

MODULE 3 MOTIVATION, COMMUNICATION AND OTHER RELATED ISSUES IN MANAGEMENT OF CHILDHOOD INSTITUTIONS

Unit 1	Motivation
Unit 2	Communication in Childhood Institutions
Unit 3	Establishment of Childhood Institutions and Management
Unit 4	Management Laws in Childhood Institutions

UNIT 1 MOTIVATION

CONTENTS

1.0	Introduction
2.0	Objectives
3.0	How to Study this Unit
4.0	Main Content
4.1	Definition of Motivation and a General Model of Motivation
4.2	Content Approaches to Motivation
4.2.1	Maslow's Need Hierarchy Theory
4.2.2	Herzberg's Two-Factor Theory
4.3	Process Approaches to Motivation
4.4	Implications for Practice: Theory X, Theory Y and Management by Objectives
4.5	Motivation and Work Performance
5.0	Activities
6.0	Conclusion
7.0	Summary
8.0	Tutor-Marked Assignment
9.0	References/Further Reading

1.0 INTRODUCTION

Motivation is at the very heart of the study of and the practice of management. Peretomode (1991) stressed that in spite of its importance, motivation is difficult to define and apply in organisations. Continuing, other renowned scholars like Golembiewski (1973) in Peretomode (1991) states that motivation often receives no precise conceptual designations, and implicit and explicit meanings of the term commonly differ. Motivation is very important and a major concern in organisations.

Motivation may be seen as the perceptions, methods, activities used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees so that they may become satisfied, dedicated and effective task performers. Motivation is an embracing factor in an employee's development to accomplish personal as well as organisational goal (Obi, 1997).

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- define motivation;
- give an overview of a general model of motivation;
- discuss two content theories of motivation;
- explain the implications of theory X and theory Y; and
- discuss the relationship between motivation and work performance.

3.0 HOW TO STUDY THIS UNIT

- Read through carefully to ensure that the set objectives have been achieved by you.
- Carry out all the activities and tutor-marked assignment.

4.0 MAIN CONTENT

4.1 Definition of Motivation and a General Model of Motivation

Motivation defined: there has been difficulty in defining motivation; but at the most general level as J. W. Atkinson notes, motivation refers to a process governing individual choices among different forms of voluntary activities.

According to most definitions, motivation consists of three basic components which activate, direct, and sustain human behaviour. Activating forces are assumed to exist within individuals; they lead people to behave in certain ways. Examples of such internal forces are memory, affective responses, and pleasure-seeking tendencies.

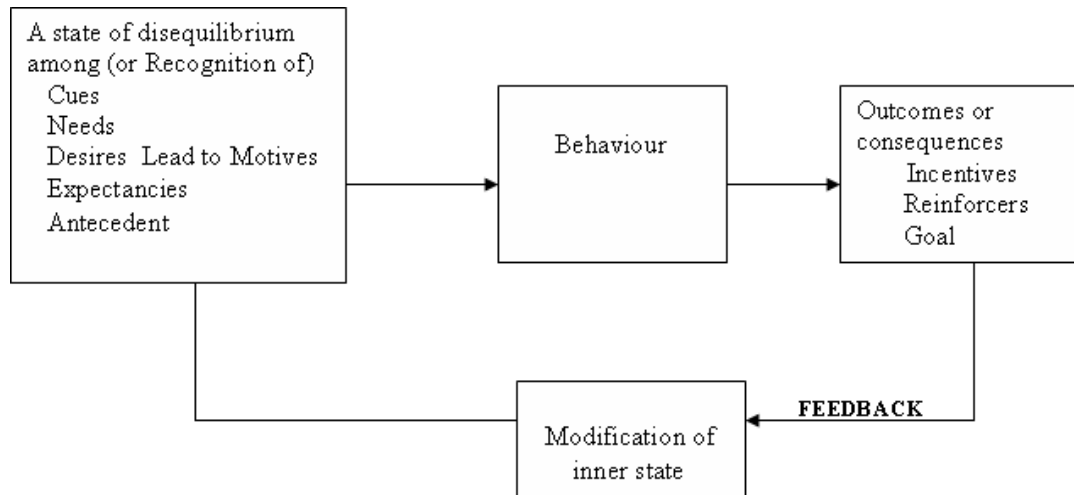
Motivation also directs or channels behaviour that is, it provides a goal orientation. Individual behaviour is directed towards something. In order to maintain and sustain behaviour, the surrounding environment must reinforce the intensity and direction of individual drives or forces. But for purposes, motivation is defined as the complex forces, drives, needs,

tension states, or the mechanisms that start and maintain voluntary activity directed toward the achievement of personal goals.

A General Model of Motivation

An elaboration of the basis of motivation can yield a generalised model like the one presented in the figure below:

Fig. 1: Generalised Model of Human Motivation



Source: Adopted from Hay, W & Mistel C. (1982) Educational Administration, Theory Research & Practice Pg. 138

Cues, needs, desires, motives, expectancies are activators or energisers of behaviour. Deficiencies in what an individual wants or anticipates create a state of equilibrium or tension. The individual then attempts to return to a state of equilibrium by adopting certain behaviours that will lead to a reduction of disequilibrium.

This is the goal orientation component, for the behaviour is intended to produce rewards or goal achievements for the individual. These outcomes then serve as information or feedback that modifies the inner state, that is, decreases or increases the state of disequilibrium. The motivation behaviour sequence can begin anew.

This sequence can be illustrated in a school context. A faculty member is asked by an administrator to be chairperson of an important task force. The request creates a state of disequilibrium for the faculty member. The teacher anticipates more responsibility, authority, and social interaction, but less free time. The individual has a behavioural decision to make. Acceptance means that action must be initiated to organise and produce for the task force. Refusal means that the time can be used for more personal activities.

The outcomes in the first instance include, praise, respect, and goal accomplishment. In the second case, they may include administrator disappointment and less time pressure. The outcomes lead to a modification of the inner state and to a reduction of the disequilibrium. Depending on the teacher's desire, greater or lesser satisfaction develops.

4.2 Content Approaches to Motivation

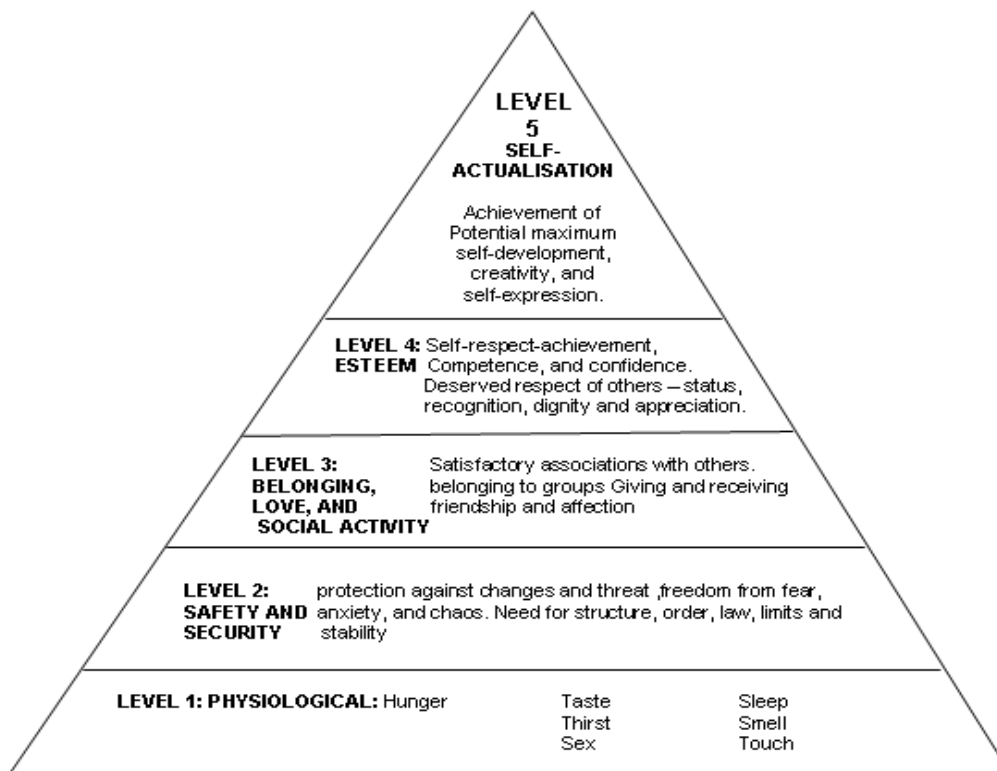
They attempt to specify only what motivates behaviour. In terms of the general model of motivation, content theories either delineate specific needs, motives, expectancies, and antecedents to behaviour, or they relate behaviour to outcomes or consequences.

The so-called need theories are among the most pervasive concepts in the area of work motivation. Indeed, one of the most pervasive concepts in the area of work motivation is that of human needs. We continually hear discussions about certain teachers and administrators who have high needs for achievement, power, self actualisation, or recognition.

4.2.1 Maslow's Need Hierarchy Theory

This has become a key concept in the study of human motivation. There are five basic need levels in the hierarchy. Maslow argues that, it is useless to make a complete list of needs at each level because, depending on how specifically needs is defined, any number can be derived. At the first level of the hierarchy are physiological needs, which consist of the fundamental biological functions of the human organism. Safety and security needs, the second level are derived from the desire for a peaceful, smoothly running, stable environment. On the third level are belonging, love, and social needs which are extremely important in the modern society. Maslow feels that maladjustment stems from frustration of these needs. Esteem need, at the fourth level; reflects the desire to be highly regarded by others. Achievement, competence, status, and recognition satisfy esteem needs.

Finally, Maslow maintains that discontent and restlessness develop unless individuals do what they are best suited to do, that is, unless they meet their need for self-actualisation, which is the fifth level.

Fig. 2: Maslow's Hierarchy of Needs Theory of Human Motivation

Source: Hoy & Miskel

The meaning of self-actualisation is the subject of much discussion. A succinct and simple definition of self-actualisation is that it is the need to be what an individual wants to be, to achieve fulfilment of life goals, and to realise the potential of his or her personality.

Maslow's needs are related to one another and are arranged in a hierarchy of pre-potency. The more pre-potent a need is, the more it precedes other needs in human consciousness and demands to be satisfied. The observation leads to the fundamental postulate of Maslow's theory: higher-level needs become activated as lower-level needs become satisfied. Thus, Maslow points out that a person lives by bread alone – when there is no bread. But when there is plenty of bread, other and higher needs emerge.

The successive emergence of higher needs is limited in that lower level needs are never completely satisfied; moreover, if an individual cannot satisfy needs at a given level for a period of time, those needs again become potent motivators. Conversely, if a lower-order need is left unsatisfied, it re-emerges and dominates behaviour.

Maslow clearly explains that individual differences affect his theory, yet his model frequently is interpreted rigidly. Although he maintains that most people have this hierarchy of basic needs, he allows for several general exceptions, including for instance, people who desire self esteem more than belonging to a group, or those whose level of aspiration is permanently deadened or lowered.

A second misconception about Maslow's theory is that one need must be entirely satisfied before the next need emerges. Maslow asserts that normal individuals are usually only partly satisfied in all their basic needs. Maslow argues that for the majority of people, needs at the first three levels, is regularly satisfied and no longer have much motivational effect; however, satisfaction of esteem and self actualisation needs is rarely complete.

Several additional observations about work in educational organisations can be made using Maslow's theory.

First, although physiological needs are reasonably well met for educators, some students are deprived of even the most basic needs and therefore present a potent motivational problem. Moreover, the needs for safety and security, the second hierarchical level, certainly can become motivating factors for school employees and students, alike. Furthermore, Maslow's theories that broader aspects of the attempts to seek safety and security are seen in the preference many people have for the familiar rather than unfamiliar things, for the known rather than the unknown. In schools, those people who have safety needs may resist change and desire job security, injury compensation plans, and retirement programmes to satisfy those needs.

The need to belong causes an individual to sever relationship with co-workers, peer, superiors, and subordinates. For educators, friendship ties, informal work groups, professional memberships, and school memberships satisfy this need. The need for esteem and status, the fourth hierarchical level, causes an educator to aspire for professional competence. Finally, the need for self-actualisation motivates educators to be the best people they are capable of being. This need is less frequently apparent than others, however, because many individuals are still concerned with lower-level needs.

In Maslow's need hierarchy theory, then, there are two fundamental postulates:

- First, individuals are "wanting" creatures motivated to satisfy certain needs.

- Second, the needs they pursue are universal and are arranged in a hierarchy in which lower-level needs must be largely satisfied before higher-level needs can be felt and pursued.

SELF ASSESSMENT EXERCISE 1

Draw at least two generalised Model of Motivation.

4.2.2 Herzberg’s Two Factors Theory

This is another popular content theory of motivation which has been proposed by Herzberg and his colleagues. The theory, which is variously, termed two-factor, dual-factor, motivator-hygiene, or simply Herzberg’s theory has been widely accepted by administrators. Its basic postulate is that one set of rewards contributes to job dissatisfaction and another separate set to job satisfaction. The two sets shall be presented in a table.

The two-factor theory is based on Herzberg’s findings in his now famous study of industrial employees’ motivation to work. In interviews of 203 accountants and engineers, Herzberg and his associates used a critical incidents procedure, which essentially asked each person interviewed to describe events experienced at work that had resulted in either a marked improvement or a significant reduction in job satisfaction.

Table 1: Graphic Representation of the Two-factor Theory- job Satisfaction Continuum

Dissatisfaction (-)	+ Satisfaction
	Motivators or satisfiers
	Achievement
	Recognition
	Work itself
	Responsibility
	Advancement
Hygiene’s or Dissatisfaction	
← Interpersonal relations-subordinates	
← Interpersonal relations-peers	
← Supervision – technical	
← Policy and administration	
← Working conditions	
← Personal life	
Dissatisfaction (-)	(+ Satisfaction

Analyses of the contents of interview transcripts produce the basic results shown in Table 1.3. The study showed that positive events were dominated by references, achievement, recognition, work itself and

advancement. Negative events were dominated by references to interpersonal relations with superiors and peers, technical supervision, company policy and administration, working conditions, and personal life.

Based on these findings, the researchers posited that the presence of certain factors act to increase an individual's job satisfaction, but the absence of these factors does not necessarily cause job satisfaction. Theoretically, individuals start from a neutral stance in that they possess neither positive nor negative attitudes toward a job. The gratification of certain factors, called motivators, increases job satisfaction beyond the neutral point, but when the motivators are not gratified, only minimal dissatisfaction results. On the other hand, when factors called hygiene's are not gratified, negative attitudes are created, producing job dissatisfaction. Gratification of hygiene leads only to minimal job satisfaction. Consequently, motivators combine to contribute more to job satisfaction than to job dissatisfaction.

In brief, the two factor theory postulates that one set of factors (motivators) produces satisfaction, while another set (hygiene's) produce dissatisfaction. Work satisfaction are not opposite, rather they are separate and distinct dimension of a person's attitudes about work.

Table 2: Percentage of Good and Bad Critical Incidents in the Herzberg Mausner and Snyderman Study Herzberg – Industry Percentage

S/N		Good	Bad
	Motivators (M)		
1	Achievement	41*	7
2	Recognition	33*	18
3	Work itself	26*	14
4	Responsibility	23*	6
5	Advancement	20*	11
	Hygiene (H)		
6	Salary	15	17
7	Possibility of growth	6	8
8	International relations – subordinates	6	3
9	Status	4	4
10	Interpersonal relations – superiors	4	15*
11	Interpersonal relations – peer	3	8*
12	Supervision – technical	3	20*
13	Company (School) policy and administration	3	31*
14	Working conditions	1	11
15	Personal life	1	6*
16	Job security	1	1

* Significantly different from zero at the five per cent level.

Source: Adapted from Hoy & Miskel (1982) *Educational Administration, Theory and Practice*.

4.3 Process Approaches to Motivation

Instead of trying to reformulate a theory with certain weakness, some theorists have taken an entirely different approach to motivation. They are not as concerned as the content theorists with explaining the things that motivate behavioural processes, how behaviour is started, sustained, and stopped.

Process theories first attempt to define the major variables that are necessary to explain choice, effort, and persistence of certain behaviour. Then they attempt to specify how the major variables interact to influence outcomes, such as work effort and job satisfaction. In the study of behaviour in work organisations, expectancy, goal, attribution, and behavioural theories are the major examples of the process approaches.

Three of these are: **expectancy**, **goal**, and **attribution** theories. They are concerned with cognitive processes as the major determinants of behaviour. The fourth major process theory, **behaviourism**, is based on the assumption that the determinants of behaviour are environmental rather than psychological.

Expectancy Theory

During the past fifteen years the prevalence of expectancy theory in the literature clearly indicates that it is central to research on motivation in organisation, originally popularised by Victor Vroom, and modified by others, the approach is also called Valence – Instrumentality – Expectancy (VIE) theory and value theory.

In comparison to other formulations of work motivation, expectancy theory presents a complex view of the individual in the organisation. Furthermore, its clarity is clouded unnecessarily because one concept in the theory (expectancy) carries the same name as the total theory. The basic assumptions, concept, and generalisations of expectancy theory, however, are easily identified and portrayed.

Assumptions

Expectancy theory rests on two fundamental premises:

- First, individuals make decisions about their own behaviour in organisations using their abilities to think, reason, and anticipate future events. Motivation is a conscious process governed by laws. People subjectively evaluate the expected value outcomes or personal payoffs resulting from their actions and then they choose how to behave.
- Second, is unique to expectancy theory, and in fact was posed as a generalisation from social systems theory; individual values and attitudes, for instance, interact with environmental components, such as role expectations and organisational climate, to influence behaviour.

Concepts: Expectancy theory builds on these assumptions with the concepts of valence, instrumentality, and expectancy. As the basic building blocks, each must be defined and discussed.

Valence: Refers to the perceived probability that an incentive with a valence will be forthcoming after a given level of performance or achievement.

Instrumentality: Is high when there is a strong association between industrial performance and being rewarded. If teachers think that high student achievement in their classrooms is likely to result in public recognition of their teaching ability, then instrumentality is high.

Expectancy: Refers to the subjective probability that a given effort will yield a specified performance level. Stated differently, it is the extent to which an individual believes that a given level of activity will result in a specified level of goal accomplishment. Mathematically, the probability can range from zero to one.

In general, motivation to behave in a certain way is greatest when the individual believes that:

- The behaviour will lead to rewards (high instrumentality)
- These outcomes have positive personal values (high valence)
- The ability exists to perform at the desired level (high expectancy)

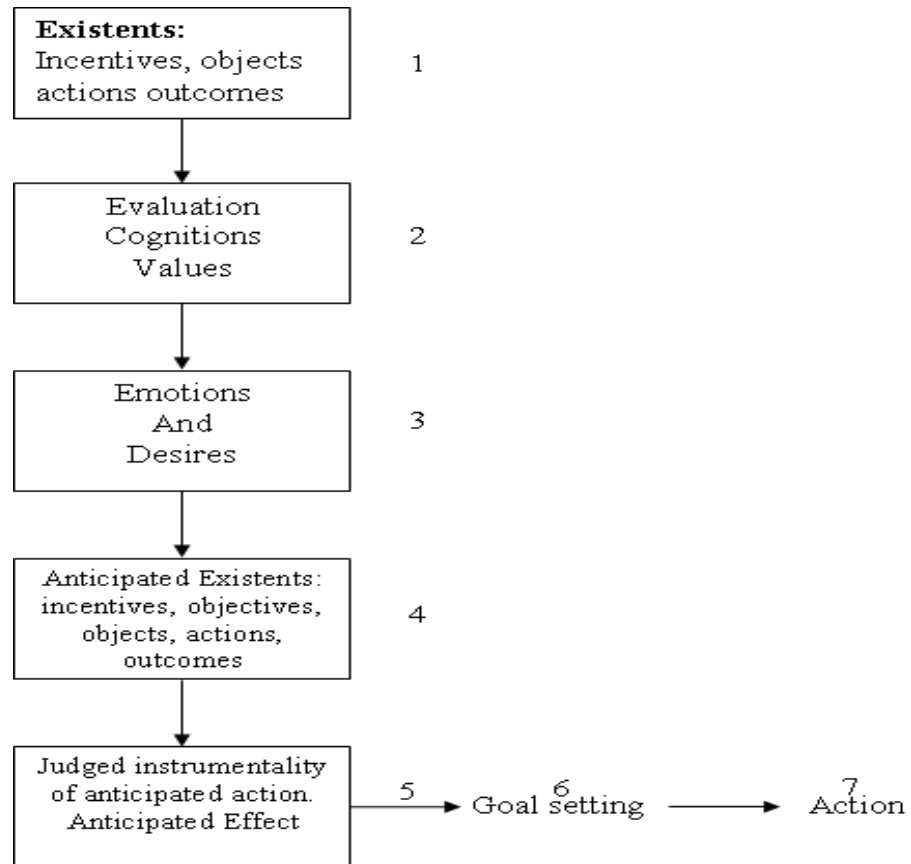
When faced with choices about behaviour, the individual goes through a process of considering questions such as: can I perform at that level, if I work hard? If I perform at that level, what will I receive? How do I feel about these outcomes? The individual then decides to behave in the way that appears to have the best chances of producing positive desired rewards.

Goal Theory

Edwin A. Locke and his associates originally stated goal theory, or the technique of goal setting, in 1968. The theory was elaborated upon two years later, as a cognitive process approach of work motivation. It became increasingly popular during 1970s. Although not fully developed, goal theory appears to be a valuable analytical tool for educational administrators.

Goal theory is applied in several important school practices. For instance, many evaluation systems for teachers and administrators are modifications of a management by objective (MBO) technique. A second example is the widespread of behavioural objectives to guide discussions on instructional procedures and course content. Therefore, understanding the motivational qualities of goal setting is important to educators.

In contrast to expectancy theory, goal is defined simply as what an individual consciously is trying to do. The basic postulate of the theory is that intentions to achieve a goal constitute the primary motivating forces behind work behaviour. Two additional assumptions of the theory are that the specific goals are superior to general goals and the difficult goals, which when accepted, lead to greater effort than easy goals. To explain the cognitive process that determines these relationships, Locke proposed the theory illustrated systematically in the figure below:

Fig. 3: A Schematic Illustration of Goal Theory

Source: Adapted from Hoy & Miskel (1982)

But he cautioned that the model outlines only the major processes that lead to goal setting and task performance.

As shown in the figure 3, seven components describe the goal-setting process:

- the first five serve to actuate behaviour
- and the last two maintain and regulate behaviour.

The goal-setting process begins with the assumption that the individual knows something about the nature and properties of things that exist in the work environment. This knowledge is gained through perception, existence and exercise of reason. Since action or behaviour is required to fulfill personal needs, it becomes necessary to judge elements in the environment (existents) to determine which actions will enhance the individual's well-being. Value judgments are thus the basis for choosing among alternative courses of action. Using a code of values or set of standards, the individual judges which behaviours are good or bad, right

or wrong, or for or against personal interests. This evaluation is made by estimating the relationships between perceptions of the environment and personal value standard. Emotions are those in which an individual experiences value judgment.

Based on the alternative that is selected, the individual anticipates new conditions in the work environment and projects instrumentalities for the anticipated behaviour and satisfaction. As in expectancy theory, instrumentality refers to a probability that an outcome will occur. At this point, the individual is ready to act, with the overall goal in mind he or she can set sub-goals based on a judgment of the probability of achieving the overall goal.

If achievement of the goal is judged highly probable, anticipation is also high.

Locke goes further and notes that most human action is purposive; behaviour is regulated and maintained by goals and intentions. The most fundamental effect of goals on mental or physical actions is to direct thought and overt behaviour to one end rather than another. Since pursuit of some goals requires greater mental concentration and physical effort than others, in the process of directing action, if a teacher decides to develop a new set of lesson plans rather than to use existing guides, this action necessarily requires more effort than using the available material.

Research Based on Goal Theory

Early support for Locke's idea came primarily from a series of well controlled laboratory experiments. Most of these studies used college students, who performed relatively simple tasks for short periods of time. Since the theory originally relied only on evidence from sheltered and contrived situations, the theory's proponents next attempted to answer the following questions.

In particular, the generalisations drawn from goal theory enjoyed substantial support to the findings produced by both laboratory and field research methods.

First, specific performance goals elicit a higher level of performance than goals, such as telling individuals to do their best, or no goals at all.

Second, the more difficult the performance goal, the more effort individuals will make if they accept it. Apparently, this generalisation holds even when the goal is so difficult that virtually no one can achieve it.

Thirdly, subordinate participation in goal-setting activities as opposed to goal setting by the supervisor alone, leads to employee satisfaction, though it may not increase performance.

Available evidence suggests, however, that participation may increase the difficulty of the goals that are set. If this occurs, performance may be higher because of the goal difficulty effect.

Evaluation of Goal Theory

Apparently goals are major source of work motivation. Strong support exists for the basic proportions of goal theory. However, the shortcomings can be pointed out.

Shortcomings of Goal Theory

First and perhaps the greatest deficiency, is the failure of the theory to specify what determines goal acceptance and commitment. The process of how goals are approached need elaboration.

Expectancy theory provides promising direction for enhancing goal theory. For example, goal acceptance will lead to goal attainment. The merger of goal theory and expectancy theory to guide research promises to produce significant results.

A second weakness of the theory concerns the mechanisms that explain how goal acceptance, goal difficulty, and other variables combine to determine effort. Currently, we can predict effort and performance with some success, but we have just begun to understand why goal setting affects employee behaviour.

A third problem with the perspective, particularly in educational settings, is that the theory is better for predicting outcomes for simple jobs with concrete results, but is less effective when tasks are complex. Since administrative and instructional jobs are complex, it is not surprising that goal-setting programmes in educational settings encounter difficulties.

Thus, while goal theory shows promise as an explanation of works motivation and may even enhance other formulations, much remains to be learned about its processes and applications for administration practice. This is particularly true for educational organisations.

Attribution Theory

Frasher and Frasher in Hoy & Miskel (1992) propose that this theory can be applied to educational setting. They argue that the approach deals with motivational issues of importance to administrators; that is attribution processes explain how individuals can manage themselves and their environment to achieve desired goals.

An attribution is a judgment about the cause of behaviour. According to the theory's founder Fritz Helder, behaviour can be accounted for by personal behaviour, one must begin with an observed event. The attribution of what causes a person to behave in a certain manner depends on the observer's perceptions of whether personal or environmental forces exercise greater influence. The observer will then act on the basis of the attribution.

4.4 Implications for Practice: Theory X, Theory Y and Management by Objectives

School administrators are interested in the question of causes; they look naively at the theories presented as offering relatively simple prescriptions. But theories of work motivation lack the precision to provide simple, unequivocal answer. However, the theories offer many suggestions and techniques for improving administrative practice, when used judiciously.

In this vein, administrators should borrow the best ideas from each theory and apply them to their situations. The content theories of Maslow, Alderfer, and Herzberg indicate that the administrator must accurately identify and gauge the most important needs of their staff and use those needs to link job satisfaction with effort or performance. For example, if a need for security has been identified, perhaps the administrator can stress the relationship between high effort and job tenure in communicating with teachers.

Process theories provide implications for practice. Expectancy theory indicates that if an employee's level of motivation is deemed inadequate, expectancy, valence, or instrumentality can be used as a spur to future efforts. Goal theory and behaviourism offer similar ideas to increase performance.

Although all of these are important, the attitudes administrators hold about the professional employee can be equally significant. Douglas McGregor's theory X and theory Y formulations explore the importance of attitudes in managing workers. Management by objectives provides

another practical application of motivation theory to administration. Both deserve further comment here.

Theory X and Theory Y

Douglas McGregor, in developing the now immensely popular theory X and theory Y formulations, clearly presents fundamental alternatives for managing the employee and work.

Theory X – the traditional view of the employee and work – is the belief held by many managers that workers are lazy, they dislike and avoid work, and so administrators must use both the “Carrot and stick” to motivate them. McGregor maintains that managers or administrators hold other less explicit but widespread beliefs like this one. For example, they believe that the average person (educator, student) is by nature indolent, lacks ambition, dislikes responsibility, and prefers to be led.

Moreover, they hold that the individual (educator, student) is inherently self-centred and indifferent to organisational needs unless motivated by personal gain. Managers also tend to believe that people are by nature resistant to change, and ready dupes for crusaders, charlatans, and demagogues.

In contrast, those who hold to theory Y assume that people have a psychological need to work and that they desire achievement and responsibility. Peter Drucker relates Theory Y to Maslow’s and Herzberg’s theories. Table 4 shows details.

Table 4: Interpretations of Theory X and Theory Y

Theory X	Theory Y
People are inherently evil. Instinct drives people. Correction motivates the individual. Competition is a natural state. The individual is most important. Pessimism is pervasive, work is inherently distasteful.	People are inherently good. Humanism drives people. Cooperation motivates the individual. Cooperation is a natural state. The group is most important. Optimism is pervasive. Work is intrinsically rewarding.

Application of Theory X and Y

But how do the models of behaviour described by theory X and theory Y apply to administrative practice? Basically, if you expect better performance, at least to a limited extent, better performance follows.

Because administrators who subscribe to theory X view their appropriate roles as motivating, controlling and modifying behaviour, they commonly use two often counterproductive approaches.

The first is the hard sell, which is characterised by authoritarian and coercive leadership.

The second is the soft sell, in which human relations or democratic and paternalistic patterns dominate administrative practices.

In contrast, school administrators who accept theory Y assumptions view their Job as that of arranging school conditions and methods of operation to facilitate and support student and teacher efforts. Consequently, students and teachers are better able to provide for their own satisfaction as well as to contribute to the school's goals.

An educator might claim that the theory X model of behaviour was developed for industrial situations but is not widely accepted in schools, where education administrators have long recognised the professional status of teachers. However, sign in sheets, checklist evaluations by the level of teachers' skill increases. Such traditional practice must change. With increased professionalism, theory Y may be the preferred leadership strategy for administrators to adopt.

Limitations Theory X and Y

Before adopting theory Y as a panacea, however, administrators would be wise to examine shortcomings. Drucker observes that by itself the model is a guide for neither action nor laissez-faire administration. The reason is that McGregor's theory oversimplifies reality in two ways:

- (i) First, employees are viewed as fitting into the pattern envisioned by theory X or theory Y. A more realistic position is that employee work habits lie along a continuum ranging from X to Y. Individual educators and students may exhibit some of the characteristics postulated by theory X and some by theory Y.
- (ii) Second, theory Y places a great deal of responsibility for achievement on both workers and administrators. The theory fails to recognise individual variations in coping with responsibility.

The overall assumption of McGregor's theory Y that what you expect is what you get is a positive characteristic of the model. Administrators who adopt theory Y should better meet the critical needs of professionals. Though not a refined theory of human nature or motivation, theory Y provides a framework for managing professional employees.

Management by Objectives

In the 1950s, the concept of Management by Objective (MBO) was given prominence by Peter Drucker. Since its early postulation MBO has generated widespread appeal in industrial organisations. It is apparently also becoming an important innovation in many educational organisations. In fact, Ivanveirch concludes that MBO can no longer be considered a fact because of its long widespread use in industrial organisations.

Definition

Since the concept was first formulated, many definitions have been offered. In an educational context, Management by Objectives refers to the process by which administrators or teachers jointly define their common goals in terms of expected outcomes. These measures can be used to assess each member's contribution. An alternate definition is that MBO is a method of associating objectives with specific position in a school and linking these objectives with school distinct plans and goals.

Management by Objectives is carried out in four steps which are summarised in table 5:

Table 5: Four Steps of Management by Objectives

Step 1:	Developing district wide goals
Step 2:	Establishing for each position
Step 3:	Integrating objectives with the goals
Step 4:	Determining measurement and control procedures

The first step involves developing overall educational goals. Although this seems simple, educational goals traditionally, have been stated in highly abstract and socially accepted ways. For use in an MBO programme, they have to be stated in such a way that educators will understand the relationship of the goals to their jobs and thus use them as guides to action.

The second step establishes for job - central office- line and staff positions, building administrators, or teaching positions – what the individual in the position is required to achieve.

In the third step, objectives of different positions are integrated so that every division of the school district is working to accomplish the same overall goals. For example, if the instructional divisions' goal is to raise

the reading level of elementary children, the staff development and purchasing divisions must have similar goals.

In the fourth step, measurement and control procedures are established. Quantitative procedures must be developed to measure tangible results. In education, however, qualitative procedures for evaluating less tangible, but exceedingly important, outcomes should not be neglected.

Writing Objectives

To implement an MBO programme, educators must write good objectives – a difficult task. As an aid, the table below contains suggestions for developing objectives. Two types of criteria are proposed – general and flexible.

General criteria are applicable to all objective statements. For example, objectives should be clearly stated, acceptable to affected parties, realistic, and attainable. They should comprise tasks that are organisation's overall goals.

Flexible criteria ensure the applicability of performance objectives. Good statements of objectives should concentrate on what and when, not on why and how. As such, four types of objectives – innovative, problem solving, administrative, and personal – are proposed to help individuals write different types of objectives according to their situations. Table 6 shows details.

Table 6: Criteria for Developing Objectives

General Criteria	Flexible Criteria
1. Sufficient task	1. Type Innovative Problem-solving Administrative Personal
2. Clarity Easily communicated Simple to understand	2. Time frame Short -range
3. Acceptability Personal Super ordinate	3. Evaluation methods Quantitative Qualitative
4. Realistic Number Time	

5. Related to organisation's goals	
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In some schools or groups, administrators and subordinates may not be concerned with innovation or with a particular problem; they may simply want to ensure that important responsibilities are exercised most effectively. In such a situation, administrative or person – improvement objectives take priority. Similarly, flexibility and diversity are needed in writing short range and long-range objectives.

Finally, evaluation methods should include qualitative measures of tangible outcomes, such as student achievements, as well as qualitative evaluations of less tangible results, such as satisfaction and improvement in self concept. Obviously, implementing an MBO programme requires a commitment of school district resources.

Before making such a commitment, administrators need some understanding of the theoretical foundation of MBO, the research applications of the theory, and the practical problem in implementing it.

Limitations of MBO

Despite some of the advantages of adopting MBO, the technique has a number of limitations, among which are:

- Difficulty of setting realistic and measurable objectives. The operative word in the operation of MBO is objective. In fact, all activities centre on the objective, which is the nucleus of the technique. Some objectives have to be set for every worker; there is the difficulty of setting, for some categories of workers, realistic and measurable objectives.
- There is again the difficulty of obtaining valid measures in order to properly assess extent to which the set objectives are achieved.
- In any organisation, the contributions of several workers join to get the finished product out. In like manner, in the school system, no one teacher produces the final product alone.

4.5 Motivation and Work Performance

Over the years the concept of commitment to work has been the concern of scholars. Adopting a sociological view Backer (1960) in Ndu, Ocho & Okeke(1997), suggests that commitment to any line of activity occurs:

- *When an individual confronted with an opportunity to depart from it discovers that in the course of past activity has willingly*

or not accumulated valuables of a kind that would be lost to him if he makes a change.

Commitment to the organisation has been seen as the nature of relationship, such that a highly committed member of an organisation will demonstrate:

- A strong desire to remain part of the organisation
- Willingness to exert high level of efforts on behalf of the organisation and,
- A definite belief in and acceptance of the values and goals of the organisation.

The level of dedication a worker has on work is a process of reciprocation between the employee and the organisation. The organisation pays him, gives him status and job security, and does not ask him to do things outside his work description. In exchange therefore the employee reciprocates by hard work and a good day's job, avoiding damaging the image of the organisation.

Any organisation that has a programme which will help the workers to achieve their goals will certainly enjoy the workers loyalty, commitment and hard work.

Perhaps that may be why Taylor (1947) believes that it is better to lay down five objectives that can increase the efficiency of the worker in the productive process and at the same time put into consideration the aspirations of the worker. The objectives include:

- A daily large task: this is where every member of the organisation's rank and file should have a clearly defined task assigned to him.
- Standard Conditions: Each worker's task must be a full day's work and each worker should be given such standardised condition and appliances to enable him accomplish his task.
- High Pay for Success: Advocates that high pay will guarantee success. It is here that Taylor demonstrated the importance of incentive towards work performance in organisations.
- He advocated loss on the part of a worker in case of failure to accomplish a task. Here he wanted belief to reflect reality. The third and fourth principles are reinforcement approaches to motivation and management.
- First Class Man: Workers should be systematically selected so that individuals with the best aptitudes and training will be matched with the appropriate job.

5.0 ACTIVITIES

- i. list two theories of motivation
- ii. enumerate Maslow's hierarchy of needs
- iii. list five objectives that can increase the efficiency of a worker

6.0 CONCLUSION

It is impossible to run an organisation effectively without applying the concept of motivation which is the driving force for full job accomplishment. It creates conducive climate for workers in the organisation (School).

7.0 SUMMARY

This unit has introduced you to the concept and general model of motivation. Notably what you have learnt in this unit include:

- Theories of motivation
- Content and process approaches to motivation
- Implications for Theory X and Y and Management by Objective
- Motivation and work performance

8.0 TUTOR-MARKED ASSIGNMENT

- i. Define motivation and draw its general model
- ii. Discuss two content theories of motivation
- iii. Discuss Management by Objectives (MBO) and its limitations.
- iv. Discuss the relationship between motivation and performance.
- v. Discuss theory X and Y and its implication in motivation of workers in organisations

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UNIT 2 COMMUNICATION IN CHILDHOOD INSTITUTIONS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 How to Study this Unit
- 4.0 Word Study
- 5.0 Main Content
 - 5.1 The Concept of Communication
 - 5.2 Theories of Communication
 - 5.2.1 Socio-Psychological Theory
 - 5.2.2 Formal-Informal Organizational Theory of Communication
 - 5.3 Types of Communication
 - 5.4 The Communication Process
 - 5.5 The Importance of Communication
 - 5.6 What Is Information Communication Technology (ICT)?
 - 5.6.1 ICT and Education in Nigeria
 - 5.7 Barriers to Effective Communication
 - 5.7.1 Categorization of Barriers to Effective Communication
 - 5.8 Ways of Improving Effective Communication
- 6.0 Activities
- 7.0 Conclusion
- 8.0 Summary
- 9.0 Tutor-Marked Assignment
- 10.0 References/Further Reading

1.0 INTRODUCTION

The communication process is a vital aspect of human life especially with the advent of information communication technology (ICT) in recent years. As a result communication in formal organisations has received considerable attention (Ozuzu, 2008, Emenike, 1997). There is a general awareness of the critical role of communication in modern organisation today. Man's ability to communicate has helped him build societies and other social groupings which contribute to his survival and to more enjoyable pattern of living.

Suffice it to state that every human organisation, whether formal or informal, exists to achieve a purpose or an objective (Emenike, 2003). For the purpose to be achieved or accomplished, roles to be played must be assigned to the individual members of the organisation. In the process of playing such roles, one form of interaction or the other must exist among members. Hence, whenever two or more people work together,

there is bound to be communication between them; the more effective the communication, the higher the probability of effective joint social action (Ukeje, Okorie and Nwagbara, 1992).

Thus, if two or more individuals clearly understand the roles they are to undertake and have clear expectations as to what each is to do in a particular situation, the probability is greater that they are going to be able to work together more effectively. If there is no such clear understanding, the probability diminishes. Communication is therefore central to all human social behaviour. Human beings cannot interact unless they communicate through shared information, ideas, and emotions. Administrators and teachers earn their living in the school by communication. As Simon (1975:157) puts it “without communication, there can be no organisation”.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- define the concept of communication;
- discuss two theories of communication;
- outline and explain types of communication;
- describe the communication process;
- outline the importance of communication in an organisation;
- discuss information communication technology (ICT);
- outline barriers to effective communication; and
- state ways of improving communication.

3.0 HOW TO STUDY THIS UNIT

- Read carefully through the unit
- Carry out all the activities and tutor-marked assignments

4.0 WORD STUDY

- i. **Etymology:** history of a word
- ii. **Decode:** transform an encoded message into an understandable form (encode is the opposite of decode).
- iii. **Accord:** give somebody/something a particular status or treatment

5.0 MAIN CONTENT

5.1 The Concept of Communication

The concept of communication in formal organisation, such as the school, has received considerable attention by scholars and administrators. General awareness exist as to the relevance of communication in modern organisations and establishments whether the church, military, hospitals, etc. This is so because communication is perceived as the central pivot of human relationship and social behaviours; human beings cannot interact and socialise among themselves without communicating through the sharing of common symbols, ideas and emotions.

Education is one of those organisations whose primary function is the inculcation of knowledge and skills into students and individuals. Realisation of this function is dependent on the effectiveness of communication and its co-ordination in the educational management, which ultimately rely on the transaction, interactions/and socialisation among teachers and students, and between the teachers and principals or key managers of schools.

The word “communication” has its etymological roots in the Latin expression ‘communis’ which infers a commonness of act through participation, sharing, interaction, dialogue or conference (Emenike, 2003). The word communication has been defined as exchange of information and transmission of meaning (Katz and Kalm, 1878 in Okunamiri, 2007). It involves a transmission, transfer or exchange of ideas, feelings, views, messages and issues.

Obi (1997) in Ndu, Ocho, and Okeke (1997:99) defined communication “as a process of meaningful interaction and exchange of information, feelings, ideas, attitudes, wishes and signs among members of a group; it is the basic of interpersonal influences of leadership, human relations and co-ordinations”. Communication means sharing messages, ideas or attitudes that produce a degree of understanding between a sender and a receiver. Put differently, communication is a process in which communicators attempt to convey an image or idea to communicate, in which the communicator is the initiator of the process of imparting ideas or message to another.

Emenike, (2003) examined the various definitions of the concept of communication by different scholars from different perceptions. Rosenblat in Mackay and Fetzer (1980): communication is the purposeful interchange of ideas, opinions, and information, presented personally or impersonally by symbol or signal to pass a message.

Berlo (1960) - communication is the creation of meaning through the use of signals and symbols. It is not a static phenomenon; it is reviewed as a process. Ages (1979) - communication is the act of transmitting ideas and attitude from one person to another. Schram and Robberts (1971) - communication is the sharing of an orientation towards a set of informational signs. Bedeian (1987) - communication is the process of transmitting information and understanding between two or more people.

Chester Barnard (1960) - communication is the means by which people are linked together in an organisation to achieve a common purpose. Katz and Kaln (1978) - communication is the exchange of information and transmission of meaning. Ubeku (1975) - communication takes place when one passes relevant information to the person who needs to know and who is in a position to use it. Lucey (1987) - communication involves the interchange of facts, thoughts, value judgments and opinion and may take many forms whatever the process; good communication results when the sender and the receiver are in accord over the meaning of a particular message. Obi (1995) - communication implies sending and receiving messages, information, ideas, signals, instructions or intentions and it is necessary for linking various organizational activities. From the above definitions, one can deduce that communication is a two way traffic which involves the sender and the receiver until the information is decoded and feedback received.

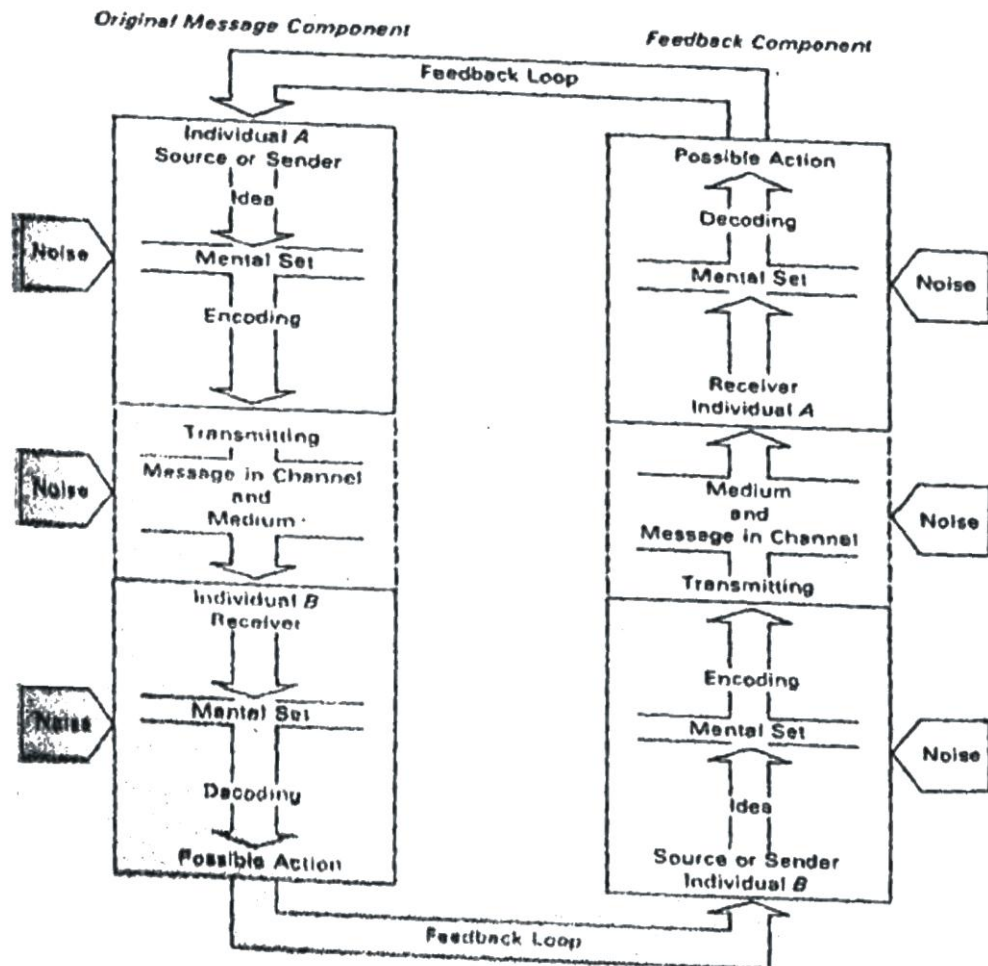
5.2 Theories of Communication

Two frameworks for analysing and understanding communication process are the socio-psychological and formal-informal organisational theories.

5.2.1 Socio-Psychological Theory

Communication plays key important role in schools. The key issue is not whether administrators engage in communication or not, but whether administrators communicate effectively or poorly. Communication itself is unavoidable to any organisation functioning; only effective communication is avoidable as stated by James I. Gibson and colleagues.

This theory states that communication among people is dependent on a combination of personal and environmental factors. Hoy and Miskel (1982) observed that the socio-psychological theory of communication considers the individual's personal and social context, as basic to the communication process. This model is a process conceptualised as communication loop.

Fig1: A Socio-Psychological Model of Two Ways Communication

Source: Hoy and Miskel (1982) P. 294 Educational Administration Theory Research and Practice

At the left of the loop which is the original message component, is individual **A** who sends/ initiates message. This message from the sender (individual **A**) is received by individual **B** (the receiver) who responds or provides feedback.

As soon as individual **B** (receiver) responds to the particular message, the original position of individuals **A** and **B** becomes reversed in which individual **B** becomes the source or initiator of the message while individual **A** becomes the receiver. The exchange in the loop continues a two way communication (Ozuzu, 2008).

Two renowned scholars, Elekwa and Eze (2002) observed that in this model, the sender sends message to the receiver; the receiver receives, interprets and sends his interpretation back to the original sender who now becomes the receiver. They further noted that this cycle continues

as each individual changes his role as sender and receiver until message is clearly understood by the original receiver.

Comments on Socio-psychological Model

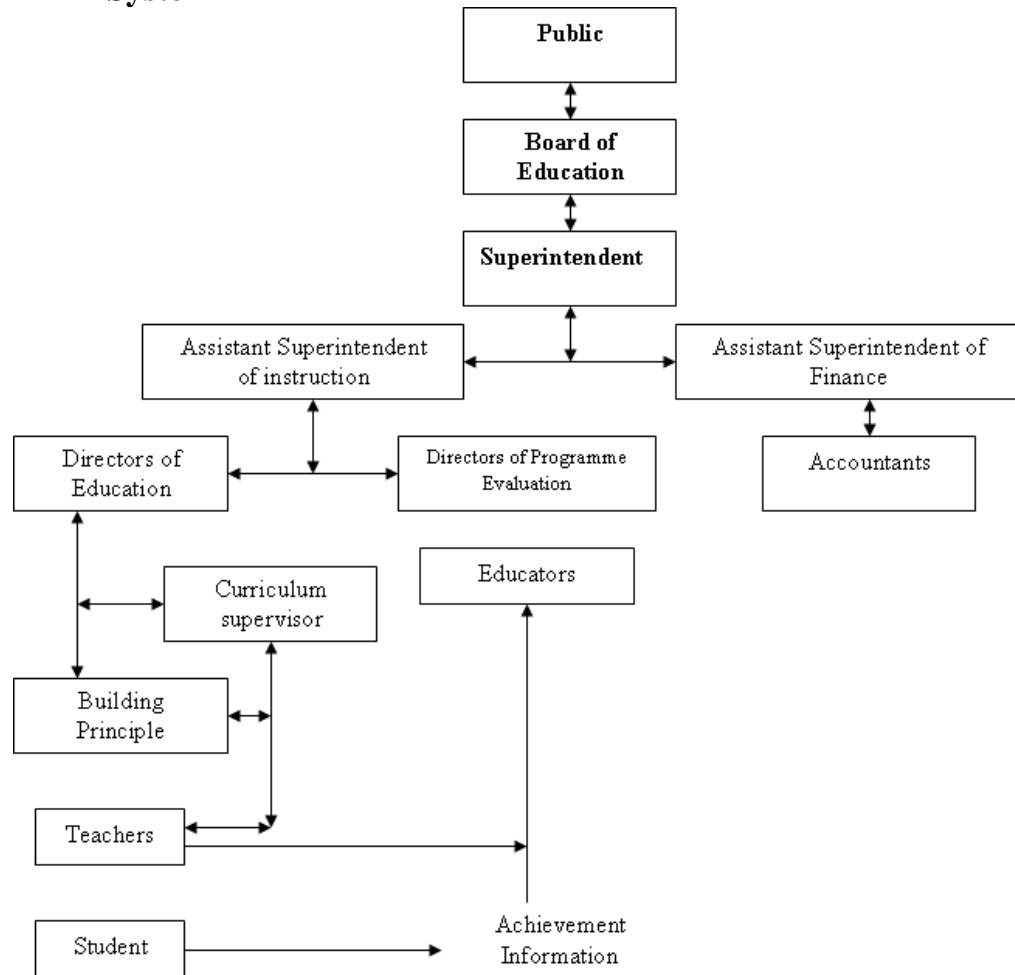
Hoy and Miskel (1982) consider an individual's personal and social context basic to communication which is a means or process of sharing messages, ideas and attitudes that produce understanding between the sender and receiver. With this kind of model, individuals exchange ideas for facts with other people in social interactions. The meaning and understanding of the messages are truly determined by those who interpret them.

5.2.2 Formal-Informal Organisational Theory of Communication

Formal organisation and communication, formal communication channels traverse the organisation through the hierarchy of authority. Hoy and Miskel (1982) maintained that Barnard called these channels "the communication system". Continuing, Barnard stated that several factors must be considered when developing and using the formal communication system.

- The channels of communication must be known.
- The channels must be carried to every member of the organisation.
- The line of communication must be as direct and as short as possible.
- The complete line of communication typically should be used.
- Every communication must be authenticated as being from the correct person occupying the position and within his or her authority to issue the message.

Fig 4: Barnard's Descriptive Statements of Formal Communication System



Source: Hoy and Miskel (1982) P. 294 Educational Administration Theory Research and Practice

The chart indicates that every member reports to someone. The directors report to the assistant superintendent of instruction, who with the assistant superintendent of finance reports to the superintendent. The line of communication from the superintendent to the teachers goes through five hierarchical levels. This is reasonably short and direct for a large school district.

Informal Organisation and Communication

These are messages that pass through the organisational structure of schools but are not shown on the hierarchical chart. They are called informal communications. Here, informal channels, commonly called “grapevines” exist in all organisations regardless of how elaborate the formal communication system happens to be.

There is one fact that is repeatedly observed by researchers and by participants in organisations. This fact is that people who are in groups, cliques, or gangs tend to reach an understanding on things or issues very quickly. They communicate easily and well among themselves. Facts, opinions, attitudes, suspicions, gossips, rumours, and even directives flow freely through the grapevine. Built around social relationships among members, informal channels develop for such simple reasons as common office areas, similar duties, shared departments, and friendships.

Formal and informal communication channels exist in all educational organisations.

5.3 Types of Communication

Type of Communication in educational institutions according to Koontz, O'Donnell and Wehrich (1980), be:

- a. Downward
- b. Upward
- c. Crosswise and
- d. Horizontal

They further noted that informal communication known as grape vine can overlap the system.

Downward Communication

This type normally moves from the head to the subordinates in the form of instruction, order, warnings, direction, etc. Frequent use of this type of communication may lead to charged atmosphere. It may ignore the input which receivers make in the communication process.

Upward Communication

This goes in the form of the subordinates to the superior for example, information from a teacher to the principal concerning his progress.

The major areas which should be communicated from below, that is, upward communications are:

1. Activities of teachers as regards their achievement, progress and future plans.
2. Outline of unresolved work on which teachers may need help.
3. Plausible ideas and suggestions for improvement within the work.
4. How subordinates feel about their job.

This method of communication provides a multi-channel communication networks which will provide for the head, information regarding their followers. According to Hicks (1972), it will increase school effectiveness because of its significant relationship that is positive between the leader and the led.

Horizontal Communication

Horizontal Communication within a school provides for consistency in organisational actions. It implies discussions among peers not only within the organisational units but also among the various working units of the organisation. This is because workers tend to communicate more with peers than with persons above or below their status. A study conducted in a hospital revealed that doctors tend to associate with doctors, nurse with nurses and employees of lower status with personnel in similar status.

This Horizontal Communication does in fact, exist in a school system and it is necessary for problem solving and increases the level of information flow.

5.4 The Communication Process

Communication is clearly a dynamic and vital process. The complex nature of this process must be understood if effective, meaningful communication is to occur. However, it must be noted that the steps in a communication process interact with each other.

An early elementary model of communication process was presented by Aristotle Rose (1946). In the model, there are three ingredients in the communication event:

- a) the speaker
- b) the speech and
- c) the audience

Modern models are more complex but they are similar. The Shannon-weaver model, developed as a model in electrical communication, has been adapted very successfully by behaviour scientists to explain human communication. To them communication undergoes five stages, namely:

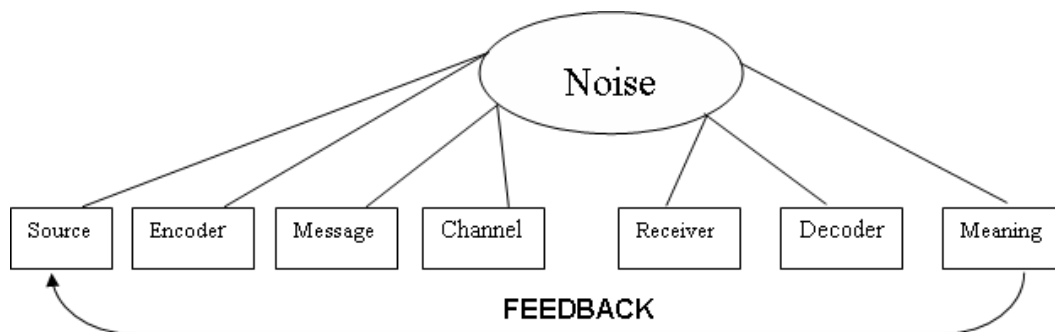
- a. Source
- b. Transmitter
- c. Signal
- d. Receiver
- e. Destination

The source is the speaker, the transmitter is the channel, the signal is the speech and the destination is the listener or the receiver. The numerous models that have been developed vary most in the inclusion of one or two components in terminology or in point of view.

Berlo (1960) has a model which has nine components such as:

1. Source
2. Encoder
3. Message
4. Channel
5. Receiver
6. Decoder
7. Meaning
8. Feedback and
9. Noise.

Fig. 5: Model of Steps in Communication Process



Adapted from Emenike (2003:68)

The Communication Process

Step 1

Ideation: The first step in the communication process is ideation. Here, the sender has information for or needs information from another person. This information may consist of ideas, facts, opinions, etc. As a consequence, a decision is made to communicate a message to the other person, the receiver.

Step 2

Encoding: The next step is encoding. At this point, the sender translates the message to be conveyed into a set of symbols which is believed the intended receiver will understand. To be most effective, the symbols selected must be adequate for the medium used to transmit the message.

If the medium is a written report, for instance, the encoding symbols will likely be words, tables, diagrams and perhaps pictures. If it is a lecture, encoding might involve words, overhead transparencies and written handouts.

Step 3

Transmission: This stage is the actual transmission of the message as encoded. Transmission may take any of these forms:

- a. Written (letter, circular, memorandum)
- b. Oral (Speech, conversation, telephone)
- c. Body movements (gestures, facial expression, posture)

Step 4

Receiving: The person with whom communication is intended receives the messages. If communication is to take place, the intended receiver must perceive the message. If it is oral, the receiver must be listening. If not, the message will be lost.

Step 5

Decoding: The receiver perceives certain words or sees certain actions and interprets them to have a particular meaning. Here the receiver of the message interprets it. Depending on the skills of the sender in encoding and transmitting and the receiving and decoding, the meaning may or may not be that intended.

Step 6

Understanding: Successful communication takes place only when the message transmitted is understood. Without meaningful accord over what is transmitted between the sender and the receiver no successful and effective communication can take place.

Step 7

Feed back: This allows the sender to determine if the intended message has been accurately received because of noise. Noise is a factor which distorts or disturbs a message; it reduces accuracy or fidelity of communication. Noise is the technical term for all forms of barriers which reduce the effectiveness of communication. Noise could be physical, psychological or linguistic.

5.5 Importance of Communication

The success of any enterprise depends, to a large extent, on effective communication. In any undertaking, involving two or more persons, it is essential for co-ordination of individual activities. It is the wire and the glue that hold an organisation together.

Communication is vital in formulating and implementing organisational plans. It is also the principal means of achieving various organisational activities. Decisions-making and budgeting, for instance, are essentially information processing activities.

Communication is essential for effective external contact with communities, voluntary agencies, governments, parents and all others interested in education. Since schools cannot exist without the support of these groups, appropriate external communication is of utmost importance.

Communication that is not effective has been shown to be a source of administration failure, Obi (1971). An understanding of communication process and different barriers to effective communication can lead to improved organisational performance. It is the means of bringing people together in an organisation, such as schools, to achieve the purpose for which such organisations are established. Group activity is impossible without communication because co-ordination and change cannot be affected.

It is through communication that any organisation becomes an open system interacting with its environment and it is essential for the informal functioning of the school organisation because it integrates the school administrator's functions. Specifically communication is needed to:

- a. Establish and disseminate information on the school
- b. Develop plans for their achievement
- c. Organise human and other resources in the most effective and efficient way.
- d. Select, develop and appraise members of the school.
- e. Lead, direct, motivate and create a climate in which people learn to contribute.
- f. Evaluate and control performance.

5.6 Information Communication Technology (ICT)

Information technology (IT) refers to the use of computer, telecommunication equipment and other technologies associated with

automation (Sobade, 2006). On the other hand, information and communication technology (ICT) is the interaction of telecommunication with information technology (IT) (Abifarin, 2006). The most important component of information technology is the computer.

A computer can be defined as an automatic electronic device, which is capable of receiving data or information, processing the information and giving output. It is also capable of storing the information (Avenue, 2006).

The components of a computer are basically divided into two major groups:

- Hardware
- Software

A computer has the following characteristics:

- i A computer is electronic in nature
- ii It has the ability to receive information or data, process the information and give an output.
- iii. It can store information or data and present it when needed.
- iv. It operates on a high speed with accuracy and consistency.

Furthermore, Landon (1997) describes information and telecommunication technology (ICT) as an electronic based technology generally utilised to collect, store, process and package information as well as provide access to knowledge. It is a form of technology which embraces various technologies and their applications such as the rise of computer, micro-electronic means, usually over a distance. Continuing, Ozoji (2005) asserts that ICT is the handling and processing of information for use by means of electronic and communication gadgets such as computers, cameras, telephones etc. While Imogie (1998) sees ICT as a complex integrated organisation of man, machine, ideas, procedures and management. It also includes processes, systems, management and control mechanism both human and non-human. Abifarin (2006) describes information and communication technology (ICT) as a process of transferring news, reports, intelligence and skills to recipients through technological and electronic devices, usually over a distance. It is a modern communication device, which has made distance irrelevant in line of communication. This is because, whatever the distance, ICT makes communication possible within few minutes. It is the latest communication device, which is widely used for commerce, politics, religion, education, entertainment, securities, communication,

health, shelter, and so on. It is a device that has turned the world into a global village.

Key Terms

Information, Communication, Technology, Hardware, Software

Information: Is defined by Advanced Learners Dictionary of Current English as news or knowledge given. But in technical terms information is said to be data that has been processed into a form that is meaningful to the recipient and is for real or perceived value in the content or prospective decisions. Information constitutes facts which if made available, can help an individual or group to make better national decisions and deal successfully with existential problems and issues (Okeke, 2006). Information is a chain of events in which the significant is a message. The process also involves the production, transmission and reception of message.

Communication: It is a source and extension of imagination in forms that can be learned and shared. It is the production, perception and understanding of messages that bear man's notion of what is important, what is right and what is related to something else. Njoku (2006) sees communication as the process of sending and receiving information. Therefore Okeke (2006) is of the view that information and communication go hand in hand.

Technology: Information and communication is empowered by technology. Technology is defined by the Nigerian national policy for information technology (2001, p.IX) as:

- *computer ancillary equipment, software and firmware (hardware) and similar procedures, services including support services and related resources. Any equipment, interconnected system or subsystem of equipment that is used in the automatic acquisition, storage, manipulation, management, movement, transmission or reception of data or information.*

Information Communication Technology embraces the use of;

- (a) Computer
- (b) Internet
- (c) Electronic mail (e-mail),
- (d) Satellite,
- (e) Telecommunication
- (f) Global system of mobile (GSM)
- (g) Global packet radio service (GPRS)

- (h) Worldwide website (www) and the rest (Knoll, 1995 in Obi, 2003).

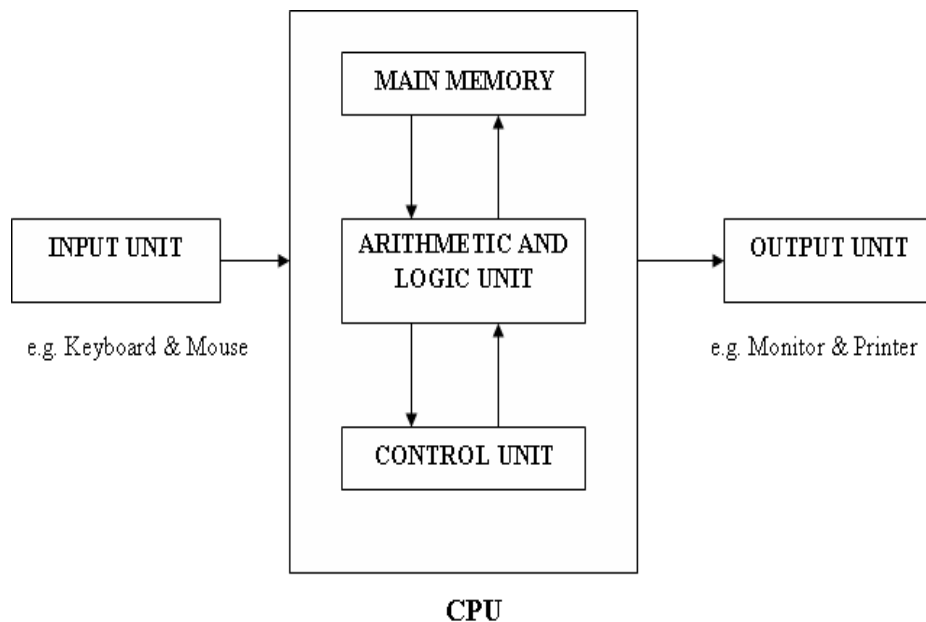
A combination of all these are applied to education for effective teaching and learning in schools.

Hardware: These are the physical components of the computer which we can see and touch. Examples are the central processing unit (CPU), the monitor (VDU), keyboard and mouse, printer, the magnetic tape, the magnetic diskette, the light pin, the punched card, the magnetic drum, the touch screen, the hard disk and the graphic printer.

Generally the hardware of a computer could be grouped into three main functional units:

- The input devices
- Central processing unit (CPU)
- The output devices.

Fig 6: The Block Diagram of the Hardware of a Computer



Source: Adapted from Anene (2006) *Computer Appreciation and Practice*

Software: These are the programs or sequence of instructions needed to be performed to accomplish a task.

SELF ASSESSMENT EXERCISE 9

Visit any ICT laboratory or cyber café around you and study the hardware and software components of the computer.

5.6.1 ICT and Education in Nigeria

As the world changes, information and knowledge change and increase rapidly, consequently, teaching and learning processes and strategies also have to change (Agabi Uche, 2006). Thus, nations around the world are focusing on strategies to increase access to and improve the quality of education in today's global information – based economy. The effective use of ICT can improve the quality of education, expand learning opportunities and make education more accessible.

Continuing, Agabi and Uche maintain that in recognition of this, Nigerian educational reforms have stressed the use of computer technology in schools. This was arrived at during the national council on education meeting in 1987/ the national council on education 1988. Other strategic policies include the Nigerian national policy on the adoption of ICT in institutions of learning (March, 2001) for effective teaching and learning process and sustainable development. School Net Nigeria was launched in September, 2001 with the support of the Ministry of Education, Ministry of Telecommunications, the Ministry of Science and Technology and the Education Trust Fund. School Net Nigeria creates learning communities of educators and learners who use information and communication technology (ICT) to enhance education with and beyond Nigeria, to contribute to the transformation of the education system in Nigeria into one which participates in and benefits from the knowledge society.

Nigeria is witnessing a tremendous growth in the number of colleges and universities as well as student enrolment in higher institutions. Faculties are instructed to integrate ICT into their institutional activities and considerably improve on ICT application. Both public and private universities and other higher institutions are encouraged to adopt ICT in their activities.

SELF ASSESSMENT EXERCISE 10

Is ICT relevant in the development of education Nigeria?

5.7 Barriers to Effective Communication

Poor communication in an organisation may be caused by a variety of factors. It is probably no surprise that administrators frequently cite communication breakdown as one of their most important problems.

Communication problems are often seen as symptoms of more deeply rooted problems.

Discussion of all the possible barriers to effective communication is beyond the scope of this write-up. However, only those communication barriers common to most organisations will be discussed. They are, according to Bedeian (1987), grouped into four categories:

1. Interpersonal Factors
2. Intrapersonal Factors
3. Technological Factors
4. Structural Factors

Table 1: Categorisation of Barriers to Effective Communication

Interpersonal factors	Intrapersonal factors	Technological factors	Structural factors
Climate, Trust -Credibility Sender Receiver Similarity	Selective Perception Individual in Communication Skills	Language and meaning Non-verbal Cues Media Effectiveness Information Overload	Status Serial Transmission Group size Spatial Constraint

1. Interpersonal Factors

Climate

When the relationship between the head and the subordinates is not cordial, it affects the way each treats the other and how this reciprocal behaviour is interpreted. As they interact, the feelings each has for the other can either limit or encourage the content and frequency of their communications as well as models in which each of them attempt to communicate with each other.

Trust

The communication process is a give-take relationship between the sender and the receiver. Information transmitted should have reciprocal effect on both parties and must be based on trust. Distrust and suspicion between a head and the subordinates can only serve to increase defensiveness, decrease the frequency of open expression and subsequently decrease the likelihood of effective communication

Credibility

According to Whitehead (1968), source credibility is composed of four distinct elements.

- Honesty
- Competence
- Enthusiasm, and
- Objectivity

These characteristics are attributed to the sender by the receiver. Source credibility is receiver determined.

Researchers like Falicione (1973) and O'Reilly (1978) have related credibility in communication to individual and group behaviour. At the individual's level, the sub-ordinate's belief in a supervisor's credibility is often a key factor in that employee's satisfaction with his or her boss. At the group level, high credible work units or departments have been shown to experience greater communication openness, information accuracy are higher within group interaction rates than to other units.

Sender – Receiver Similarity

The accuracy of communication between two persons is also related to the extent that they perceive themselves to be similar in terms of characteristics such as age, sex, intelligence, socio-economic status, common attitude, interests, values and abilities. Such factors influence the ease and openness of their communications. Communicators who perceive themselves as being similar in some respect are generally more willing to accept the viewed points of one another and to express common agreement unlike dissimilar perceptions.

2. Intrapersonal Factors

Selective Perception

The way in which people perceive an object or an event involves not only the way they see it but also the way in which their thoughts about it are converted into meaningful communication.

Leavitt (1978) says research findings suggest that people seek out favourable messages and ignore unpleasant ones. People have a tendency to see or hear. They reject or emotionally prepare to see or hear. They reject or inaccurately perceive information that is inconsistent with their previously established expectations.

Individual Differences in Communication Skills

Some people are incapable of expressing themselves orally but able to write clear and concise messages. Some are effective speakers but poor listeners. Many read slowly or fast and find it difficult to understand what they have read. Such difficulties are potential barriers to effective communication.

3. Technological Factors

Language and Meaning

The extent to which communication assigns similar meanings to the same words affects the accuracy of communication. The meaning a person attaches to a message is uniquely determined by social background, individual needs, experiences etc. For this reason, the words used in a message rarely have exactly the same meaning to a sender as they do to a receiver. This affects comprehension. Unless there is uniformity in meaning over words, effective communication cannot take place. The use of common language implies a certain degree of agreement in the meaning of the words used.

Non-Verbal Cues

Spoken words are usually accompanied by a variety of meaningful non-verbal cues such as physical posture, head orientation, gestures, facial expressions, body movement and visual behaviour. They are silent messages that assist in the accurate transfer of meaning. For example, facial expressions may show surprise, joy, fear, sadness or anger.

In face-to-face communication, only 7% of the content of typical message is transmitted by words. The remaining ninety-three is transmitted by one of voice (38%) and facial expression (55%), Meczhrabian (1971). Verbal and non-verbal cues interrelate to create a total message. In most cases, they carry the same meaning. They repeat, complement or accent one another. In some cases however, non-verbal stimuli may contradict and even negate the intended meaning of a verbal message.

5.8 Ways of Improving Effective Communication

The American management association (AMA) as reported in the Harvard business review (1952) believed that any pattern or system of communication can be effective if well managed (Emenike, 2003). It therefore recommends ten rudiments that can improve communication environment and increase understanding between the sender and the receiver in the communication process. They are:

- i. clarify ideas before communicating
- ii. examine the purpose of communication
- iii. understand the physical and human environment
- iv. consult to obtain others view in planning communication
- v. consider the content and overtone of the message
- vi. communicate something that helps or is valued by the receiver
- vii. seek for or demand follow-up
- viii. communicate messages that are of short run and long run importance
- ix. mass (group) actions congruent with communication.
- x. be a good listener.

Still in search of the best way or ways to enhance school effectiveness through the communication process, Leavitt (1958) in Emenike (2003) found that two – way communication is often better and more satisfactory than one- way type because of the greater opportunity for clarification and the assurance receivers have in participating in the process. On the other hands, a school administrator and others within the school system, who from time to time initiate communications for purpose of attaining educational objectives and goals, can communicate effectively using the following principles outlined by peretomode, (1991):

- Use clean and concise words.
- Select proper channels to convey messages, that is, use the channel that is most appropriate for the situation.
- Encourage feedback.

- Use multiple channel(s) of communication that will work most effectively with those you want to communicate (personal discussion, memo etc.).
- Use face to face communication whenever necessary.
- Use repetition if the message is complicated or necessary.
- Follow up important verbal discussions with a note.
- Be sensitive to educational or official status.
- Carefully cross-check by reading through letters or mails that are ready for dispatch.
- Establish proper communication climate by establishing mutual trust between you (the sender) and the receivers (students, parents, teachers etc.) and also maintain credibility.
- Regulate information flow and use the informal communication channels (use the grapevine).
- Time messages properly.
- Develop effective communication skills, including listening skills.
- Remove inter-group hostility.
- Be mindful, while you communicate of the overtones as well as the basic content of your message.
- Take the opportunity to convey something of help or value to the receiver(s).
- Be sure your actions support your communication.

Table 2: Seven Commandments (7C/S) to Achieve Effective Communications according to Cultip and Centre (1971; 260-261)

1. Credibility	The receiver must have confidence in the sender, and must have high regard for the sources competence on the subject.
2. Context	A communication's programme must square with the realities of its environment. The context must provide for participation and playback.
3. Content	The message must have meaning for the receiver and must be compatible with his value system. It must have relevance for him and determines the audience, since in general people select those items of information which promise them the greatest rewards.
4. Clarity	This must be put in simple terms. Words must mean the same thing to the receiver as they do to the sender.
5. Continuity and	Communication is an unending process. It requires repetition to achieve penetration. The

	Consistency	story must be consistent.
6.	Channels	Established channels of communication should be used. Channels that the receiver receives and at the same time respects. Creating new ones is difficult.
7.	Capability of Audience	Communication must take into account the capacity of the audience; communications are most effective when they require the least effort on the part of the recipient, which include factors like availability, reading ability and the receiver's knowledge.

6.0 ACTIVITIES

1. What is communication?
2. List two theories of communication
3. List three ways of improving effective's communication.

7.0 CONCLUSION

It is impossible to manage school without effective communication; therefore communication is imperative in educational institutions. ICT which has turned the world into a global village should be adopted to manage high enrolment figure in institutions of higher learning.

8.0 SUMMARY

This unit has introduced you to the imperativeness of communication in educational management. Notable among what you learnt in this unit are:

- The concept of communication.
- Theories of communication
- Types of communication.
- The communication process
- The importance of communication process
- Information communication technology (ICT) and its relevance to education in Nigeria.
- Barriers to effective communication as well as categorisation of these barriers.
- Ways of improving effective communication.

9.0 TUTOR-MARKED ASSIGNMENT

- i. Discuss the concept of communication
- ii. Mention and explain two theories of communication
- iii. Outline types of communication
- iv. Outline the communication process
- v. Is communication important? Discuss
- vi. Discuss information communication technology (ICT) and its role in education in Nigeria
- vii. Enumerate five ways of improving effective communication and categorise them
- viii. Outline five of these barriers with solutions.

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UNIT 3 ESTABLISHMENT OF CHILDHOOD INSTITUTIONS AND MANAGEMENT

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 How to Study this unit
- 4.0 Main Content
 - 4.1 Establishment of Childhood Institutions
 - 4.2 Establishment of the Early Childhood Commission
 - 4.2.1 Functions of the Commission
 - 4.3 The Fundamental Laws Guiding the Establishment of Childhood Institutions and the Beginning of Child Study
 - 4.4 Government Roles in the Effective Management of Childhood Institutions
 - 4.5 The Involvement of Civil Society in Childhood Institutions (NGOs, Private Individuals)
- 5.0 Activities
- 6.0 Conclusion
- 7.0 Summary
- 8.0 Tutor-Marked Assignment
- 9.0 References/Further Reading

1.0 INTRODUCTION

Before the coming of the colonial masters, education in Nigeria was fully informal. Thereafter, management of education was under the exclusive control of traditional and religious institutions, and Christian Missionaries before independence was granted to Nigeria. The colonial government was in control of quality and maintenance of standard at the initial stage.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- explain the establishment of childhood institutions;
- state the roles of government in the effective management of childhood institutions;
- list the NGO's that are involved in the management of childhood institutions;
- explain the establishment of the early childhood commission; and
- state the functions of the commission.

3.0 HOW TO STUDY THIS UNIT

- Read through carefully.
- Carry out all exercise given in the unit

4.0 MAIN CONTENT

4.1 Establishment of Childhood Institutions

Before independence was granted to Nigeria, management of education was under the Christian missionaries and the British colonial government. Education during the colonial period was mainly concerned with reading, writing and simple arithmetics. To accomplish the goals, both primary and secondary schools, were built, managed and controlled by the missions, with colonial government in control of quality and maintenance of standards. Even at the threshold of independence, schools were still under the management of Christian missionary, government and private proprietors.

The Nigerian civil war disrupted the management of education and the growth of educational system became a bit stunted. The end of the civil war ushered in a new era in Nigeria's educational development. It is pertinent to note that the civil war ushered in the fundamental changes in the system. It marked the genesis of Federal government's intervention in the Nigerian education system through federalisation.

Federal centralisation of education entailed the various state governments' take-over of the management of schools, the introduction of universal primary education in Nigeria and the universities been brought under federal government control. The federal government became involved in the management of secondary education through the establishment of federal government colleges. It participated actively in financing and managing of university education through the revitalisation of National Universities Commission (NUC) as a statutory body.

State Governments Take Over of Schools

The various state governments took over the control of schools in order to participate effectively in its management. Before 1970 the voluntary agencies were strictly in control of ninety percent of schools. However the primary and secondary schools were sustained financially by the government. The Western State Edict No 21 was promulgated. Later in 1970, the East Central State took over the management of education and Rivers and Mid-Western States enacted their own edicts in 1971 and 1973 respectively. South Eastern State was the last of three eastern states to take over the management and control of schools under their

jurisdiction. It must be noted that these edicts, especially Edict No 2 of 1970 marked a significant shift in educational management in Nigeria. According to the East Central State public education Edict No 2 of 1970, the reasons for take-over were:

- i. War destruction of schools was immense and government was anxious to make schools function in the shortest time possible.
- ii. Also, to secure central and integrated system in order to quarantine uniform standards and fair distribution of educational facilities and thereby reduce costs.
- iii. Provide stability; satisfy people's basic education and national needs, combat sectionalism, religious conflict and disloyalty to the cause of a united Nigeria through management of finance by accredited representatives of the people. Produce political good citizens through education.

The Federal Government became involved in the management of education in order to accomplish the objectives and goals already existing in the second national development plans. It becomes imperative to examine the functions of the school boards; the agency utilised by the state governments to manage and control schools. The management of primary and secondary schools is the responsibility of the state management board.

The state school management board is under the tutelage of the commissioner for education, who is also a member of the executive council and at the same time the chairman of the board.

The Federal Government is involved in secondary education management through the establishment of federal government colleges. From 1973, the Federal Military Government established twenty new federal government colleges which were established in each of the states, including Abuja, the federal capital territory.

In addition to the federal government colleges, colleges of arts and sciences were established. Furthermore, the federal government was involved in management of tertiary institutions through the establishment of federal polytechnics at Idah, Bida, Akure, Bauchi, Yola and Ilaro.

Government's Roles in the Effective Management of Childhood Institutions

Introduction of Universal Primary Education

In 1976, the federal military government established the universal primary education (UPE). It was the first time the universal primary education was launched throughout the entire nation.

The governments of Western and Eastern Regions launched and implemented UPE in 1955 and 1957 respectively. In the Western Region, the UPE was successful, while it achieved partial success in the East. The introduction of universal primary education was another step that concretised the take-over of the management of schools and removed entirely, voluntary agency control. Also the period marked the centralisation of primary education management. The UPE gave uniformity to primary education in the country. Similar curriculum, institutional materials, education policies and mode of administration were adopted in the entire nation. The 1976 UPE was an attempt to utilise education as tool to equalise educational opportunities between northern and southern Nigeria. The UPE was an instrument that would have redressed the education imbalance between the southern and northern Nigeria from the base of the pyramid.

To consolidate its grip on primary education at that time, the Federal military government assumed responsibility for the management of the teacher training colleges. Another important aspect is to examine the modalities adopted by the Federal Government to manage the primary school effectively in contemporary period.

State Primary Education Board

In the attempt to improve the quality of primary education, enhance the funding, and achieve uniformity in the development of primary education, the Federal Government established the national primary education commission (NPEC) with the enactment of decree No.31 of 1988. The commission was responsible for the management of primary schools.

In 1991, the Federal Military Government through Decree No 2 of 1991 transferred the management of primary schools to the local government councils. The local government education authority (LGEA) became autonomous under the management of Local Government Chairmen and the national primary education commission (NPEC) ceased to exist. However, to salvage primary education the Federal Government re-established the national primary education commission (NPEC). The

commission, revitalised by Decree 96 of 1993 performs the function of prescribing the minimum standards for primary education and advising the Federal Government on the funding of primary education in Nigeria.

To accomplish these goals and functions, NPEC established a state primary education board in each state of the federation. The functions of the board according to Decree 96 of 1993 were:

- a) Management of primary schools in the state
- b) Recruitment, appointment, promotion and discipline of teaching and non-teaching staff.
- c) Posting and deployment of staff, including inter-state transfer.
- d) Disbursement of funds provided to it from both federal and state sources.
- e) Setting up an effective functional supervisory unit.
- f) Retirement and re-absorption of teachers.
- g) Undertaking new capital projects.
- h) Responsibility for the approval, training and retraining of teaching and non-teaching staff.
- i) Assessment and funding of salaries and allowances of teaching and non-teaching staff based on the scheme of service drawn by the government.
- j) Compiling the annual accounts that are rendered by heads of school and teachers appointed to serve under them;
- k) Preparing testimonials and certificates of service for teaching and non-teaching staff whenever necessary.
- l) Ensuring annual auditing of accounts, and
- m) Performing such other functions as may be assigned to the board by the Commissioner for Education.

The membership of the board consisted of the chairman, two members appointed by the Governor on the advice of the Commissioner for Education, one ex-officio member to represent the Ministry of Education in the State and three ex-officio members to represent the local governments on rotational basis. It also included one representative each from the parents/teachers association in the state; the state wing of Nigeria union of teachers (NUT); the state women group and the Federal Ministry of Education inspectorate division.

4.2 Establishment of the Early Childhood Commission

The Early Childhood Commission was established in recognition of the need for a long term vision and plan for comprehensive and an integrated delivery of early childhood programmes and services to facilitate the appropriate development of the young child. The purpose of the integrated approach to early childhood development is to establish complementariness between ministries and agencies contributing to the

development process of the child. In addition to facilitating optimal development, the integrated approach maximises the use of limited resources by reducing duplication and fragmentation resulting in a more cohesive delivery of services. The Commission had its agencies in the Early Childhood Integration Movement.

Functions of the Commission

- Advise the cabinet (through the Minister of Education) on the policy matters relating to early childhood development goals.
- Assist in the preparation of plans and programmes concerning early childhood development.
- Monitor and evaluate the implementation of the plan in respect of early childhood development and make recommendations to the Government through the Ministry of Education as it deems fit.
- Act as co-ordinating agency to ensure effective streaming of all activities relating to early childhood development.
- Convene consultations with relevant stakeholders as appropriate.
- Analyse resource needs and submit recommendations for budgetary allocation for early childhood development.
- Identify alternative financing through negotiation with donor agencies and liaise with such agencies to ensure effective and efficient use of donor funds.
- Provide standards and licensing regulations for all early childhood institutions, with overall improved service delivery as the goal.

4.2.2 History of the Early Childhood Integration Movement

The first recommendation for integration was presented by stakeholders at the United Nations International Children's Fund (UNICEF) country programme pre-strategy meeting on February 16, 1995 where a resolution was passed to establish the Integration Task Force. This task force was established with the support of the Minister of State in the Ministry of Health and the Minister of Education, Youth and Culture and its first meeting was held on June 22, 1995. The primary objective of the task force was to develop an integration model and a design for a pilot project. The model was presented to the Ministry of Education, Youth and Culture, the Ministry of Health and the Planning Institute of Jamaica. Subsequent to this, the Ministry of Education, Youth and Culture authorised the establishment of an integration advisory committee (IAC) followed by the appointment of a national integration project co-ordinator to implement the model. The official integration policy was announced in 1997 and the implementation of the integration model commenced under the direction of the national co-ordinator. In

support of the committee's effort to implement the Integration policy, a strategic review of the Early Childhood Education sector was commissioned in March 2000 by the Planning Institute of Jamaica (PIOJ), the chair of the integration advisory committee.

The conceptualisation for the establishment of an early childhood commission came out of the deliberations of the IAC and recommendations from the Minister of Education, Youth and Culture for an early childhood council. A strategic review for PIOJ by Kaiser Permanente Medical Group (KPMG) supported this concept, recommending the establishment of a commission and an institutional design. The report of the strategic review was adopted by the Government of Jamaica's (GOJ) human resource council in December 2002, and approved by cabinet in January 2003. The commission will be a body corporate, governed by a board of commissioners consisting of at least sixteen and no more than twenty members. The operational arm of the commission will be managed by an Executive Director with a support staff of approximately twelve individuals at full complement.

The aim of the commission as part of this initiative is to forge alliances for improving the quality of early childhood development. The proposed early childhood Act, companion legislation to the Early Childhood Commission Act will prescribe the regulatory powers of the Commission and set standards to which early childhood institutions will be required to conform.

4.3 The Fundamental Laws Guiding the Establishment of Childhood Institutions and the Beginning of Child Study

Racialisation in Early Childhood: A Critical Analysis of Discourses in Policies

A large portion of the early childhood literature in the area of cultural, racial, and linguistic diversity addresses the practices of institutions for young children, immigrant/refugee parents' understandings of their situation, and provides recommendations for more inclusive practices. This body of literature has proved very useful in more inclusive practice; in bringing issues related to young children and families from racialised minorities to the forefront of discussion in early childhood.

What has not been widely discussed (and problematic) are the assumptions made in policies that guided early childhood services. Most of the existing critical policy analyses that have been conducted in the field do not directly address racialised discourses. There are, however, important exceptions that focus primarily on welfare reforms.

Before proceeding, two notes are necessary in order to situate the ideas we are about to discuss.

First, the aim of this article is to interrogate the policies that guided early childhood services in the province. As Popketwhz and Lindlad (2000) in the free library law/Government/Politics (2006) explain, most policy research that deals with issues of inclusion/exclusion tend to accept the definitions and norms created by policies. The research situates itself within the same framework as its objects of study and its results become nothing more than recapitulation of given systems reference in state policy rather than a knowledge produced through critical analysis.

Let's look into the larger politics in which early childhood policies are constructed and acted upon. The imagined positive disposition toward multiculturalism is reflected in the multiculturalism Act (1988) (Canadian Heritage – Parimoine Canadian, 2004) that states:

It is hereby declared to the policy of the Government of Canada to;

- a) Recognise and promote the understanding that multiculturalism reflects the cultural and racial diversity of Canadian society and acknowledges the freedom of all members of Canadian society to preserve, enhance and share their cultural heritage.
- b) Recognise and promote the understanding that multiculturalism is a fundamental characteristics of the Canadian heritage identity and that it provides an invaluable resource in the shaping of Canada's future.

British Columbia's (BC) multiculturalism Act also reflects much of this imagined positive disposition towards multiculturalism that is seen in Canada's Multiculturalism Act. The stated purpose of the BC Multiculturalism Act is;

- a) To recognise that the diversity of British Columbia as regards to race, cultural heritage, religion, ethnicity, ancestry and place of origin is a fundamental characteristics of the society of British Columbia that enriches the lives of all British Columbians.
- b) To encourage respect for the multicultural heritage of British Columbia.
- c) To promote racial harmony, cross cultural understanding and respect and development of a community that is united at peace itself.
- d) To foster the creation of a society in British Columbia in which there are no impediments to the full and free participation of all British Columbians in the economic, social, cultural and political life of British Columbia (Government of British Columbia, 2004a, Section 2.)

Child study, also called paidology or experimental pedagogy, was the attempt to apply the methods of science to the investigation of children in order to discover the laws of normal child development. The child-study movement arose in the last decade of the nineteenth century in several western countries and was inspired by a number of social reform movements that aimed to improve the health and welfare of children. The connection between child study, schools, teachers, and movements for educational reform was particularly strong, because many reforms viewed the educational system as the most promising avenue to improve the conditions of children and to create the conditions for children that would aid their efforts.

Initially, the child-study movement was inclusive: teachers, parents, ministers, psychologists, educational administrators, physicians, psychiatrists, and others concerned with the welfare of children who participated in its research. After the turn of the twentieth century, psychologists and physicians aimed to make child study scientifically respectable by excluding lay researchers. In their hands, child study became the science of child development and developmental psychology. Consequently, research into child development became a field of academic inquiry and lost its ties to social and educational reforms.

Despite the variety in their physiologies and political orientations, educational reformers agreed in their attempts to reform old educational practices that relied on rote learning, character education, the training of mental discipline, and an academically oriented curriculum. Educational reformers argued that this curriculum was irrelevant for most children. According to them, education should become more practical and help children take their place in society. They proposed the introduction of project learning and practical and vocational training, and advocated the establishment of **Kindergartens**.

The Beginning of Child Study

A psychologist, Hall (1844-1924) initiated the child-study movements in the United States in the 1880's. Hall was influenced by the evolutionary theory of the nineteenth-century English naturalist Charles Darwin and adhered to the recapitulation theory, which states that children repeat in their development the physiological and cultural development of the species. Hall was also inspired by developments in physiology and education in Germany, where he had spent several years studying philosophy and psychology. His organisational efforts in the child-study movement stimulated and consolidated existing interests and activities in several countries.

In 1882, Hall introduced a course in child study at Clark University, advocating child study as the core of the new profession of pedagogy. Hall invited parents and teachers to participate in child-study research and sent out hundreds of questionnaires to collect observations of children. Hall used the results of this research to provide arguments for educational reform. In 1904 he published *Adolescence*, which he described as a period of life bestowed with special challenges and in need of special consideration.

During the first decade of the twentieth century, a number of psychologists and physicians argued that research in child study had resulted in vast amounts of incoherent data based on free observation under unspecified conditions, unguided by theories and hypotheses, and collected by untrained observers.

4.4 Government Roles in the Effective Management of Childhood Institutions

There is no gain saying the fact that education is very vital to the pace of social, political, and economic development of any nation. This is why nations of the world strive to devote a sizeable proportion of their Gross National Income to develop the educational sector. In Nigeria, between 7.6 and 9.9% of our annual expenditure is devoted to education. Management of primary education refers to the process of planning, organising, directing, staffing, coordinating, budgeting for and reporting on primary education system.

Primary education in Nigeria refers to the education which children receive from the age of 6 years -11years plus. It is foundation level of the educational system which runs for six years, and aims at developing basic literacy, numeral, and communication skills and transmission of the culture of the people to younger generations. Information gathered through the education data bank showed that as at 1998, there were 41,814 primary schools with an enrolment of 16,348,324 (13.75% of these were females) and 468,770 teachers (26.45% of these were non-qualified teachers). The teacher/pupil ratio at the level was 1:38 while the completion rate was 64.1 percent and the transition rate of products to junior secondary education level was 39.1 percent. The structure of our population in Nigeria is such that about 45% of the people are within the age bracket of six to twelve years.

According to the provisions of National Policy on Education, this is the corresponding age group for primary education.

Obviously, the enrolment pattern in the educational system follows the pyramidal structure of the nation's population distribution. The primary level has the largest enrolment, followed by the secondary level and then

the tertiary level. This enrolment structure, no doubt, depicts the structure of our social demand for the various levels of education. The primary education level, being the bedrock of the child's basic education, is a very vital aspect of the nation's educational system that deserves to be handled with great care and caution. Any error committed in the organisation and management of this level of education may reverberate on the other levels and thus seriously mar the lives of the people and indeed the overall development of the nation.

This is one good reason why all the stakeholders must show enough concern for those organising and managing our primary education system.

Contemporary Issues in Primary Education Management

No doubt, there are numerous issues and problems involved in the management of primary education system in Nigeria. However, we shall look into some of the crucial ones. Some of such issues include:

- Policy gap in the management of primary education in Nigeria.
- Data gaps
- Funding gaps
- Expansion of the curriculum to cater for early childhood care
- Institutional capacity gaps
- Gender balancing in enrolment
- Quality assurance in primary education
- Improved nutrition/Health of learners and
- Issues of HIV/AIDS pandemic

Over the last two decades, the management of primary education had been experiencing some problems as a result of policy gaps. Teachers' salaries were not paid promptly, schools were not well maintained and facilities were not adequately provided owing to the fact that management of primary education had to be oscillating between state governments, local governments and the federal government. At a time, state governments took control, later it was handed over to the local governments and then to a Federal commission. Moreover, it was just until lately that a concrete legislation was passed on primary education in Nigeria – the UBE Bill.

Lack of accurate and timely data has long been the bane of policy formulation and management of our primary education system in Nigeria. To obtain accurate data on enrolment, teachers/non-teaching staff and even facilities appears to be a difficult task for the schools managers. The school managers and teachers appear to lack adequate cognitive development in the areas of data collection, analysis and

storage. Apart from lack of capacity of the school managers, school data collection and analyses seem to be marred by other socio-politico-economic factors such as fraud, politics of national resource allocation and social apathy.

Another issue of concern in the management of primary education is that of inadequate funding. According to a World Bank survey on Nigeria, the federal expenditure on education seems to be below 10% of its overall expenditures. For instance, between 1997 and 2002, the trend showed a downward plunge (World Bank, 2002).

Table 1: Federal Government Expenditure on Education as Percentage of Total Federal Government Expenditure 1997-2002

Expenditure	1997	1998	1999	2000	2001	2002
Area	%	%	%	%	%	%
Recurrent	12.3	12.0	11.9	9.4	9.5	9.1
Capital	6.1	7.5	5.0	8.5	6.0	6.0
Total	18.4	19.5	16.9	17.9	15.5	15.1

Source: FGN, Annual Budget 1997-2002. *In:* Durosaro

It would have been more interesting to spell out what proportion of expenditure on education actually goes to primary but the non availability of accurate data did not permit this. It is even worth mentioning here that the bulk of this meagre expenditure shown above goes to recurrent activities.

This issue of under-funding of education is so endemic that it has now encompassed series of other problems of shortages of human and material resources (Durosaro, 2002). The current pattern of investments within the education sector is such that the tertiary level gets the lion share while the primary level gets the least. This pattern is inversely related to number of institutions, enrolment and teachers at the different education levels. Below, we look into the data on the pattern of funding of the education levels by the Federal government.

Table 2: Pattern of Federal Government Funding of Education by Levels

Education	1996	1997	1998	1999	2000	2001	2002
Level	%	%	%	%	%	%	%
Tertiary	79.9	78.9	68.4	69.1	75.8	68.1	76.9
Secondary	10.4	11.3	14.6	18.7	15.3	15.5	15.6
Primary	9.7	9.8	16.9	12.2	8.9	16.4	7.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Adapted from More 1996-2002. *In:* Durosaro

The issue of gaps in the institutional capacity to deliver primary education of a sound quality is also crucial in the management of primary education in Nigeria. It is a fact that most of our institutions do not have vision whether written or unwritten, nor a mission statement to guide their activities. There is widespread shortage of qualified teachers, shortage of classrooms, shortage of both pupils' and teachers' furniture and a dearth of funds, teaching materials and textbooks. In a survey conducted on primary education cost, financing and management in the federal capital territory (FCT), Kogi, Kwara and Niger states, it was discovered that only 9.57% of the schools in Kwara and 27.08% of the schools in FCT had school libraries while none of the schools in Kogi and Niger had any school library. It was also found that 24% of schools in Kogi state, 21% of schools in Kwara state, 40.3% of schools in Niger state and 16.75% of schools in FCT were not using any form of wall charts as teaching aids. All these gaps have combined with frequent teachers strikes and absenteeism in recent years, to weaken the capability of the institutions to deliver sound primary education.

SELF ASSESSMENT EXERCISE 4

What are the roles of government in childhood institutions?

4.5 The Involvement of the Civil Society in the Management of Childhood Institutions (NGOs, Private Individuals)

In Finland, collaboration on development issues between the government and the civil society is based on a long tradition of dialogue. The government has established specific multi-stakeholder advisory committee to facilitate systematic dialogue with the private sector, trade unions, NGOs, academia, political parties and others. The development policy committee and advisory board on human rights give advice, evaluate the quality and effectiveness of government issues as well as strengthened the role of civil society and the private sector in development policy. They also have a special role in monitoring the level of official development assistance. Additionally, various sector ministers and senior officials meet civil society representatives regularly to encourage wider civil society participation in national policy-making (Civil Society Partnerships 2008)

Civil society organisations (CSOs) are important partners in raising awareness of and promoting public interest in global policy issues such as human rights, environment, debt, development and health. The government has supported civil society participation in global decision-making in several ways. CSOs have been invited to national preparation and follow-up of major UN conferences and other high-level meetings. They have also participated in official delegations. In the past two years,

the government has organised multi-stakeholder consultations in the run-up to major UN General Assembly meetings.

CSO visibility has improved, thanks to their organisation into national and global networks and good access to information. The cooperation between northern and southern NGOs strengthens their important role in challenging governments to remain accountable and sensitive to the citizens. This has further improved the official policy making processes and their inclusiveness.

One of the greatest challenges in development is how to encourage people to view global issues from a wider perspective. This change needs to be facilitated through public-private partnerships. For example, environmental NGOs and community-based organisations are involved in climate change issues and awareness-raising. Developing countries' civil societies have been strengthened by channelling support from local cooperation funds to projects conducted by local NGOs.

The overall decline in child mortality observed over recent years has been a factor in the shift of attention from child survival to other health priorities by the international community. However, growing evidence suggests that certain indicators of child health and development have reached a plateau and some are declining.

Many children are dying from lack of access to proven, inexpensive interventions and more than 9/10 of these deaths are in the world's poorest countries. Today, 62% to 80% do not receive oral rehydration therapy needed for diarrhoea; 60% do not receive appropriate antibiotic treatment for pneumonia; 61% are not exclusively breastfed during the crucial first months of life; 45% do not receive vitamin A supplementation; and 46% do not have clean delivery by a skilled attendant at birth.

To determine how Integrated Management of Childhood Illness (IMCI) could better contribute to improved child health outcomes, Department for International Development (DFID), United Nations International Children's Education Fund (UNICEF), United States Agency for International Development (USAID), and World Health Organisation (WHO/CAN) joined efforts to conduct an analytic review of the strategy. The review examined assumptions made when conceiving the strategy and their content, possible linkages with other child health related programmes and strategies, the implementation process, partnership, and the amount and flow of financial resources made available for child health and IMCI in countries and at international level. As a basis for future partnerships in research, development, and implementation, a broad consultative process was established to ensure

that the full range of experience and evidence related to child health was taken into account and to build consensus about any revision of the strategy (WHO, 2003).***Please state the involvement of NGOs/CSOs in the management of childhood institutions in Nigeria?

SELF ASSESSMENT EXERCISE 5

What are the involvements of NGOs in the management of childhood institutions?

5.0 ACTIVITIES

- i.** State two aims of UPE in 1996
- ii.** Enumerate five (5) functions of early child hood education
- iii.** Give five primary education management

6.0 CONCLUSION

It is quite clear from the foregoing that for primary education in Nigeria to achieve its stated objectives, these crucial issues of policy, funding, data, curriculum review and capacity building gaps must be squarely addressed by education managers in Nigeria. In addition, the issues of gender, poverty alleviation, pupils' and teachers' health and nutrition need prompt attention of the stakeholders and managers of the system.

Primary education is central to the achievement of the overall national goals. The primary education managers, in their quest to continue to meet the national demand for primary education quite efficiently and effectively must constantly device new and improved ways of managing the system. The following recommendations are put forth:

1. There is need for the creation of more social awareness on the recent UBE Bill to ensure compliance. The various States and Local Governments should also back this up with edicts and bylaws where necessary. Various tiers of government should also formulate clear policies on enrolment of pupils, funding, and provision of facilities as well as quality assurance.
2. There is the urgent need to set a national minimum standard for primary education which must be followed by all providers of primary education in Nigeria, whether private or public.
3. Since the government is still the major source of fund to education in Nigeria, there is the need to change the pattern of funding so that provision for primary education should adequately match its needs.

4. To be able to take sound decisions on the management of education in Nigeria, there is the need to ensure availability of accurate data on the system. The present effort of the Federal Ministry of Education in collaboration with the UNESCO and UNDP on the creation of an educational data bank is highly commendable (FGN/UNESCO/UNDP, 2003). The government should give the data bank all enabling environment required to generate, analyse and bank the data. The instructional managers and teachers should be constantly trained and retrained in the modern data management techniques.
5. There is need to step up the instructional capacity building. The school managers should be mandated to attend training workshops and conferences to improve their managerial skills. Organisations like the National Institute for Educational Planning and Administration, which have been setup for capacity building in educational management, should be empowered to start some annual training programmes towards this end.
6. Concerted efforts by ways of quality control and monitoring would improve the quality of public schools and the drift from public to private schools would be checked.
7. Efforts should also be made to promote gender balance in schools through gender sensitivity of the teachers, curriculum and teaching materials. The school environment should be made more child-friendly.
8. The government needs to set up its poverty alleviation process by rendering assistance to parents indirectly through provision of free books, uniforms and even free mid-day meals to the children of the poor.

There is need to embark more aggressively on the public enlightenment on the HIV/AIDS disease control. This would help reduce both public and teacher loss that this disease could cause.

7.0 SUMMARY

This unit touched important issues that cannot be ignored in the establishment of Childhood Institutions. They are : establishment of childhood institutions, establishment of the early childhood commission, function of the commission, the fundamental laws guiding the establishment of childhood institutions and the beginning of child study, government roles in the effective management of children institutions, and the involvement of the civil society in the management of childhood institutions (NGO's, private schools etc.). The next and final unit of this course will deal with management laws in childhood institutions.

8.0 TUTOR-MARKED ASSIGNMENT

- i. Briefly explain the establishment of childhood commission
- ii. State functions of the commission
- iii. Explain what you understand by the fundamental laws guiding the establishment of childhood institutions
- iv. Enumerate the roles of Government in the effective management of childhood institutions.
- v. Does the involvement of the civil society in the management of childhood institutions yield any positive results?

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UNIT 4 MANAGEMENT LAWS IN CHILDHOOD INSTITUTIONS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 How to Study this Unit
- 4.0 Word Study
- 5.0 Main Content
 - 5.1 Concept and Purpose of Education Law
 - 5.2 What is Law and Education Law
 - 5.3 Sources of Education Law
 - 5.4 The Need for Education Law
 - 5.5 UPE Laws of Primary Education
 - 5.6 Laws of Primary Education
 - 5.7 Legal Rights of Pupils/Students
 - 5.8 Legal Rights and Responsibilities of Parents
 - 5.9 Teachers and the Law
- 6.0 Activities
- 7.0 Conclusion
- 8.0 Summary
- 9.0 Tutor-Marked Assignment
- 10.0 References/Further Reading

1.0 INTRODUCTION

The interaction of issues of law and schooling are becoming more pronounced by the day as our society continues to witness significant and rapid socio-political and economic changes (Fayokun & Adedeji, 2006). Ndu (1997) stressed that educational administrators operate within the school organisation which is a social as well as a formal system existing within a larger system, the society.

Education law is therefore a heterogeneous body of regulations meant to control practically school administrators, teachers, students, parents, the community leaders, the government and all who are stakeholders in the education enterprise. The education system as a social organisation is exposed to reasonable rules and regulations that are meant to guide its operations to avoid litigation and provide environment conducive to learning. Law has to get involved in education to provide focus for large members of people from different backgrounds towards achieving the goals of education.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- define the concept of law and state the purposes of education law;
- identify the sources of education law;
- outline the need for education law;
- discuss UPE laws and the UN Human Rights;
- outline the legal rights of pupils/students;
- discuss the law of primary education;
- describe the legal rights and responsibilities of parents; and
- discuss the teachers and the law.

3.0 HOW TO STUDY THIS UNIT

- Read thoroughly and then go back to ensure you have achieved the set objectives.
- Carry out all exercises set out in the activity and tutor-marked assignments

4.0 WORD STUDY

1. **Code of conduct:** Way of behaving
2. **Legal advice:** law-related advice
3. **Implication:** indirect suggestions

5.0 MAIN CONTENT

5.1 Concept and Purpose of Education Law

Law has no universally accepted definition, but it is clear that law consists of a body of rules that guide or control human conduct. Law is a generic term covering a wide range of legal subjects be they (contracts) property, torts, constitutional and other areas both civil and criminal, to control the operations of the society and its institutions.

Education law is an aspect of a formal means of social control. Education law involves reasonable rules and regulations, prescribed code of conduct and prohibited modes of social behaviour. Education laws are intended to regulate and control relations; ensures peace, stability, order and justice in the entire education enterprise.

Education law is of extreme importance for safe practice and efficiency. Knowledge of education law is needed for-on-the-job survival of school administrators and teachers who need to be clearly aware of legal

implications of issues connected with their job and who should play safe by acting within the ambits of law to avoid litigation. The knowledge of legal issues in education exposes education officials to basic principles of law and makes them to develop some degree of competence in applying them to educational problems, recognise situations that require legal advice and educational decisions that have legal implications that can be made in community with laid down guidelines without advice for a lawyer.

In your words, define law and education law?

5.2 What is Law and Education Law

What is Law?

There are so many definitions of law. Jeremy in (Ogunu, 2000) defines law as “an assemblage of signs, declarative of violations, conceived or adopted by sovereign in a state, concerning the conduct to be observed in a case by a certain person or class of persons who in a case in question are or are supposed to be the subject of his power”.

The Encyclopaedia World Dictionary gives a rather classical definition of law as “the principles and regulations emanating from a government and applicable to a people whether in the form of legislation or of customs and policies recognised and enforced by judicial decisions.”

It was Harms (1968) who simply defined law (in part) as the rules by which a society regulates or controls the actions of its members.

Tella (2006) went further to say that its essence is protection of interests and its divisions are mainly two:

- International law deals with interests among sovereign and independent states and
- Municipal or National laws deals with interests within national state or sub-division there-off.

There are two divisions of municipal laws which are:

- Public and
- Private laws

Public laws are subdivided into three:

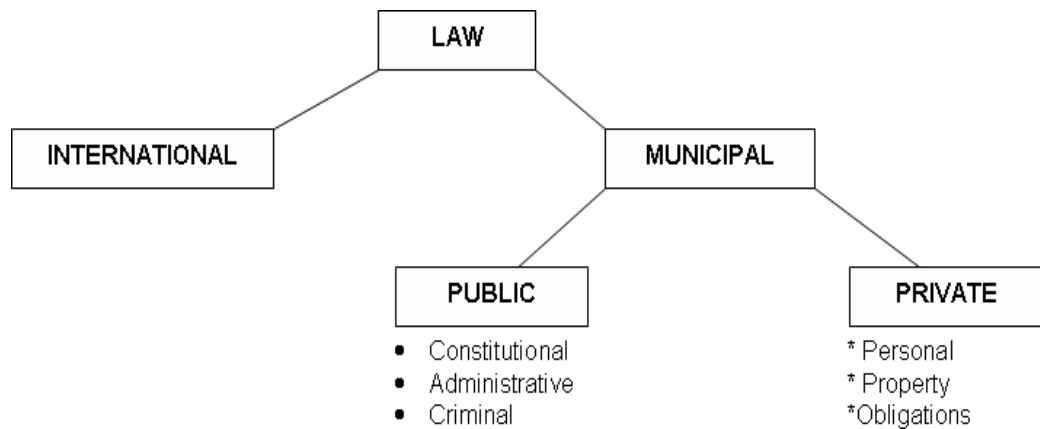
- Constitutional: this segment implies the functioning of the state.

- Administrative: this segment implies the interest of individual vis-à-vis government.
- Criminal: this segment implies the absolute duties of each individual to the community and emphasises protection of community interest by the state.

Private laws are also subdivided into three types of rights which are:

- Personal Right: which implies right on personal interest, life, physical integrity, health, humour, personal liberty and relationship (marriage, parentage, guardianship, legal, liability, infancy, alienage).
- Property Right: This protects economic interest of the individual on ownership, possession and kindred over material and immaterial things.
- Obligations Right: which protect personal rights in legal agreements (contract) or grant remedy by way of prevention or enforcing compensation in extra ordinary situation (tort, quasi-contracts or equity).

Fig. 1: Original Divisions and Sub-Divisions of Law



Source: Educational Management Thought & Practice (2006) J.B. Babalola, A.O. Ayeni, S.O. Adedeji, A.A. Suleiman & M.O Arikewuyo

In a diagram, illustrate the Subdivisions of law.

What is Education Law?

It refers to the rules and regulations enacted by government and enforceable through judicial processes to guide educational practice and

development. They are rules meant to regulate the activities of school personnel and the various agencies connected with the school. Educational law includes Ordinances, Codes, Acts, Decrees and Edicts; each of these is explained below:

- **Ordinance:** Enactment or statute or legislation of the Nigeria legislatures before 1954 and those of the federal parliament since 1954 but before 1st October, 1960. An example is the 1887 Education Ordinance which made it possible to provide grants to schools.
- **Education Code:** An Education Code is a collection of practical guide for interpreting and executing a rule of administration.
- **Decree:** Enactment or statute or legislation promulgated by the Federal Military Government during a Military administration.
- **Act:** Enactment or statute or law passed by the Federal Legislature (the federal parliament) during civilian administration.
- **Edict:** Enactment or statute or legislation promulgated by the military government of a region or state during a military administration.

5.3 Sources of Education Law

Law has three main sources, they are:

- English law
- Customary law and
- Local legislation which is Nigerian case law or statute law

Local legislation or statues are the local legislations enacted at various times by various parliament or bodies which are enactments, statutes or legislations of the Nigerian legislature during the colonial era before 1954 and those of federal parliament since 1954 to 30th September 1960. They include Acts, Laws, Decrees and Edicts. Acts are enactments or statutes passed by the Federal legislature or parliament (the House of Assembly) during Civilian regime. Decrees are enactments or statutes promulgated or passed by the Federal Military Government during a military administration.

Customary law is a body of rules that regulates the life and value system of a people for maintenance of law, order and peaceful co-existence among people within an indigenous community.

English law with the three branches of common law, equity and statutory law was introduced into Nigeria by the British Colonial policy

makers to preserve customary laws that were capable of serving English notion of justice.

What are the three main sources of law?

In Nigeria, education law shares from a number of sources which include the following: the constitution, legislation, common law, administrative order, judicial precedents or court decisions, ordinances, or regulation of the ministries of education at the federal, state or local levels, school rules and regulations (Ogbonna, 2008).

5.4 The Need for Education Laws

Every organisation needs to set up a viable system of social control in order to avoid confusion and chaos. The maintenance of order is achieved through the establishment of some standards of behaviour (norms, customs, traditions, mores etc.) and maintained through rules, laws and corresponding sanctions on deviants. For laws to be functional there is also need for a distribution of power and authority so as to define who can apply the sanctions and how.

1. Laws provide guides to actions and public officials are expected to respect the provisions of the law in whatever action they take in the performance of their official duties.
2. Laws help in the perpetuation of values, norms and traditions and it is only when laws are articulated and made known that members of the society know the boundaries of their actions, and so endeavour to operate within acceptable standards. The law provides not only the behavioural expectation but also the sanctions laid down against deviant behaviour.
3. Laws and regulations equip individual members of the society with the knowledge of their rights and obligations and also provide a check on possible arbitrary behaviour of leaders. The leader is expected to operate within the rule of law and must therefore anticipate the consequences of his action and avoid unnecessary excesses.

The educational administrator has the responsibility to plan and organise teaching and learning in the school. He performs this intricate and complicated task with the combination of human and material resources. These human beings (administrators and other personnel) need to have a good general knowledge and understanding of laws and regulations guiding their various actions. For these reasons, laws need to be made definite, clear and public.

5.5 universal primary education (UPE) Laws and United Nations (UN) Human Rights

The United Nations (UN) Rights declaration of December 1948 guaranteed individuals the rights to liberty, equality and fraternity. The right to education in Article 26 of the declaration proclaimed as follows:

- Everyone has the right to education. This shall be free at least in the elementary and primary stages.
- Elementary education shall be compulsory while technical and professional education shall be made generally available.
- Higher Education shall be equally accessible to all on the basis of merit.
- Parents have a prior right to choose the kind of education that shall be given to the children.

The Universal Declaration of Human Rights (UDHR) article 26 that came into force October 21, 1986 were hardly obeyed even by the signatories that ratified it but Nwagwu (1993), declares that it constituted a universal legal framework from which all countries of the world have drawn inspiration and guidance while designing their national constitution and educational policies.

The western region under the premiership of Chief Obafemi Awolowo in consonance with the 1952 ordinance to develop educational aesthetics, values, policies and systems along its own line introduced universal primary education (UPE). The programme was accompanied with a free and compulsory education.

By 1957 the Eastern Region gained proper planning in the implementation of UPE programm. The Northern Region in 1956 had emphasised rapid expansion for universal primary education. However in 1976 the military regime of General Olusegun Obasanjo started the UPE Scheme nationwide. Each state government tried to manage the programme as best as it could within its financial capability and local priorities following the 1997 National Policy on Education guideline.

5.6 Laws of Primary Education

There are legal instruments focused on the provision of basic literacy education and achievement of Education For All (EFA).

1. **Decree No. 31 of 1988:** This decree established the National Primary Education Commission (NPEC) to manage the development and financing of education throughout the federation. This was aimed at

improving the organisation and administration of primary school teachers. In 1993 another decree was given to readjust the decree.

2. **Decree No. 96 (1973):** Re-established the National Primary Education Commission (NPEC). The new Decree specified the structure and functions of the state primary education boards (SPEB), and that of the local government education authority (LGEA). It also provided for the establishment of the national primary education fund (NPEF) and the criteria for disbursing the fund. The ratio was 50% on equity of states, 30% on school enrolment and 20% for educationally disadvantaged states.
3. **Decree No. 30 of 1989:** Created the National Commission for Women. The aim was to reduce the high level of literacy among adult women by increasing access of girls to education at all levels to reduce the problem of lack of girl-child education. This was to ensure adherence to the UN Human Rights Declaration and to protect the fundamental rights of women who are considered one of the most marginalised and disadvantaged groups in our country. The decree was to ensure that the girl child enjoyed equal educational opportunities with the boys.
4. **Decree No. 41 of 1989:** Established the National Commission for Education. This was in the spirit of achieving Education For All (EFA) as programmed by UNESCO and adopted by the Federal Government of Nigeria. The commission was to organise and manage the education of the migrant groups like fishermen and cattle herdsman.
5. **Decree No. 17 of 1990:** Established the National Commission for Mass Literacy and Non-formal Education and Non-Governmental Organisations (NGOs) to eliminate illiteracy in the country.

Outline the laws of primary education.

5.7 Legal Rights of Pupils/Students

There are regulations binding daily activities in schools and students are bound to obey these rules and regulations so long as they are reasonable. Reasonable rules and regulations are enforceable by the law. The students depend on the policy of the school and practices of the employers. Until the mid 1960s students have very limited rights in our institutions. Traditionally young people are under the control of parents and teachers at home and school respectively.

In the 1970s the youths became active and mounted pressure. Students have inalienable rights that must not be litigated. Chapter four of the 1989 constitution of Nigeria clearly states the fundamental rights of Nigerians and the conditions that may justify any restriction, deprivation or withdrawal of these rights. It is important for educational administrators and teachers to know the constitutional provisions and statues governing the regulation and control of the establishment of educational institutions in order to become familiar with the inalienable rights of those they must work within the educational system.

The Fundamental Rights as stated in chapter four (iv) sections 32-43 of the 1989 constitution include:

- Right to life
- Right to dignity of human persons
- Right to personal property
- Right to fair hearing
- Right to private life
- Right to freedom of thought, conscience and religion
- Right to freedom of expression and the press
- Right to peaceful assembly and association
- Right to freedom of movement
- Right to freedom from compulsory acquisition of property.

These fundamental rights listed out are the ones that are repeatedly referred to in many of the education law cases. They are however not absolute, they can be restricted under some conditions. As the school relates to the child it should recognise and respect these fundamental human rights which may be abridged when such rights interfere with the proper education of the students.

Education is a fundamental right of every child according to (Obi, 2003). In November 29, 1959 the General Assembly of the United Nations adopted the following declaration among others as the Rights of children.

- The right to special care if there is any handicap
- The right to enjoy full opportunity for play and recreation
- The right to develop his abilities
- The right to learn to be useful member of the society
- The right to free education.

Nigeria endorsed the declaration in 1990.

5.8 Legal Rights and Responsibilities of Parents

Schools are legal entities to which parents are both customers and partners in progress. Parents are partners in the process of educating the child.

According to Obi (2003) parents are partners in the process of educating the child and are willing to share:

- a. sense of purpose
- b. mutual respect and
- c. willingness to negotiate

Parents are resources teachers should use. As clients buying a service, they will want to get values for the money they spend and the school should be willing to display and demonstrate what it is offering by operating an open door policy to help the parents to make contribution to their children's education since children are learning all time. Cave (1970) in Obi (2003) rightly observed that parents cannot delegate their responsibility for guiding their children because the school cannot do the job alone.

Parents have legal rights and responsibilities in respect of the legal rights and upbringing of their children and wards. Parents can sue public school or any of its employees for the violation of the right of the child. Management of school has become increasingly complex because of staff and students indiscipline, technology influence, enrolment explosion, increasing cost of education. Parents should be involved in the work of the school.

5.9 Teachers and the Law

Teachers enjoy both constitutional rights and benefits provided by law as employees of schools boards. As citizens they enjoy the fundamental rights provided in chapter IV of the constitution of the Federal Republic of Nigeria. They also enjoy the privileges and benefits or advantages available to a teacher by virtue of his position as a civil servant. As contained in a handbook by the personnel management department of the Federal Ministry of Education Lagos, the entitlements include:

- Salary advance which an officer on first appointment can access but it must not be more than his/her one month salary.
- Car loan or motor vehicle refurbishing loan repayable within four years.
- Kilometre allowance given to an officer that travels on duty outside his place of work in his own car.

- Travelling allowance: paid to an officer who is away from his station, it is for hotel bills.
- Annual leave and leave grant varies with salary grade and the grant.
- Disturbance allowance: granted in compensation for out of pocket expenses incurred by officer in the course of transfer. It is also graduated accordingly to grade levels.
- Housing loan; this may be granted subject to an officer being qualified at the rate of his/her eight years salary.
- House rent allowance varies depending on salary grade level.
- Promotion: Granted based on merit and vacancies.
- Casual leave: This should not be more than seven days in a year.
- Examination leave is granted for the purpose of taking examination.
- Leave for cultural and sports events is granted to staff to take part in such activities but transport is not at government expense but by the organising body.
- Sick leave: This is granted with full salary when officer is hospitalised, sick leave is for six weeks in a year.
- Maternity leave: is granted to prepare women for a period of twelve weeks with full pay but the annual leave for the year in question is regarded as part of the maternity leave.
- Study Leave: granted to confirmed teachers by the school management board with or without pay depending on the policy and needs of the states.
- Medical care provided by Government for all public officers and their families by government medical facilities. He gets refunded for treatment outside government medical facilities on the advice of Government chief medical officer.
- Salary Increments: Normally done annually.
- Compulsory and Voluntary Retirement: The compulsory retirement age is sixty years or thirty five years of service.

The law is binding on teachers to perform some duties and obligations. Article XXXV of the Imo State Teachers Service manual 1974 outlined the duties and obligations of teachers thus:

- Teach diligently and resourcefully the subject(s) he or she has been assigned to teach.
- To encourage and guide the pupils in the pursuit of learning and in all school activities.
- To inculcate the precept and example of good conduct and behaviour among the pupils in and out of school.
- To maintain proper order and discipline in the classroom and while on duty in the school and on the playground.

- To be in the classroom or on the school premises at least ten minutes before the time prescribed for the opening of the school and shall remain in the school throughout the official period except for unavoidable causes.
- A teacher shall not be absent from school except for reasons acceptable to the board or in the case of illness in which case his absence should be reported to the principal/headmaster who should transmit this to the board.

- A teacher shall conduct his class in accordance with the timetable, which shall be accessible to the pupils and to the principal and supervisory officers.
- On any day of the school year, a teacher may be expected to be on duty either by the board or the principal/headmaster for a special purpose for reasonable periods beyond the prescribed hours of instructions.
- A teacher shall attend all meetings or conference called by the principal/headmaster on the consideration of matters that will promote the advancement of education.
- Each teacher shall test/evaluate periodically the attainment of his pupils and render assistance required of him by board, Ministry of Education, principal/headmaster of his school in promoting, examining or classifying pupils.
- Principals, headmasters and teachers shall provide parents or guardians with information in writing on the pupils' school progress, attendance and punctuality, at least, three times during the school year on an approved report form.
- Finally, every teacher is required to discharge conscientiously and to the best of his/her ability the normal duties of the post to which he/she is appointed as well as such other related duties as the principal/headmaster, Board or Ministry of Education may from time to time assign to him/her.

6.0 ACTIVITIES

- i. What is education law
- ii. What are the three main source of law?
- iii. What are the laws of primary education?

7.0 CONCLUSION

Knowledge of education law is very important for all teachers and school administrators. They should acquaint themselves with the constitution of the Federal Republic of Nigeria in which the education

law is subsumed. Knowledge of education law is needed for on-the-job survival of school administrators and teachers who need to be clearly aware of the legal implications of issues connected with their job and who should play safe by acting within the ambits of law to avoid litigation.

8.0 SUMMARY

This unit has exposed you to comprehensive rudiments of education law. You have learnt the concepts, definitions, purpose and sources of education law. UPE human rights and UN Human Rights were also discussed. Laws of primary education, legal rights of pupils/students, legal rights and responsibilities of parents, as well as teachers and the law were fully discussed.

9.0 TUTOR-MARKED ASSIGNMENT

- i. Define law and education law
- ii. Outline the purposes of law
- iii. Write down the sources of law
- iv. Outline the need for education law
- v. Do pupils/students have legal rights? Discuss
- vi. Discuss the law of primary education
- vii. Should teachers obey the law? Why?

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