizational loyalty, can be seen as imposing new forms of labour-management control system.

Pluralistic Perspective

The pluralistic perspective views the organization as made up of powerful and competing sub-groups, with their own legitimate loyalties, objectives and leaders (Fox, 1966). From this perspective, conflict in an organization is seen as inevitable and induced, in part, by the very structure of organizations.

Conflict is not necessarily a bad thing. The unitary employer is more likely to resist unionization, and pluralist employers are likely to accept unionization more readily. Unionization implies the existence of different sets of interests and the will to set up strategies and mechanisms for managing conflicts.

Unitarists expect everyone to have the same goals, such that there should be no conflict, and therefore no need to have

mechanism for representing different points of view and resolving conflicts. These are important points to bear in mind as we move to talk about industrial relationship at workplace.

CONCEPT OF INDUSTRIAL RELATIONS

At its simplest, industrial relations can be operationally defined as labour management employment policies, procedures and practices for organizing co-operation and managing differences of interests between labour and management. Every work organization - public or private, and regardless of size and complexity has such a system of labour-management relations through which interests and differences are adjusted on a continuous basis. The system may be relatively crude, with one side simply imposing his Wish on the other through the use of naked force, or it may be relatively subtle, embodying many levels of jointly agreed rules and various checks and balances of power.

It may be highly formal with many levels and forms of rules and regulations to guide interactions, or it may be extremely informal, based on customs and practices developed over the years. But whatever is its character, one can always identify an industrial relations system within an employment situation. In so far as the system can be said to function effectively, you as the manager is the leader of the social partners that make up the system. Thus, the function of cost-effective organisation of co-operation and of managing the inherent and endemic conflicts of employment relations is primarily that of the manager, who must view this as an integral part of his/her overall responsibility for marshaling resources in the conduct of

corporate business.

Industrial relations has also been viewed as concerned with job regulation, that is, with institutions concerned with the making of rules to regulate and guide the conduct of social partners, (Labour and Management) in an employment situation (Flanders, 1968). In this connection, two sets of rules, substantive and procedural, form the main outputs of an industrial relations system. Substantive rules are concerned essentially with issues of terms and condition of employment, such as the rates and periodicity of pay, hours of work, holidays, fringe benefits and other employees' entitlements. Procedural rules, on the other hand, relate to 'HOW' and 'WHO' has authority to make specific rules on substantive issues, and the methods to adopt in the decision-making processes. For instance, whether decision on pay should be unilateral y or jointly taken by employee and management, and the procedure to adopt when disagreements arise during either the -decision making and/or the implementation process. Both sets of rules may be derived from a number of sources including:

1. Legislation, decrees and regulations.
2. Trade unions and professional associations.
3. Collective bargaining agreements.
4. Conciliation, arbitration, tribunal and industrial courts.
5. Managerial policies and practices.
6. Customs and practices.

From the foregoing, it is obvious that industrial relations is about the management of people as actors in an employment situation.

ACTORS IN INDUSTRIAL RELATIONS

Three main actors are identifiable in any industrial relations

system. Each of these actors normally presents an infinite permutation of goals, objectives, and values which influence, shape, sustain and transform the industrial relations processes at the firm, industry and national levels. It must be added that the context or environment in which these actors operate sets limits as well as create opportunities for behavior that is optimal. The actors in the industrial relations system include: the state and its agencies, the workers and their representative trade unions, and the employers of labour. We shall briefly consider these features of each of these actors.

The State

In Nigeria, as in most other countries of the world, the Governments' roles as employers of labour, manager of the nation's economy, and maintenance of law and order in the wider society, influences the development and operations of Industrial relations system. Specific agencies of the state also include, the industrial Arbitration Panel (IAP), the National Industrial Court (NIC) and the Productivity Price and Income Board (PPIB). A detailed description of these institutions can be found in Fasoyin (1980). It is common knowledge that since the late 1960's, through the 1970's, the state's traditional policy of non-intervention in industrial relations has drastically changed (see Oribabor, 1988). The establishment of more and more quasi-governmental, industrial relation institutions are evidence of government's intention to be more actively involved in monitoring the activities of all decision makers in the industrial relations system.

WORKERS AND TRADE UNIONS

In terms of industrial relations, this include employees as individuals as work groups and workers representatives

such as trade unions and professional association. The enactment of series of Decrees (now Acts) between the late 1960's and 1970's has led to a major transformation of the Nigerian trade union movement. Unions have become a formidable force in Nigeria and also active in general, social and economic spheres of individual industry and the nation as a whole.

What are trade unions? The Trade Unions Act of 1973 defines a Trade Union as any combination of workers or employers, whether temporary or permanent, the purpose of which is to regulate the terms and conditions of employment of workers. From the definition, it will be appreciated that for an organization to qualify as a trade union, it must fulfill the following conditions: the combination must be of workers or employers, and it must be for established purpose of regulating the terms and conditions of employment of workers. The general mission of the trade union has traditionally been that of protecting the individual worker, and improving his lot through collective action. The pre-1976 trade union structure in Nigeria was characterized by mushroom house (and few industrial) unions, numbering over a thousand.

Trade Unions

Central Labour Organization Decree No 44 of 1976, cancelled the trade unions' four centre, and the Trade Union (Amendment) Decree No 21 of 1978 formally restructured the unions into 42 junior unions, affiliated to the Nigerian Labour Congress, as the only labour centre. Of recent, the unions have been reorganized. With the promulgation of the Trade Union (Amendment) Decree No. 4 of 1996, a further restructuring of trade unions different from that of 1978 has come into force.

There are now twenty nine trade unions affiliated to the Nigerian Labour Congress. These developments have important implications for the vital role the trade unions must now play as ‘managers of discontent in the industrial relations systems.

REASONS FOR THE RESTRUCTURING OF TRADE UNIONS

In December 1975, Government published its National Labour Policy which represented a fundamental shift in the mode of state intervention in labour relations in Nigeria. It emphasized a shift from an absentionist (Laissez-faire) to an interventionist posture (Oribabor, 1988). The principal objectives of the new policy are as follows:

1. The need to give a new sense of direction and new image to the trade union movement.
2. The desirability of removing completely from the trade union arena, ideological or external influences which have plagued Nigerian trade union unity for more than a quarter of a century.

NEW LIST OF TRADE UNIONS

Types of Trade Unions in Nigeria

There is no doubt that we have so many unions in Nigeria. They cut across major professions and also trade units existing in the country. Therefore, in this section, you will discover prominent unions in Nigeria. In view of this, a brief history of trade unions in Nigeria and their purposes of formation will be presented.

1. Nigeria Labour Congress (NLC)

The Nigerian Labour Congress is regarded as the most prominent of all unions in Nigeria. Unlike others that operate on a specialized basis, Nigeria Labour Congress covers all categories of workers across the nation. It is one of the largest trade union institutions in Africa. Furthermore, it serves as a unified umbrella for trade unions in Nigeria. NLC was founded in 1978 with Wahab Goodluck as its founding president. It was a merger of four different organizations, namely:

1. Nigeria Trade Union Congress (NTUC).
2. Labour Unity Front (LUF).
3. United Labour Congress (ULC).
4. Nigeria Workers Council (NWC).

Nigeria Labour Congress was annulled twice during the military regime as a result of conflict between the leadership of the congress and the military government. Also, it was first to dissolve in the year 1988 under the military regime of General Ibrahim Babangida. The second was in the year 1994 during the military regime of General Sani Abacha.

It was later re-established in 1999 at the inception of the Fourth Republic. Presently, the Nigeria Labour Congress has 46 affiliated unions, making it the biggest amongst the other trade unions in Nigeria.

Purpose

- a. Nigeria Labour Congress aims to unite, organize and educate all categories of Nigerian workers. Also, to promote the socio-economic and political rights of all Nigerian workers.

- b. To defend all Nigerian workers from any type of discrimination or exploitation, either from the government or society.

2. Academic Staff Union of Universities (ASUU)

The Academic Staff Union of Universities is one of the specialized trade unions in Nigeria.

- a. It is also an association of all academic staff in the Nigerian University Sector.
- b. It was introduced by the Nigeria Association of University Teachers.
- c. And it was inaugurate in the year 1978 as the Academic Staff Union of Universities.

Unlike Nigeria Labour Congress, ASUU is strictly for Lecturers. They are well known for their constant embarking on strikes to fight for their rights.

Purpose

- a. Academic Staff Union of Universities aims to promote good education and learning in Nigerian universities.
- b. To promote and secure the interests and welfare of its members.

3. Nigerian Medical Association (NMA)

The Nigerian Medical Association was found in the year 1951. Presently it has over thirty branches across the nation. As the name sounds, it is also one of the most respected among other trade unions in Nigeria. NMA membership cuts across six major aspects of:

- a. Internal medicine
- b. Surgery
- c. public health
- d. Pathology

- e. Obstetrics
- f. Gynaecology.

Purpose

To promote professionalism through access to advance researches and also securing the health of medical workers.

4. Nigerian Bar Association (NBA)

Established in the year 1933, Nigerian Bar Association is a professional body that covers all lawyers admitted into the bar in Nigerian society. Presently NBA has about 125 branches, 3 professional sectors, 2 specialized institutes and 6 practice-cadre forums. It possesses high leverage in the Nigerian Political arena.

Purpose

1. Nigerian Bar Association helps to promote and protect the rule of law.
2. To ensure the adequate protection of human rights.
3. To ensure the sustenance of good governance in Nigerian society.

5. Nigerian Unions of Teachers (NUT)

Nigerian Union of Teachers was established in 1931. Its formation came as a result of the cut in salaries teachers experienced after the Great Depression. This experience birthed a sense of job insecurity among the teachers. NUT is a trade union covering teachers from both primary and secondary schools across the federation. Its first president was late Oludotun Ransome Kuti.

Purpose

- a. The purpose of the Nigerian Unions of Teachers is to promote and protect the socio-economic conditions and also Job security of teachers in Nigeria.

- b. To promote education in the primary and secondary schools' unit.

6. Nigeria Insurance Association (NIA)

Nigeria Insurance Association was set up in 1971 as a professional body covering all insurance companies in Nigeria. Since its inception, NIA has provided insurance companies in Nigeria a platform to speak with one voice to the government. It has contributed to the formulation of policies influencing the insurance companies in Nigeria

Purpose

- a. NIA helps to protect and advance the common interests of insurers in Nigeria.
- b. NIA also aims at creating and sustaining a positive image for the insurance industry.

7. Nigeria Union of Journalists (NUJ)

A professional body, Nigeria Union of Journalists is an umbrella body that covers all journalists and media professionals in Nigeria. In its bid to promote nationalism, educate Nigerians on the need for independence as well as to create the platform to call on international aids for the independence movement, NUJ was founded on 15th March, 1955 in Lagos State.

Purpose

- a. To promote and protect media freedom.
- b. Promotion of media professionalism.
- c. Protection and sustenance of ethical media standards.

8. Nigeria Union of Road Transport Workers (NURTW)

Unlike other trade unions in Nigeria that deals with professionals, Nigeria Union of Road Transport Workers deals and covers all road transport workers, public transport companies, and street park gangs (agberos). It was established on 6th October, 1957.

Purpose

Though their purpose is not well understood, it is also believed that NURTW helps at:

- a. Coordinating and regulating transport fares.
- b. Overseeing operation of motor parks.
- c. Overseeing the conducts of transport workers.

9. Manufacturers Association of Nigeria (MAN)

Manufacturers Association of Nigeria is a large industrial group representing the interests of about 2000 private and public industries that also deals in manufacturing, construction and service production. It was established in 1971.

Purpose

- a. MAN aims at promoting Nigerian products.
- b. MAN aims at encouraging Nigerian manufacturers to manufacture products in line with standards given by Standard Organization of Nigeria (SON).

10. Actors Guild of Nigeria (AGN)

Actors Guild in Nigeria is an organization that regulates the affairs of Nollywood actors, hence, it helps in promoting their interests. It fights against exploitations of Nollywood actors.

Purpose

- a. Actors Guild aims in promoting a unified platform with unlimited opportunities for its members.

11. National Association of Nigerian Traders (NANT)

National Association of Nigerian Traders was established in 1997 during the military regime. It was officially registered as a national trade union in Nigeria in 2001.

NANTs is a trade union that represents all traders in the industrial, and also raw materials, finished goods and small and medium enterprises (SMEs).

NANT membership was later extended to small scale manufacturers of household items and local material providers.

Purpose

- a. NANT aims to advance trade beyond just buying and selling,
- b. Transformation of trade into a potent vehicle for socio-economic development and poverty reduction.

12. Non-Academic Union of Allied and Education Institutions (NASU)

Non-Academic Union of Allied and Education Institutions is a trade union under the educational sector that was established in 1977. It also represents the junior non - teaching staff in Nigerian universities. They are also well known for embarking on industrial actions like strikes in fighting for their rights.

Purpose

- a. NASU aims at protecting and promoting the interest and welfare of its members both internally and nationally.

13. Nigerian Society of Engineers (NSE)

Nigerian Society of Engineers is the trade union organization for the engineering profession in Nigerian. It was found in 1958 by a group of young Nigerian graduate engineers and students at Nigeria House, London.

Purpose

- a. NSE aims at collaborating, influencing and proving quality advice to the government and various sectors of the nation to uplift the nation.

14. Academic Staff Union of Polytechnics (ASUP)

Academic Staff Union of Polytechnic is one of the most influential trade unions in Nigeria's educational sector. It was established in 1978. It helps to bring all staff of polytechnics, monotronics and colleges of technology into a unified unit. It makes decisions to promote their interest and that of their organizations.

Purpose

- a. To promote the socio-economic conditions of its members.
- b. Uplifting the standard of Nigerian polytechnic, monotronics and colleges of technology.

15. Nigerian Union of Petroleum and Natural Gas Workers (NUPENG)

Nigerian Union of Petroleum and Natural Gas Workers was officially registered as a trade union on 2nd November, 1977 in Benin City, Edo State. It is one of the strongest trade unions in Nigeria whose importance cannot be

overemphasized not only in the Oil and Gas sector, but on the nation at large.

Purpose

- a. To organize, protect and secure the socio-economic and political interest of the Oil and Gas workers in Nigeria.

16. National Association of Medical Doctors (NARD)

National Association of Medical Doctors is an affiliate of NMA. It is a trade union that represents all medical doctors, either residents' doctors or those undergoing training in various specializations. During COVID-19 pandemic, NARD was actively fighting for the palliatives for the medical doctors. Also, NARD decries against government on the poor conditions of the medical doctors who were at the frontline of treating COVID -19 patients.

Purpose

- a. To promote and improve the socio-economic conditions of Nigerian Medical doctors.

17. Trade Union Congress of Nigeria (TUC)

Trade Union Congress of Nigeria has undergone various transformations in the country. It was first known as *Federation of Senior Staff Associations of Nigeria* (FESSAN), then as *Senior Consultative Association of Nigeria* (SESCAN). It was registered as a trade union on 8th August 2006 as The Trade Union Congress. TUC is a coalition of senior staff unions of various sectors although it is similar to Nigeria Labour Congress but less powerful than it.

Purpose

- a. To promote the interest and welfare of the senior staff in the various public and private sectors.

18. Hospitality and Tourism Management Association of Nigeria (HATMAN)

Hospitality and Tourism Management Association of Nigeria is a professional body for all workers in the hospitality and tourism sector. Its membership cuts across the entire 36 states of the federation and the federal capital territory.

Purpose

- a. HATMAN aims to identify and promote high professional training.
- b. It helps in maintaining high ethical standards for the management of the industry.
- c. It provides a platform for its members to acquire quality education in maintaining the hospitality and tourism industry.

19. Directors Guild of Nigeria (DGN)

Directors Guild of Nigeria was established in the year 2001 for the protection and welfare of motion pictures directors in Nigeria. Therefore, DGN is a trade union that covers all movies and television directors in the Nigeria society.

Purpose

- a. Directors Guild of Nigeria aims to promote and maintain international standards in filmmaking and television production.

It can, therefore, be said that labour relations creates moral dimensions. It is unethical on the part of any management to take advantage of the helplessness of workers and exploit

them. Unemployment compels workers – particularly illiterate and unskilled – to accept jobs, inhuman working conditions and meager wages. This is where the labour relations come in and become relevant as one of its objectives is to protect workers' interest and improve their economic conditions.

However, labour relations also protect the rights and interest of management of the organization, too. Managers expect workers to observe codes of discipline, not to join illegal strikes, not to indulge in damage to organization's property, not to assault supervisors or peers, and not to come inebriated to the workplace. Where a worker's behavior deviates from expected lines, it is the management's prerogative to take action. Indiscipline of any kind is not supposed to be allowed in an organization. Deshpande (2018) explained that there is a set of procedure for handling any act of indiscipline or indiscretion on the part of an employee, and if the management satisfies the procedure, it is justified in taking action or even dismissing the employee from service.

Labour relations is always adopted by any management that has the interest of the employees at heart and through it find a balance between assuring the rights and promote competitiveness in their organization, also make their employers more productive, drawing on a range of policy measure. Important aspects cover wage settings, collective bargaining, employees' representativeness, safety and security needs, working hours and contracts. All these influence the policies and the labor market flexibility. The employees find satisfaction in being able to perform task adequately and are more willing to perform a better job,

increasing the involvement at workplace and become more relevant (Budd, 2010). Organizations that understand the importance growth never allows any problems that will affect their relationship with the employees. Because, such may lead to a consensus work out by the entire employees. The disruption, loss of revenue and bad publicity of that walk out or strike must have a big hit on the organization. However, labor relations play a crucial role in offering balanced advocacy between management and employees. When good labour relationship exist in an organization, it can help to bring a good management of:

- a. Employers, Employees, Administrators, and Supervisors.
- b. Matters related to union organisations and employee representations.
- c. Procedure Consultations together with Contract/Agreement/Policy and administration.
- d. Grievance Administration, Collective Bargaining, Mediation, Investigation.
- e. Labour and Management Meetings and Relations
- f. Labour and Management informal conflict resolution.
- g. Information requests of union.

SUMMARY

No organization can function properly without hiring workers. Labourers are directly responsible for the growth of a company. They are to be handled with utmost care for the smooth and efficient functioning of the company. It is essential that for capable production, labourers are treated as a family because when they feel they are part of the company, they will work more wholeheartedly in providing excellent results.

Despite problems faced by trade unions in Nigeria, their importance in maintaining a proper work structure cannot be underrated. Values like honesty, accountability and integrity, when imbibed, can go a long way in solving some of the problems faced by these unions. Now that you know the history of trade unions in Nigeria, it is hoped that you will understand better.

REVIEW QUESTIONS

1. What is Labour Relations?
2. What are the 10 Trade Unions that you know?
3. What are five Benefits of Trade Unions?
4. What do you understand by “Actors in Industrial Relations?”
5. What are the purposes of any five trade unions you know?

CHAPTER SIXTEEN

POLICY IMPLEMENTATION

INTRODUCTION

Policies are made for a change and growth to be felt in an organization, association, schools, communities, nations, etc. It is not enough to make policies in such places, what matters most of the times is the implementation of the policies. According to Mazmanian and Sabatier (1989) policy implementation is understood as the carrying out of a policy decision; translating a policy decision into action. While Van, M. and Van, H. (1974) described policy implementation as the results or actions by public officials directed at the achievement of goals and objectives set out in prior policy decisions. It involves the transformation of physical, financial, and intellectual resources into service delivery outputs in the form of facilities and services. Policies are influenced by the contexts in which they are developed. Such contexts include historical, cultural, social, economic and diverse conceptual dimensions operating at upper, middle and lower levels (spheres) of the organization, nation or wherever it is made. These forces influence policy development as well as policy implementation.

Enactment alone doesn't ensure that a policy will be successful. Additional steps may be needed to implement the policy in a way that can increase the likelihood the policy will achieve its intended outcomes. One of the major challenges policy makers are having is policy implementation. Non-implementation of policy means there has been wastage of resources, time and expertise spent in formulating policy and damages the standing of leaders. Failure to implement a policy is interpreted either as a lack of political will, or as weak institutional capacity

(Mthethwa, 2012). As Tom Williams would say, if a policy isn't implemented, it isn't anything but wishful thinking.

There are three different concepts of policy implementation. Mugambwa, et al (2018) explained them as:

Top-Down Perspective

The top-down was the first generation of policy implementation studies. In this generation, researchers believed that policy implementation would happen automatically once authoritatively proclaimed (Najam, 1995). Every actor was seen to be efficient and to act according to orders prescribed without their own reflection or discretion. The organizational hierarchy was followed without any interruption. There was no attention paid to the implementation process as carried out in real life. Authoritative decisions and centrally-located actors are seen as most relevant in producing the desired policy effect (Matland, 1995). Top-down theorists believe that policy designers are the central actors and focus their attention on factors that can be influenced by the central level.

Bottom-Up Perspective

The second generation of policy implementation scholars promoted the bottom-up perspective. It acknowledged the implementation process as being complex and embossed by the exercise of discretion of the different actors within the chain of the process so implementation would not be taken for granted (Najam, 1995). Bottom-up theorists emphasize the local level or target groups and service deliverers, are key players in policy implementation (Matland, 1995, Hill & Nupe, 2002).

The Third Generation Policy Implementation Perspective
By the late 1980s, the call for the third generation policy implementation research paradigm emerged. It was based on the premise that further theoretical development and more rigorous scientific research design was necessary. The third-generation perspective aims to combine top-down and bottom-up perspectives. It is more scientific in rigor, and in quality than the previous two in its approach to the study of policy implementation.

There has been hardly water-tight policy implementation anywhere. This is as a result of the complexity of the society's understanding and disagreement even by the policy makers during the formulation of the policy. Winter (2012) in his integrated model noted that many implementation barriers are found in the policy-making process. He contends that conflicts or consensus in policy formulation often continue in the subsequent implementation process as well as lack of attention among the coalition partners passing the law and can lead to implementation failures.

There are steps which can enable the realization of policy implementation to a great extent. These steps include:

1. Ensuring that there is actually a need to embark on policy formulation at first.
2. Ensuring that the stakeholders of the organization are all involved in the policy making, or at least have the knowledge of the policy to be made.
3. The policy must have foreseeable issue to tackle.
4. It must not be selfish as to benefit the leaders and suffer the followers.

5. The policy must be realizable and implementable within the organization.
6. There must be means of forcing its implementation, such as ensuring that defaulters are dealt with.

FRAMEWORK FOR POLICY EVOLUTION IN EDUCATION

The emergence of any policy begins by problem identification, situational analysis and ends with policy plan implementation, assessment and evaluation, and policy readjustment. The process of policy evolution can be conceptually explained with a model, outlining the frame of analysis.

POLICY FRAMEWORK IN EDUCATION

Policy evolution framework is a conceptual model meant to explain the reality of the elements that should be detected and analysed to capture the process of any policy -making model. You know that the nature of education and educational development is unique because of the social service it renders and the social expectations from education, the education policy-making can be simply explained in a cyclical framework.

FRAMEWORK OF POLICY EVOLUTION SOURCE

Adapted from Haddad, W. D (1994). The framework has highlighted eight processes of policy evolution. They are:

1. Identification of Problems.
2. Analysis of the identified problem(s).
3. Generation of options or alternatives choices.
4. Policy formulation.
5. Planning for policy formulation.
6. Policy implementation.

7. Policy evaluation.

Process of Policy-Making in Education Starts by Problem-Identification

The problem could be funding, enrolment, facility, staffing, which may be inadequate and consequently affecting educational productivity.

Identified Problems Must Be Analysed by Experts

The causes of the problem, the impact of the problem at the current date and the consequences of the problem at a later date if not addressed effectively must be analysed. The resources requirement to solve the problem and the possible expectations after the problem must have been addressed should be analysed. Analysis is done to know the feasibility of alternatives.

Generate Alternatives

Policy options are generated to identify the most feasible option for formulation. Here, policy analysts, who are technically equipped, rely on available data and information to generate options. Options can also be generated by using the existing body of professional knowledge, which are derived from conventional wisdom, research synthesis, comparative indicators etcetera.

However, certain intellectual, social and political factors may constrain the range of policy options. We should also note that what is feasible is not always desirable; as such policy-makers are guided many times by opportunity cost. Sometimes, the internationalization of education could guide the choice of option. This is a process, whereby foreign experts can guide in the choice of option:

1. Policy is formulated after evaluating the various policy options. The best and the most feasible option are usually chosen. The feasibility of option is a function of finance, personnel, time and needs of stakeholders. The operational and implementability of the chosen option must be considered.
2. Planning for policy implementation begins after policy has been formulated. The schedule of implementation should be planned. This is the time to put plans into action. The implementation plan must include how to mobilize the people, financial and physical resources. Plans must be developed to mobilize all the stakeholders on the need for such policy.
3. Policy implementation takes place after it should have been well planned for. It is usually difficult to implement policy, no matter how well thought-out it is. It is the period of surprises and unanticipated occurrences either due to over-estimation or underestimation.
4. A policy must be evaluated after implementation by conducting impact assessment analysis. This is to reveal the strength and weaknesses of the implemented policy.

Policy Adjustment

The framework ends at the policy adjustment level. Policy adjustment is a reaction to the weaknesses observed in the implemented policy during evaluation. Such weaknesses are equally analysed and goes back to the policy cycle for possible re-design and implementation.

FACTORS OF POLICY

In formulating any policy, there should be the analysis of the identified problem together with the environment where the formulated policy would be implemented. In addition to the environmental analysis, the sector analysis should be carried out. This to say that situation analysis should be done for both the community, local, state, national environment and the education sector itself. The factors to be critically examined before any policy is formulated for implementation can be grouped as follow:

Environmental Situation Factors

Under environmental situation factors we have:

- a. Politics of the environment.
- b. Economy of the environment.
- c. Population and other demographic factors.
- d. Tradition.
- e. Religion
- f. Cultural Values.
- g. Social factors.
- h. Geography/physical terrain.

Education Sector Factors

Education sector factors include:

- a. Access and education opportunity.
- b. Equality and equity factors in education.
- c. Education structure in existence.
- d. The level of efficiency, both internal and external.

MANAGEMENT AND ORGANIZATIONAL ARRANGEMENT ON GROUND

Environmental Situational Factors

It is generally believed that the general character of any geographical entity, be it a district, local government area, a state and a country will definitely impact on policy analysis, policy evolution and implementation. These

characters or factors have been stated above. Most countries are multi-cultural, multi-racial, multi-ethnic, multi-lingual and multi-religious in composition.

According to Haddad (1994), there exist within these groups social and economic stratification, with increasing general trend of stratification. For this reason, the business of policy making is arduous in many situations. This is because of the various ways different groups accept and value education, especially the western education. This is Nigerian situation, because of this; the demand for education differs among the people and across the nation. Therefore to come up with any education policy in Nigeria, the situation analysis must be thorough so as to remove or reduce unnecessary tension, agitation and un-acceptability during implementation.

The political environment must be considered to appreciate the ideology of the government to study the education-politics mix, especially the role of politics on education and education on the socio-political process. The economic and demographic factors are very important to policy evolution. The economy dictates the strength of any nation. Education policy without economic backing, especially funding may fail. Similarly, the population of the country, its structure, size and growth overtime may affect the implementation of policy, hence, these two factors should be seriously considered during policy analysis. The size of financial allocation to education is largely determined by the country's wealth as well as its population.

Education Sector Factors

Before coming up with new policies and plans for education, we should be able to identify, understand and

analyse the major factors that drive education development as we have enumerated above. The issue of access is important. It deals with how far a nation is able to provide educational opportunities for school-going age children and adults. The following question subsist:

- a. Is the supply of education measuring up to demanded places?
- b. What is the pattern across the land?
- c. What are the factors that guide access to education in a country?

All these questions and many more should be answered to assist policy evolution. The issue of equity is related to the issue of access. How far is the government been able to meet legitimate demand and deny supply should be understood? The extent of supply of education to all, irrespective of sex, age, religion, location of origin is very critical to policy analysis.

The structure of education, from the lowest to the highest level of education, the duration of schooling, the resources requirements are very important during policy analysis. The efficiency of the system, both internally and externally is very important too. We should know the extent which the school system is able to maximize the use of resources to reduce wastage and also in meeting the aims and objectives of which it was set up. This will guide policy analysts to identify the areas of urgent need. Lastly, the existing management structure and institutional arrangements in education sector should be identified and analysed. We should understand how the existing structure can influence decision making. The distribution of power should be

analysed, so as to eliminate conflicts during policy implementation.

IMPLEMENTATION OF POLICY AND ITS EVALUATION

Policy Tools

As have earlier stated in the previous chapters, policies can be guidelines, rules, regulations, laws, principles, or directions. They say what is to be done, who is to do it, how it is to be done and for (or to) whom it is to be done. Organizations, governments, institutions make policies from time to time without being able to achieve the implementation as required. This can be said to have been partly as a result of top-down situation in policy making in which the top officials or management make policies and forced it down the throat of the follower, and partly the intricate nature of influencing human behaviour. Achieving policy implementation requires a better understanding of how the policy tools can be utilized.

According to Howlett (2011), policy tools are approaches and techniques based on science and other knowledge systems, including indigenous and local knowledge, that can inform, assist and enhance relevant decisions, policy-making and implementation at the local, national, regional and international levels to ensure protection and implementation of the policy. Nevertheless, policy tools vary; in most cases, it depends on where the policy is being made and the people to implement it. Radin (2013) affirmed that, the range of policy formulation tools is wide and ‘eclectic’ and some kind of workable taxonomy is a crucial step. Tools can be typologized in a number of different ways, for example: by the resources or capacities

they require; by the activity they mainly support (e.g. agenda setting, options appraisal); by the task they perform; by their technical complexity; and by their spatial resolution

Policy implementation tools have long been assumed to have an important influence on policy capacity. In principle the presence and availability of policy formulation tools helps to expand policy capacities across all types of policy formulation activity—analysing problems, recommending responses, clarifying value choices and underlying assumptions, democratizing and legitimizing (Mayer et al., 2004). The fact that tools are unevenly used over time, for example, could explain why the policy capacity to get things done also varies across space and time (Bähr, 2010).

In government policy implementation tools, the following, according to Dunn (2004), are standing out:

Regulation and Control

The government is also a regulatory agency. One of the objectives of the government is to regulate and control the private sector. Such regulation and control serve a very useful purpose - they direct people either to perform certain economic (and non-economic) activities or to refrain from performing certain other (such) activities.

For example, the government can pass rules relating the extent to which firms can pollute. Similarly, the government can regulate working conditions in farms and factories. In some countries there are rules requiring nutritional information on food packaging or on safety.

Taxes

Taxes reduce income of individuals and companies and thus reduce private expenditures (on motor cars, television sets,

or liquor). However, the basic object of taxes is to provide resources for public expenditures (on roads, highways, public schools, colleges, hospitals or even parks and playgrounds).

The tax system is not just a revenue- raising instrument, it is also used to exercise control over the private sector.

Training and Capacity Building

Training and capacity-building identify and address capacity gaps and shortfalls by enhancing the skills and capacities of relevant actors and organizations, including Government officials and agencies, communities and representatives, businesses, non-government organizations, advisors and support services. This family is cross-cutting to all elements and can be applied within each element to enhance capacity and improve outcomes.

Outreach and Enforcement

Outreach and enforcement support practical implementation of policies, including laws, regulations and quasi-regulations, economic instruments and incentives, as well as information tools, including through monitoring, providing information to stakeholders and through supporting enforcement and compliance activities.

In this present time, implementation of almost any policy requires actions and engagement across multiple organizational domains with government, public, private and community partners. It suffices to say that implementation requires significant work across a range of boundaries - professional, organizational, sectoral, cultural, and knowledge-based. However, this idea is largely ignored within the literature and rarely documented comprehensively in practice.

PROBLEMS ASSOCIATED WITH POLICY IMPLEMENTATION IN EDUCATION

Policy implementation is the process of changing a formulated policy into reality. It provides the operational area of function in carrying out the public policy declared by competent authority. In the execution of public policy, the combination of human, material, machine, and money is highly necessary (Ajulor, 2016). Implementation often turns out to be the graveyard of many policies. Little attention is paid to the subject of policy implementation by policy makers. Educational sector has suffered a great setback, especially in Africa as a result of poor or lack of implementation of policies. This is as a result of the complacent attitude of the policy makers towards achieving the objective of the policies.

Egonmwan (2009) captures it when he noted that implementation is the nemesis of designers, it conjures up images of plans gone awry and of social carpenters and masons who fail to build to specifications and thereby distort the beautiful blue prints for progress which were handed to them. It provokes memories of good ideas that did not work and places the blame on the second (and Second Class) member of the administration team.

Education policy implementation involves translating policy objectives into concrete reality. When all the laws required to give effect to policies adopted have been put in place. The next logical stage is the actual implementation of policy. Implementation refers to the process of converting inputs financial, information, materials, technical, human, demand and support etc, into outputs - goods and services" (Egonmwan, 2009). The question now remains, what are the factors that prevent the

implementation of policies that consumed people's time, resources, energy, etc. Van and Van (1975) explained that the characteristics of implementing agencies, predisposition of implementers and resources as critical factors. Miolbrey (1978) emphasized the amount of interest, commitment and support evidenced by principal actors had a major influence on the prospect for success.

However, apart from the general problems of policy implementation common to most countries, especially those of the third world, some major factors can be identified as peculiar to Nigeria and inhibiting her educational growth. These factors include:

Lack of Good Implementation Tools

Some of the policies carried out, even the ones that do not require funding, are barely implemented by the education operators. This is as a result of lack of utilization of good implementation tools such as sanctions, court order, etc. This has made most of the policies to die immediately after they are established in Nigerian education.

Compromises During Implementation

In most cases, compromises are made that usually undermines the basic policy goals which are detrimental to successful execution of programmes. This is always found in a situation when someone who is in position to sanction or penalize those whose actions counteracts the objectives of the policy failed to take the necessary action as a result of the relationship that exist between him and the offender.

Corruption

Every facet of Nigeria, especially public offices is filled with one form of corrupt practice or the other. The

education sector is not left out in this problem. Corruption has contributed to stagnate the development of education in Nigeria. Several good educational policies have been put in place in Nigeria without the implementation seeing the light of the day. An example is the National Policy on Education. The designers of the policy, from all intents and purposes, were quite visionary. The objectives of most policies in Nigeria are often derailed at the implementation stage due to a number of reasons:

- a. The budgets for the implementation of the policies are often passed by lawmakers with strings attached to them;
- b. Even when the budgets are passed, the executive arm of government is often reluctant to release the funds to facilitate implementation, and
- c. The inadequate funds often released to the operators of the education system (primary schools, secondary schools and tertiary institutions) are not honestly and fully utilised to promote the cause of education.

Many corruptly divert much of the available education resources to serve personal interests. Aghenta (2019) supports these observations with the following assertion that the money available is never carefully used. The money the government votes for running the schools does not get to the schools and the little that gets there is normally wasted by those whose responsibility it is to manage the schools.

Politics

The interplay of politics both within the education sector and outside often hinders the implementation of educational policies, which may sometimes relegate reality to obscurity. Sometimes, it could be that a particular zone believed that

the policy will not favour them, and therefore refuse to see to the realization of the policy.

POLICY JUSTIFICATION

Every organization, even if it is operated by only family members always has one form of policy or the other. The establishment of policy in an organization or association is justified by many reasons. This includes the fact that policies provide guidance, consistency, accountability, efficiency, and clarity on how an organization operates.

Guidance

The goals and objectives of an organization are guided by the policies available in the organization. These policies help in swift achievement of these goals and policies. Policies also guide the habit and activities of the people in an organization such as prevention from smoking in the office, parking at the wrong parking lot, etcetera.

Consistency

Established policy helps the organization's processes not to deviate or deteriorate over time, even if key board members, contractors or employees leave. It also helps new board members get up to speed quickly on how the organization operates and what's expected of them as a board member.

Efficiency

When there are spelt out policy in carrying out any activity, it engenders efficiency and improves overall organizational performance.

Clarity

When everyone is 100% clear about what needs to be done, how it needs to be done and who's responsible for doing it, it leads to smooth operations.

Defense Against Employee Claims

Policies assist an employer in defending against legal claims. When there is no policy in an organization, the employee may show act of indiscipline and go with it. This is because any action taken against him may lead him suing the employer on the bases of acting on non-existing rule in the organization.

THE POLICY CIRCLE APPROACH

The Policy Circle begins with the problem that needs to be addressed through policy. Although policies are not always evidence-based, analysis of information is a key aspect of the policy circle, beginning with problem identification to evaluation.

The major proponent of *Policy Circle* is Charles O. J. (1984). *Jones Model* was developed mainly from David Easton's *Black Box Model*. Jones elaborated on the idea of a system and a process, contributing a comprehensive treatment of policy as a cycle, a logical sequence of recurring events. Jones attached elements of analysis to the stages in the cycle creating an orderly container by which to logically organize a comprehensive and integrated study of public policy. His policy circle is stated thus:

Agenda-Setting

Here, the problems are figured out and issues are raised. Gatekeepers filter out those which will be given attention by either the executive or the legislative branches.

Formulation

Analysis and politics determines how the agenda item is translated into an authoritative decision: a law, rule or

regulation, administrative order, or resolution. There are two steps in policy formulation:

- a. Alternative policy proposals are put forth, claiming to inject rationality and technical analysis within the process. Policy analysts bring these alternatives to the attention of political decision makers with their recommendations.
- b. The policy prescription is chosen among the alternatives, including the no-action option. This is usually accomplished by building the support of a majority. What is produced here is a binding decision or series of decisions by elected or appointed officials who are not necessarily experts but who are presumably accountable to the public.

Implementation

The authorized policy must be administered and enforced by an agency of government. The agency must take instructions as stated in the policy, but will probably be called upon to provide missing pieces and to make judgments as to intent, goals, timetables, program design, and reporting methods. The agency's mission may be well defined or poorly understood, but the field of action has shifted.

Budgeting

Financial resources must be brought to bear within an ongoing annual stream of budget cycles. Budget decisions are generally made with partial information and by changes from year to year which are only slightly different from the year before, a process called incrementalism. In recent years, budget constraints have significantly elevated budget considerations in importance within the policy cycle.

Budget items are highly competitive but essential for policy delivery.

Evaluation

The impacts of the policy may be assessed. If goals exist, the effectiveness of the policy and its components can be determined. Side-effects must also be discovered and reckoned. The output of evaluation may be no change, minor modification, overhaul, or even (but rarely) termination. The feedback provided by evaluation is injected back into the agenda-setting stage, thus closing the loop of the cycle.

CONCLUSION

In a nutshell, policy circle gives the clear idea of how issues can be raveled through policies. It is to be noted that after this process has been completed and evaluated, if after the evaluation it is discovered that the policy did not work, the whole process begins again making it a cyclical process. However, if the policy worked fine and has been accepted by the people, it will lead to other problems which will then take the process back to the first stage again making the process still cyclical. Therefore, at the end of everything, whether the policy is accepted or not, after evaluation, the entire proves will start again.

SUMMARY

This chapter has shown to us that policies are formulated to guide the operations of any system, including education. Policy-making involves people for technical and political contributions. Policies, as written or unwritten statements vary in their scope, which include their levels of complexity, decision environment, number of options and decision criteria. Policy making undergoes several

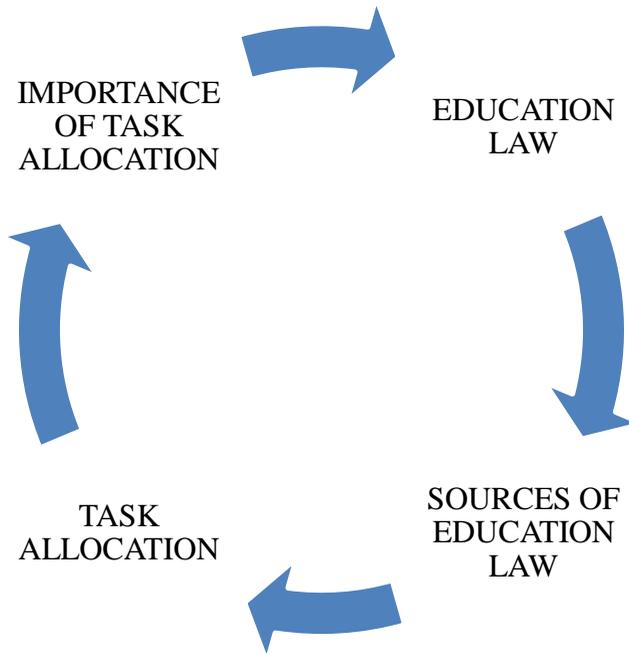
procedures before a policy can emerge. These procedures start with problem identification and analysis, and end with policy implementation and evaluation, which can reveal areas of weakness for possible policy re-design. We can also conclude that certain factors are very critical to policy evolution, they should be identified, understood and analysed to guide policy formulation.

In this chapter, you learnt the meaning of policy, programme, plan and project. You have been able to identify the thin line among them. You have studied the scope of policy and how it can guide the policy makers and implementers. You have also learnt the procedure for policy-making. You have equally studied how policy evolution framework can be used to explain the policy-making process. Lastly, you learnt the factors that should be considered and understood during policy-making process so as to remove suspicion and conflict during policy implementation.

REVIEW QUESTIONS

1. What are the six steps identified by Kaufman as the procedure for Policy-Making Process?
2. What are the eight Processes of Policy Evolution highlighted in the Policy Evolution Framework?
3. What are the six factors that can influence Policy Evolution in Nigeria?

CHAPTER SEVENTEEN
**IMPORTANT ISSUES IN
EDUCATION**



EDUCATION LAWS

Every organization has law that guides it. This law protects the interest of the staff and even the management. This type of law exists in education system and is known as educational law. Education law is an administrative orders, ethics, legislations, rules and regulations put in place by government and enforceable through judicial process to guide educational decisions. According to Peretomode (2002), education law is a heterogeneous body of regulations which directly and indirectly affect the educational and administrative processes of the educational system. Ochonu (2018) explained that education law deals with laws and regulations that govern federal and state schools, school boards and school systems, as well as protecting students' rights. This field covers curriculum instruction methods, school athletics, operation and

administration of school institutions, programs, educational materials, discrimination and school discipline.

Education today, is one of the public institutions that shoulders responsibilities that can lead the administrators to court if they fail to discharge their duties properly. Edo, et al. (2019) explained that in the past, school-based problems were viewed as domestic and were, therefore, usually settled out of courts. Today, the situation is changing owing to the growing complexity of education management, increasing politicization of education and the citizens' greater awareness of their constitutional, legal and fundamental human rights. Consequently, school principals are now being caught up and confronted with the legal implications of their jobs.

Education sector is guided by policies that ensure proper management of the school in term of staff, students' welfare, development and implementation of curriculum content, provision of proper guidance, school community relations, discipline and proper keeping of school records etc. The effectiveness in discharging these duties is dependent on the principal's understanding of organizational principles and ability to maximize resources, and also on awareness of basic legal ingredients or interests that guides each administrative responsibility (Edo, et al., 2019).

Any school that does not respect the education law definitely will have issues to address either in the court or by a committee, sooner or later. Education laws offer so many advantages to the schools, according to Richie Roth, which includes:

1. Schools are simply as accountable and responsible as other businesses, and have to meet the very same sort of regulations.
2. Compliance with appropriate education laws and government policies is vital, and a knowledgeable education lawyer can make sure that your school or university isn't really breaking any laws.
3. Your school will certainly be taking care of lots of suppliers, and will be buying lots of products and services. Education law can also assist you make sure that the contracts you negotiate and sign are legal, and in your best interests.
4. Sadly student discipline is becoming even more of an issue in modern education. It is important that you know what you can and cannot do to discipline your students.
5. Charity law can likewise put on schools if they received donations or funding. By knowing the best ways to take care of the paperwork and legal implications involved, you can ensure that you remain on the best side of the law.
6. Estate management is another vital area of education. Maybe you are considering purchasing or selling land for the school, or desire assistance when employing professionals.
7. Like in other sectors, it is very important to bear in mind that construction, planning and ecological laws likewise put on schools too. If you're in the process of having a brand-new wing constructed, or wishing to make even more of your playing fields, you'll have to make certain that the strategies are legal.

8. Work law still uses in schools, so that you'll have to see to it that all of your workers are treated relatively so as not to breach employment laws.
9. When recruiting brand-new personnel, you may extra skills to be verified, or checks to be carried out. An education lawyer will certainly have the ability to assist guarantee that your recruitment procedure is up to date and legal.
10. Health and Safety problems and schools always seem to be in the news, and typically for the wrong factors, so it's important that your personnel understand exactly how lessons ought to be carried out, cleaning need to be done, and how any other prospective threats can be identified and decreased to minimize the risk of injury or condition to students and personnel.

SOURCES OF EDUCATION LAW

There are different sources of education law. These sources are legitimate area in which education law can originate and be generally binding and accepted by all under it. This includes the constitution, the Federal and States Statutes, case Laws decided by the Court, textbooks, Journals, etcetera.

Task Allocation

Why organizations and institutions employ staff is because they are providing one service or the other to the public who are their clients. These services are to be carried out by the staff of the organization to the satisfaction of the customers. In other to achieve this, the manager has to allocate task to staff based on their skills and efficiency. Task allocation can therefore be seen as distribution of duties to different

people in an organization or that are working together to ensure that a particular problem is solved.

Roessler et al. (2004) described task allocation as the way of working process organization when responsibilities and workloads related to one task are distributed among different individuals and organizational units that perform own parts or portions of common work. We often resort to allocating tasks, because actually it is the background for collaboration at tasks. Of course how to allocate tasks correctly depends on multiple factors, especially on specificity of the task, but how to manage task allocation is quite another matter. Allocating tasks can be supported by special tools that can work for any organization and any kind of task.

Also, task allocation occurs when one is assigned a group project then the person needs to know what will be the components of the project and what needs to be done to complete the project. Components may include the points to be covered in the task, the search that needs to be conducted and the time limit for completing the task.

Importance of Task Allocation

Fast delivery: task allocation enables fast delivery of job. This is because the bulk of work will be divided among different workers who will contribute their own effort and makes the job get done fast.

Quality output: the quality of job that is carried under divided task is always higher than when the responsibility is left on only one person. Bulky work can be tiring and sometimes, can lead to oversight on important areas attention should be given before the completion of job.

Strength to Carry Out More Tasks

When task is shared, it gives the staff the chance to finish fast, rest and have energy to embark on a new job.

Accountability Mechanism

When account or accountability is mentioned, mind always goes to the public servants and their financial management. This is neither entirely false nor entirely truth. This is because, the idea of accountability may have nothing to do with finance in some circumstances. The term accountability has diverse meaning and connotations in different systems of governance. When it comes to define the accountability in the context of Public Services, evidently, it is linked to the processes that make the public officials and institutions explain, justify and rectify their actions and decisions taken in the capacity of the public trustees and make the officials accept the consequences of their actions.

Jones (2012) accountability refers to the process under which public officials and institutions are called by specific authority to account for their actions.

In a private organization or, even in public service organizations, accountability is a sort of management process employed to scrutinize and rectify the actions of those holding and exercising the public authority and such the process leads to redefine the leadership of the organization. However, the type of accountability in public services is multidimensional. Different mechanisms are used to approach the goals of accountability. In regards to this, accountability mechanism can be categorized into two: internal and external mechanisms. Internal mechanisms involve the official hierarchy or the internal bureaucratic

control of the public agencies, that is, accountability by the senior officials, disciplinary proceedings, internal audit and inspection, and so on.

While, external mechanisms of accountability involve the institutions external to the executive meant to make the executive authorities accountable before the public, that is, elections, legislature, judicial review, audit, and so on.

Accountability mechanisms are designed to control and constrain the power of the government and its officials through the instruments of accountability which include, judicial review, rule of law, public services' code of conduct, etc. There are different accountability mechanisms that can be used in different situations out of which two stand out: Election and audit.

Election as accountability mechanism

Office holders, especially public office holders are always held when they seek for re-election to show account of what they promised to achieve during their first tenure. It is at this point that people judge them by the evidences available based on what they have been able to achieve during the time they were in office.

Audit as accountability mechanism

Audit is a traditional approach of accountability in both public and private organizations. Audit is the major accountability mechanism that is always invoked at any time. This helps to checkmate officers in their performances and financial management.

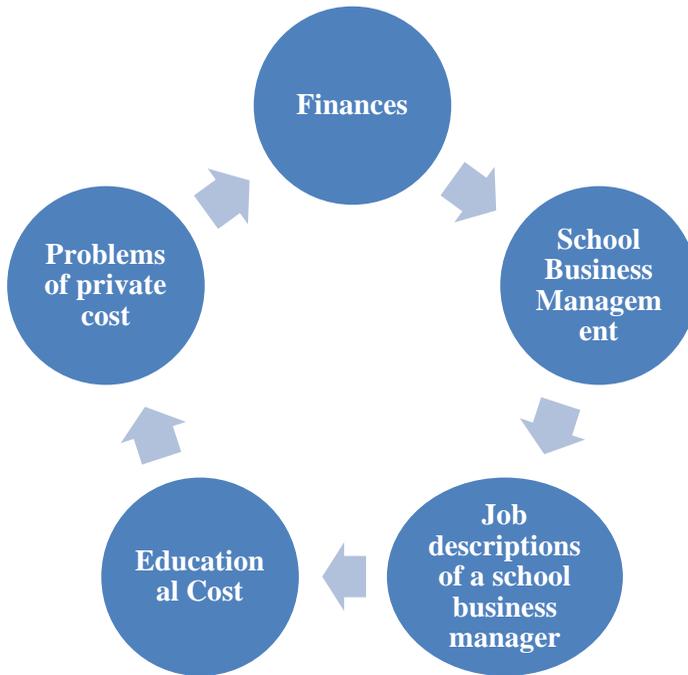
REVIEW QUESTIONS

1. What is Education Law?
2. What are the Sources of Education Law?

3. What is Task Allocation?
4. What is the importance of Task Allocation?

CHAPTER EIGHTEEN

ECONOMICS OF EDUCATION



FINANCE

The production system of education is the main aim of education. This area of education needs to be managed in such a way that the available resources become enough and prioritized. This is the essence of economics of education. Economics of education is one of the branches of ordinary economics. It is the study of how educational directors make choices from little available resources which is meant for the realization of the best possible educational outcomes. It can be said to be study of human behaviour (in terms of human decisions), action(s) and reaction(s) about schooling. It further looks into how human behaviour affects economic development. As Heggade (1992) stated, Economics of Education employs the use of some elementary concepts commonly used in labour economics,

public sector economics, welfare economics, growth theory and development economics. It is the study of how educational managers make official or approved choices from scarce available resources which is meant for the realisation of the best possible educational outcomes.

The scarcity of resources such as the capital invested in buildings or technology and the labour of the teacher workforce is the reason why policymakers must decide: how much to spend on each stage of education (i.e. what to produce); how to provide educational services in a way that maximizes its benefits to society (i.e. how to produce education); and who should have access to each stage of education (i.e. for whom is education provided). These are the basic importance of economics of education.

However, the problem of economics of education, as noted by Barrow and Rouse (2003), is how the society, institution and the households make use of the limited human and material resources they have, to best satisfy their unlimited wants for education. The solution to the fundamental problem requires the application of certain economic concepts.

Nevertheless, as human wants are unlimited so as the educational. Educational wants create a demand for scarce resources, and this implies that wants are competing for the same resources. If this happens, it is therefore rational to conclude that wants that are most pressing will be satisfied first under direct competition. Really, it is not possible to satisfy all identified educational wants at the same time, because educational resources are limited. To this end, decision makers will have to make choices among the alternative educational wants. This is much as what the

decision makers of ordinary economics do. However, the difference between economics of education and ordinary economics is the dominance of education as a variable in every argument and application of economic principles, laws, and concepts to education issues.

SCHOOL BUSINESS MANAGEMENT

School as an organization is also a business enterprise in the sense that it has some financial and personnel activities that it does which require both management and direction. These activities, if left unchecked and managed, may lead the schools into bankruptcy, financial insolvency and not well managed. For this reason, the school has school managers also known as school business managers. School business management is an important part of helping schools make the best use of their resources to support effective teaching and learning of pupils, consequently enabling head teachers and other leaders to focus on leading that teaching and learning.

The business of school must be managed just like other business so as to have a good and quality education environment that will produce good results and attract investors. When the school business management is poor and ineffective, it reflects on the general activities of the school.

School managers shape the teachers development, determine the educational goals of the school, direct educational applications to achieve educational objectives, make recommendations on the regulatory practices of teachers' methodology, find solutions for the problem between teachers and the classroom, take measures to

ensure the motivation of teachers to improve the quality of education.

Gladwell (2000) explained that the need to have school managers arose as a result of the fact that schools leaders were not only making the majority of decisions about how to ensure quality administration, use their funds and deploy resources, but also needed expertise to help them do so and to ensure school leaders were freed from day-to-day involvement in these matters. Therefore, the School Business Manager is responsible for providing professional leadership and management of school support staff in partnership with teaching staff, to enhance their effectiveness in order to achieve improved standards of learning and achievement in the school.

The importance of the school business manager and the contribution they can make cannot be over-stated. Recent research, which is currently being confirmed within the College's School Business Director demonstration projects, makes very clear that effective and appropriately trained school business managers can save around 30 per cent of their head teacher's time, enabling them to focus on leading learning and saving significant financial resources for reinvestment.

JOB DESCRIPTIONS OF A SCHOOL BUSINESS MANAGER

1. Manage the whole school administrative function and lead all support staff.
2. Discuss, negotiate and agree the final budget.
3. Design and maintain administrative systems that deliver outcomes based on the school's aims and goals.

4. Use the agreed budget to actively monitor and control performance to achieve value for money.
5. Identify and inform the Head Teacher and leaders of the causes of significant variance and take prompt corrective action.
6. Propose revisions to the budget if necessary, in response to significant or unforeseen developments.
7. Advise the Head Teacher and leaders if fraudulent activities are suspected or uncovered.
8. Manage systems and link processes that interact across the school to form complete systems.
9. Define responsibilities, information and support for staff and other stakeholders.
10. Maintain a strategic financial plan that will indicate the trends and requirements of the school development plan and will forecast future year budgets.
11. Identify additional finance required to fund the school's proposed activities.
12. Seek and make use of specialist financial expertise.
13. Maximize income through lettings and other activities.
14. Select types of investments which are appropriate for the school, taking account of risks, views of stakeholders and identify possible and suitable providers in order to maximize return.
15. Present timely and fully costed proposals, recommendations or bids.
16. Monitor the effectiveness and implementation of agreements.

17. Develop process measures that are affordable and that will enable value for money decisions for those managing resources.
18. Handling contracts and tenders for services.

EDUCATIONAL COST

The expenses, time and other resources expended in the cause of ensuring that one get educated in a school is considered as educational cost. It is a measure of what a student, an institution of learning, or the public has to give up in order to educate an individual or a group of people. Cost of education may be incurred by producers (educational institutions) or consumers (students and their parents).

Educational cost is divided into institutional cost and private cost. Institutional cost is that in which the government or organization carries out all the entire educational expenses of a person or a group. This can be in form of scholarship, grant, etc. Awonu (2017) noted that institutional cost of education is very beneficial to those who are opportune to have it, be it from government or organization. This is because they stand to gain financially and sometimes, are employed by their sponsors immediately after graduation.

However, private educational cost is that in which the person, parents or guardian carries out the educational expenses of the person. Private cost of education is further divided into maintenance cost and academic cost. Maintenance cost, also known as incidental cost, is the expenses incurred which are not directly related to the person's education but are necessitated by educational activities. In which case, it can be seen as activities in

school that cannot directly prevent the person from acquiring education in the school. This includes cloths, transportation, lodging, feeding, sports, club, etc. These activities are actually part of educational cost as the educational environment made them necessary for the student to engage in them. Academic cost, on the other hand, is the expenses that are directly related to the student's education. This has to do with every expenses that are required for the student to achieve his academic goal and obtain his certificate. The academic cost includes purchasing of forms to enter school and other pre-admission expenses, registering and admission expenses, tuition fees and other fees, textbooks expenses, research expenses, stationeries expenses, project and seminar expenses, etc.

In the present times, the major form of education cost that is witnessed every day is private educational cost. This is not as a result of non-existence of institutional cost but as a result of the politics and corrupt practices found in both private and public organizations that are saddled with the responsibilities of dispensing this benefit to the masses. In some cases, those are merited the institutional cost in terms of scholarship or grant are rarely given it to. Rather, the opportunities will be hijacked by those in charge, for their family members or be sold for monetary gains.

PROBLEMS OF PRIVATE COST

Lack of fund

Most times the main problem those who are sponsored by their parents or guardian have is meeting up with financial requirements. This sometimes lead to them not participating in some exams or academic activities and consequently, resulting to late graduation.

Divided Attention

Majority of those found in private cost are sponsoring themselves. Most of them are business persons or workers who are always thinking of how to raise money from different areas in order to support their education. This always keeps their attention away from the academic activities.

Admission Into A Low Standard School

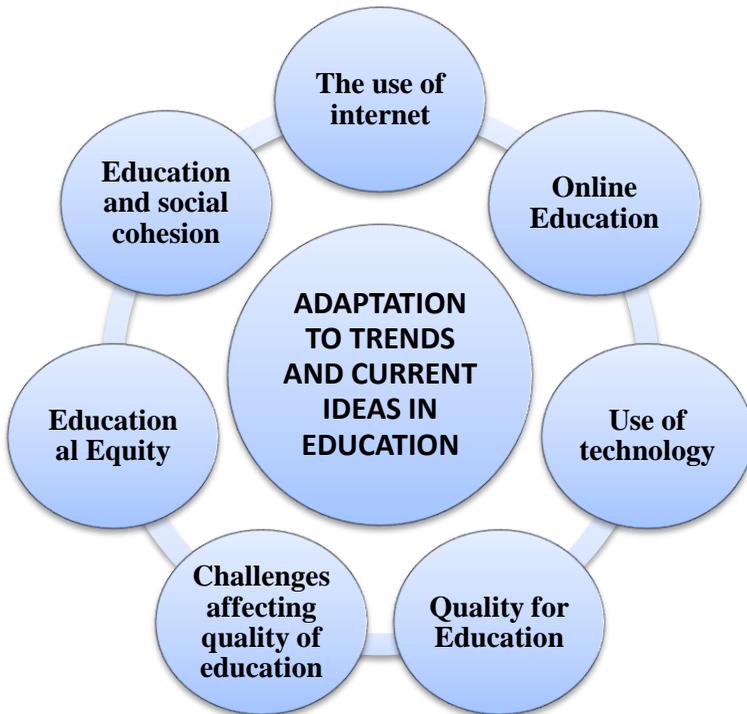
Due to lack of fund, a student from a private cost will attend a school he, the parents or guardian can afford. Such schools, however, may not have quality human resources and academic facilities to provide quality education.

REVIEW QUESTIONS

1. What is Finance in Education?
2. What is School Business Management?
3. What are the job descriptions of a School Business Manager?
4. What is Educational Cost?
5. What are the Problems of Private Cost?

CHAPTER NINETEEN

ADAPTATION TO TRENDS AND CURRENT IDEAS IN EDUCATION



INTRODUCTION

From time to time, there is always a new trend or idea that is to be adopted in education system. The purpose of new trend is to modify an existing one, and introduce the new one that is presently used in other places which help in the development of education. With the advent of new technologies being infused in school curricula, educators and school leaders are beginning to rethink system of teaching, use of digital board, all facets of data in the

classroom, etc. New, innovative methods of data collection are continually being developed, which offer new options for ongoing formative, culminating, summative and alternative assessments.

Adaptation to new trends and ideas is becoming very essential to schools. This is because, some of the trends are very useful and will become system of doing things in time to come. This makes it very important that trends such as use of internet technologies should become priorities in schools.

Latif (2012) affirmed that adaptation of new trends makes serious impacts on a student's perspective on education and the learning outcomes. It depends on a lot of factors including available resources, what options are affordable for a larger society and the changing needs or demands of the present generation students.

SOME TRENDS AND IDEAS IN EDUCATION MANAGEMENT AND THEIR CHALLENGES

Use of The Internet

The usefulness of internet has been felt in almost all areas of life. Education is not exemption in this regard. Internet is serving as a means of easing a number of stresses in education. However, it has been a challenge on education management, especially on the side of under aged children who would not stop at only education sites but extend to adult viewing sites.

Online Education

Online education has become another trend and idea in education management. With the widespread acceptance and influence of mobile gadgets, providing online

education is a concept which can be delivered a lot easier than ever before. Even working professionals or students with problems of transportation can access education without confinement. This platform provides education through videos and tutorials to the students. Computer applications such as Skype, Zoom, interactive online webinars, etc. are used in presenting lectures. Nevertheless, those in the rural areas who face the challenges of poor network reception, poor electricity supply, etc. seem to have limited access to online education.

Use of technology

Technology is here to stay. Using paper learning materials are becoming less in demand especially in high schools. Most activities in many high schools today are technologically-driven. Audio, video, and visuals are taking over the traditional system of teaching and learning. However, not all schools have access to these modern technologies; some schools have not even heard about them let alone learning how to use. This seems to make it difficult for education management to carry out any policy on the use of technologies in teaching and learning

Quality for Education

Every policy carried out in education management is to create an enabling environment and provide facilities and resources that will help in achieving quality education. A quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.

A quality education provides resources and directs policy to ensure that each child enters school healthy and learns about

and practices a healthy lifestyle; learns in an environment that is physically and emotionally safe for students and adults; is actively engaged in learning and is connected to the school and broader community; has access to personalized learning and is supported by qualified, caring adults; and is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

CHALLENGES AFFECTING QUALITY OF EDUCATION

Lack of Qualified Teacher

Many schools today, especially private schools, are filled with unqualified teachers. This is because they can afford the payment of qualified ones; while some unqualified teachers found in the public owned schools are those who maneuvered their way to getting employment. As the saying goes ‘one cannot give what he doesn’t have’, these unqualified teachers will not be able to impart quality education in the students.

Excess Number in a Class

In many schools, even in the higher institutions, there are not much spaces for teaching in the class. This makes it difficult to learn by some of the students learn and also for the teacher to have good understanding of his class and to know if everyone is getting what he is teaching.

Poor Governance and Management

One thing that has crippled most sectors in Nigeria today is poor governance. The educational sector is not an exception. The government's attitude towards crucial problems of education, especially its quality, is

lackadaisical. This situation can be noticed on every level of government. Basic universal education suffers most because primary education is neither fully controlled by the federal government, nor by the state or the local government.

Poor Funding and Neglect of Education Sector

Education in many countries is poorly funded. United Nations Educational, Scientific, and Cultural Organization (UNESCO) recommends that 26% of the nation's budget should be allocated to the educational sector. This way, the educational sector will have a good impact on the national development. According to the analysis done by a leading media outlet "Daily Trust" in 2016, the joint expenditure of the federal and 33 state governments on education is 8.44% of their total budget for the year. Also, there is a huge gap in the funding of education at the different levels of the government.

High Level of Exam Malpractices

Another major issue that is affecting quality of education is exam malpractice. There is an alarming rate of exam malpractices in schools. They are practiced both by student and teachers. The inability of the government to curb this has caused a serious decline in the quality of the education system products (level of knowledge).

Poor and Late Payment of Teachers' Salaries

In many occasions, it has been heard that teachers are being owed by the government for several months. This always discourages the teachers and creates lack of interest in delivering quality education.

EDUCATIONAL EQUITY AND SOCIAL COHESION

Educational Equity

The major investment every many nations are doing in the present time is in education. This is as a result of the fact that, education helps to reduce the level of poverty in a nation. The importance of education to a nation cannot be over emphasized; in most parts of the world education is regarded as a fundamental human right. This is the reason why it is very important to have equity in education so as to ensure that every one has same level of access to education. Akidebe (2016) explained that equity in education simply means, putting systems in place to ensure that every child has an equal chance for educational success.

Equity in education has two dimensions. The first is fairness, which basically means making sure that personal and social circumstances, for example gender, socio-economic status or ethnic origin should not be an obstacle to achieving educational potential. The second is inclusion, in other words ensuring a basic minimum standard of education for all, for example that everyone should be able to read, write and do simple arithmetic. The two dimensions are closely intertwined: tackling school failure helps to overcome the effects of social deprivation which often causes school failure.

OECD (2007) noted that education plays a key role in determining how adult life of an individual is spent. a higher level of education means higher earnings, better health, and a longer life. By the same token, the long-term social and financial costs of educational failure are high. Those without the skills to participate socially and economically generate higher costs for health, income support, child welfare and social security systems. So a fair and inclusive

system that makes the advantages of education available to all is one of the most powerful levers to make society more equitable.

Equity in education elicits support to every student, not just those from disadvantaged backgrounds. When schools provide their students with resources that fit individual circumstances, the entire classroom environment improves. Catapano (2015) affirmed that the importance of equity extends to our society as a whole. In equitable communities, everyone has the opportunity to succeed regardless of their original circumstances.

EDUCATION AND SOCIAL COHESION

The need for individuals to live together in peace and in solidarity for each other cannot be overemphasized. This is the purpose of social cohesion. The sociologist Emile Durkheim was the first who used the concept of social cohesion. According to him social cohesion is an ordering feature of a society. He explained that social cohesion is the capacity of a society to ensure the well-being of all its members, minimizing disparities and avoiding marginalization. It can therefore be said that social cohesion is the degree of social integration and inclusion in communities and society at large, and the extent to which mutual solidarity finds expression among individuals and communities.

Social cohesion is paramount to any community or society that wants progress as it enables them to come together and fight exclusion and marginalization, create a sense of belonging, promote trust, and offers the members the opportunity to live freely and achieve their dreams.

Promoting social cohesion through education is an important policy objective in many countries since the past decade. Schools contribute more to the well-being of children and the larger society than academic achievement, making them to see one another as friends. Schools serve as the major place of learning; those who learn how to live in peace with each other in schools try to reproduce the idea wherever they found themselves. The first step in promoting social cohesion through education is by making education accessible to all at the same rate. This is known as equity in education. Equity in education enhances social cohesion and trust. The education system can strengthen social cohesion by providing learners from diverse groups equal learning opportunities.

Heyneman (2000) argued that education should contribute to social cohesion in four ways:

First, schools ought to teach the rules of the game: those that govern interpersonal and political action. They consist of the social and legal principles underpinning good citizenship, obligations of political leaders, behavior expected of citizens, and consequences for not adhering to these principles.

Second, schools are also expected to provide an experience roughly consistent with those citizenship principles, in effect, decreasing the "distance" between individuals of different origins. The educational experience derives from a wide variety of activities, whether in the classroom, the hallway, schoolyard, playing field, or bus.

Third, school systems are expected to provide an equality of opportunity for all students. If the public perceives that the school system is biased and unfair, then the trust that

citizens place in various other public institutions is compromised. For instance, the willingness of adults to play by the rules of the game may be compromised if fairness in the system appears suspect.

Fourth, public schools are expected to incorporate the interests and objectives of many different groups and at the same time attempt to provide a common underpinning for citizenship. Often there are disagreements over the balance between these objectives. These disagreements must be adjudicated. The success of a school system is based in part on its ability to garner public support and consensus, and hence its ability to adjudicate differences over educational objectives.

SUMMARY

Social cohesion through education is quite important for the future stability of the community, society or nations. It is glaring that most of the societal problems that tends to bring disintegration in communities and nations always arise from those who are not well educated.

REVIEW QUESTIONS

1. What is the Use of Internet?
2. What is Online Education?
3. What is Use of Technology?
4. What is the meaning of Quality Education?
5. What are the Challenges Affecting Quality of Education?
6. What is Educational Equity?
7. What is Education and Social Cohesion?

CHAPTER TWENTY

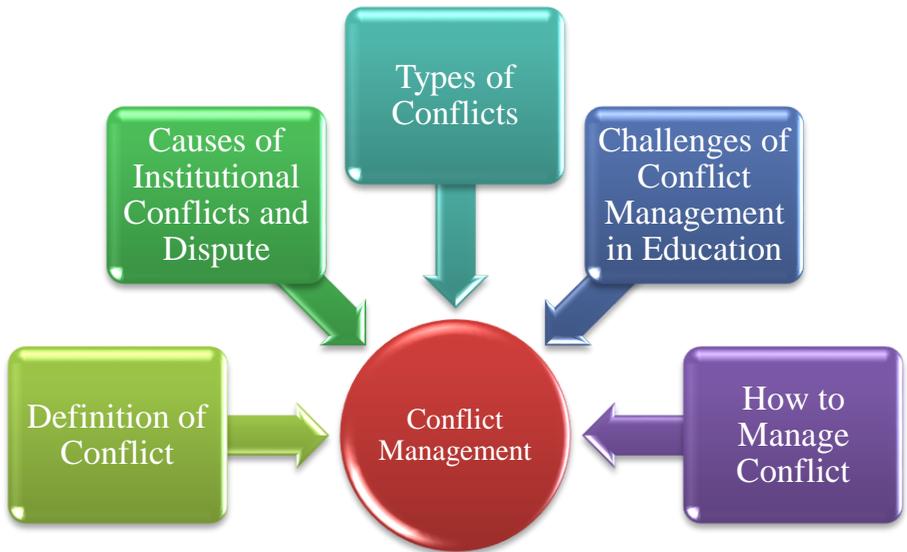
CONFLICT MANAGEMENT

INTRODUCTION

Wherever more than one person is carrying out any activity, it is always possible that one thing or the other will lead to a disagreement. This disagreement may lead to fight, quarrel, verbal abuse, and other forms of conflicts. Therefore, ensuring that such situation are properly handled and resolved, especially in organizations, is known as conflict management.

Conflict management is the process for handling disputes and disagreements between two or multiple parties. The goal of this system is to minimize the negative factors that are influencing the conflict and encourage all participants to come to an agreement. Handling conflict in a respectful, optimistic way creates the chance for growth and learning within an organization.

Conflicts are caused by a number of factors that create tensions between people. Corvette (2007) contends that conflict exists wherever, and whenever there is an incompatibility of cognitions or emotions within individuals or between individuals.



OBJECTIVES

At the end of this chapter, you should be able to:

1. Understand the definition of conflict.
2. Know the causes of institutional conflicts and disputes.
3. Identify types of conflicts.
4. Understand challenges of conflict management in education.
5. Discuss how to manage conflicts.

CAUSES OF INSTITUTIONAL CONFLICT AND DISPUTES

School as an organization also has its share of conflict. It is prone to conflicts and breakdown in communication especially in an age where all role-players are aware of their rights. This may occur between teacher and teacher, student and teacher, teacher and parent, student and student, or even teacher and management staff. This therefore, makes conflict management very essential in the school system.

In schools, conflict management as it relates to teachers, pertains to a given condition whereby teachers acquire programmed and patterned mediums through which they can twig and deal decisively with conflict as a way of embellishing conditions of conflict in schools at all times. Both teachers, administrators, school staff, and families can benefit from school wide implementation of a conflict management training programme.

Conflict in the work environment is inevitable. When two or more people have to work together and combine ideas, the doorway of conflict is ever open. However, every human organization, such as the school, needs to be properly managed and directed by a well-defined leadership to ensure effective performance by the staff towards goal attainment. Productivity, creativity and results will be greater in an institution that people show co-operative spirit in carrying out their functions or duties. Efficient organizational team-work involves teams whose activities revolve around the leadership, in terms of their operational and decision-making policies, for the achievement of their set goals (Olujide 2011).

Similarly, the school as an organization operates with an appointed leadership, who defines and assigns roles to individual teachers, based on their areas of competence, all working towards the achievement of school goals and objectives. However, when one refuses to carry out his or her duties, or perform the roles assigned to him, conflict is bound to occur. Also, since in the school, people from different backgrounds and experiences are brought together, it becomes inevitable, that conflict may occur.

Conflicts are common occurrence among individuals in different shares of life in the society. Broom (2010) views conflict as negative outcome or something to be avoided. This implies that conflict is better prevented because it may normally result to lack of misunderstanding among people in a particular setting. Similarly, Cram and Williams (2009), observe that conflicts are seen as disagreements or problems at an interpersonal level. In the school system for instance, without conflicts principals and teachers can become complacent and not perform their duties well. In the same vein, Rummel (2011) agrees with Cram and Williams (2009) that conflict involves disagreement among individuals. This shows that conflicts involve disagreement or misunderstanding as well as problems among individuals. Specifically, as applied in this study, conflict is seen as misunderstanding between the principals and the teachers.

There are three identified types of conflict. These are approach-approach, avoidance-avoidance and approach-avoidance (Oboegbulem 2007):

Approach-Approach

Approach-approach conflict involves making a choice between two attractive goals. This conflict type is less stressful and has happy ending. For instance a principal of a secondary school may be faced with making choice between having a founders' day ceremony or inter-house competition in his school, as a way of raising money for the maintenance of the school. In this case he may find decision making very conflicting.

Approach-Avoidance

In approach-avoidance conflict, a choice must be made on whether to pursue a single goal that has both attractive and unattractive aspects or not. This conflict type is very stressful as decision-taking is normally delayed, for instance, a situation where the principal want extra moral lesson for the students but will not allow the students to be taxed for the extra lessons by the teachers.

Avoidance-Avoidance

The Avoidance-Avoidance conflict involves a choice between two unattractive goals. In this case, an individual is forced to take a decision between two repelling alternatives. Ubah (2014) explains this to mean that one of the groups involved in the conflict tries to avoid the conflict whenever perceived. This is done by trying as much as possible by avoiding any discussion related to the matter that involves conflict. In other words, the avoidance type of conflict ensures that matters which may lead to conflict situations are avoided by all means.

Onwurah (2014) opines that some school principals operate kitchen cabinet. This implies the application of divide rule in the running of the school. Accordingly, this principal's style of management gives rise to pro and anti-principal-teachers relationship, which encourages conflict situation. Also, the way and manner the principals communicate to their teachers in the school helps to bring about conflict. Ojo (2014) asserts that some principals hoard information that affects the teachers in the school. In the school, poor communication relationship between the principals and the teachers is a key area of conflict in the system. Thus, when the principal hoards information regarding the teacher's welfare in the school, room is created for mistrust and this

may lead to far reaching consequences in the activities of the school.

Conflict has several consequences in the school system Okotoni and Okotoni (2013) assert that conflict has enormous effects in the school. Parts of the repercussion in the schools are disruption of academic programmes, unplanned staff transfer hostility, suspicion and withdrawal from active participation in school activities by some staff. It could lead to positive or negative outcomes.

Ogunna (2013) asserts that conflicts can bring about an innovation, new norms and new institutions as well lead to a disorganization of an existing norm in the school system. Hence, understanding conflict, its causes and consequences will enable one to be aware of the possible strategies towards its resolution. If the causes of conflict are identified and made known, the resolution is assured.

Conflict resolution is an important aspect of principal's administrative duties in the school system. Ojo (2014) asserts that conflict resolution is empowering parties involved in conflict to choose wisely and to act with every one's best interest in mind. This entails each party trying to shift grounds in the overall efforts towards resolving the conflict in question. In the same vein, Olujide (2011) sees conflict resolution as an understanding between parties to end an issue of disagreement. In other words, successful conflict resolution usually involves fostering communication among disputants, problem solving and drafting agreements that meet their underlying needs.

However, Schmidt and Kochan (1972) explained that, for conflict to actually occur in schools, two salient

prerequisites must be satisfied, viz, perceived goal incompatibility and perceived opportunity for interference or blocking conflict in schools can be objective or subjective, violent or nonviolent and positive or negative. Nevertheless, it is worthy of note that some conflicts in schools cannot be resolved. In this situation, what the teacher does is to keep management it to the best of his knowledge.

CAUSES OF CONFLICTS IN SCHOOLS

According to Hoban (2004) there are many factor that always lead to conflicts in schools, these include:

A Clash of Personalities

A clash of personalities occurs when an intense and highly energetic teacher has to work in the same environment with a slower and less intense teacher. In this case, the one who is a hard worker becomes irritated by the sloppiness and laziness of the colleague.

Personal Value

This becomes a cause of conflict due to diverging ideas or different perceptions of the same situation (Peterson, 2001). The difference in perception results in different people attaching different meaning to stimuli. Resolving value conflict does not mean that the disputants must change or agree on their values, but a mutual acknowledgement that each person views the situation differently is the first step. Limited Resources: In most organization, resources are scarce and limited, which leads to individuals and groups to scramble or compete for their share (Hoban, 2004). This normally occurs when different parties have different priorities over scarce resource management and policy development. They involve a combination of economic,

value and power sources. This is normally beyond the traditional management system.

Status Struggle

This occurs when one attempts to improve its status while another group views this as a threat to its place in the hierarchy. According to Van Deventer and Kruger (2003), a person's perception of unjust treatment, such as the implementation of personnel policies and practices or in reward and punishment systems can lead to tension and conflict.

Role Expectations

The conflict of role expectations occurs when different people including the person filling the post or the role disagree on how that role should be performed. The emotional extent is quite huge since human beings are involved.

CHALLENGES OF CONFLICT MANAGEMENT IN EDUCATION

The following can be said to be the major challenges that hamper conflict management in education system:

Bad Leadership

Many educational sectors are filled with leaders who lack knowledge of what leadership is all about. These set of leaders make decisions without making necessary consultations, which consequently affects the staff and well-being of the institution. Some of them do not have the basic knowledge of conflict management and therefore, always fail woefully at handling conflicts in their institutions.

Disregard For The Rule of Law

Most of the educational conflicts are resolved based on the prescription of an existing law that guides the educational system. Many people who are subjected to this law have often times failed to abide by its biddings. This has posed a great challenge in an attempt to manage conflict in educational system.

SUMMARY

In this chapter, we learnt the definition of conflict, causes of institutional conflicts and disputes; types of conflicts, challenges of conflict management in education and how to manage conflicts.

REVIEW QUESTIONS

1. What do you understand by the term, “Conflict”?
2. What are the Causes of Institutional Conflicts and Disputes?
3. What are the Types of Conflicts you know?
4. What are the three Challenges of Conflict Management in Education?
5. What can you do to Manage Conflicts?

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