South Valley University

Qena Faculty of Education
Foundations of Education Dept.

Lectures on

Principles of Education

For Math, Science, and English Teacher Students for International Schools

First Year

BY

DEPARTMENT STAFF

2022- 2023

Basic Information about the course

Faculty	Education
Level	One
Specialization	Math, Science, and English Teacher Students
Number of Pages	94
Department	Foundations of Education Department

Used Cues

	Video and Power Point Presentations
	Text Book for Studying and Reading
	Google Drive Link for Recorded Sessions of the Course
	Questions for Self-Studying and Thinking
	Assignments and Skills

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Chapter (1)

Introduction to Education:

Meaning, Importance, Aspects, & Functions

In the *New Encyclopedia Britannica* (2002), education is thought of as the transmission of values and accumulated knowledge of a society. And, in his own way, Jimoh (2004:15) defines education as the totality of the experiences made available to the individuals in order to make them develop rounded personality (ies) and be useful to themselves and their communities. The position of Gerald (2006) on the concept of education is that it developed from the human struggle for survival and enlightenment, and that it may be formal or informal.

❖ **Meaning of Education:**

▪ **Definition of education**

1. A: the action or process of educating or of being educated also: a stage of such a process.

   B: the knowledge and development resulting from the process of being educated a person of little education.

2. The field of study that deals mainly with methods of teaching and learning in schools.

Generally, education should be viewed as the transmission of culture from one generation to the other for the purpose of continuity in the values and traditions promoted by the society for useful and productive living of its members.

There are many synonyms of education. they are as follows:

Instruction, schooling, teaching, training, tuition, tutelage, tutoring.

Education is a gradual process which brings positive changes in the human life and behavior. We can also define education as "a process of acquiring knowledge through study or imparting the knowledge by way of instructions or some other practical procedure".

Education also means helping people to learn how to do things and encouraging them to think about what they learn. It is also important for educators to teach ways to find and use information. Through education, the knowledge of society, country, and of the world is passed on from generation to generation. In democracies, through education, children and adults are supposed to learn how to be active and effective citizens. More

specific, education helps and guide individuals to transform from one class to other. Empowered individuals, societies, countries by education are taking an edge over individuals stand on the bottom pyramid of growth.

Education is indispensable to individual and society, for without it there would be loss of all the accumulated knowledge of the ages and all the standard of conduct. An individual must learn the culture of the society or the accepted ways of doing things. He must be socialized into the prevailing culture and must learn the rules of conduct and expectations about future behavior.

Society therefore, consciously devices its instructional programs to fulfill personal and social needs rather than leaving the learning to change. Education provides a conscious teaching program that helps to inculcate values, norms and social skills that will enable the individual to develop his personality and sustain the social system.

The term education has different meanings. Each person interprets the word in terms of his past experience, his needs and purposes. The parents, the teachers, administrators, religious leaders, politicians and artists interpret the term education in their own ways. For example, to a student, education means acquisition of knowledge, receiving a degree or

diploma. A statesman may claim that it means to train individuals as ideal citizens. A teacher may interpret education as means for creation a new man and new society.

The education as a system, first of all, may be viewed as a part of the total social system. It both reflects and influences the social and cultural order of which it is a part. However, in modern society, education is viewed as formal training. As A.W. Green writes, historically, it (education) has meant the conscious training of the young for the later adoption of adult roles.

By modern convention, however, education has come to mean formal training by specialists within the formal organization of the school". Education, according Western scholars, is deliberate and organized activity through which the physical, intellectual, moral and spiritual potentialities of the child are developed, both in individual as an individual and also as a member of society. So that he may lead the fullest and richest life possible in this world. All practical aims such as the development of character, the attainment of knowledge both for use and enjoyment, the acquisition of skills, the making of worthy citizen and others

that have been proposed from time to time are subordinate to the ultimate aim in life.

The educational system may be viewed as subsystem within social organization of its own. It has a system of status and roles, a body of skills, values and traditions. Each schools and each classroom within the school forms an interacting group.

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Education is a gradual process which brings positive changes in the human life and behavior. We can also define education as "a process of acquiring knowledge through study or imparting the knowledge by way of instructions or some other practical procedure".

Education is the main thing that encourages us to distinguish between right and wrong because in absence of education, we can't do what we need or we can't achieve our goal. It is also important for educators to teach ways to find and use information. Through education, the knowledge of society, country, and of the world is passed on from generation to generation.

It is the wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something. Education requires instruction of some sort from an individual or composed literature. The most common forms of education result from years of schooling that incorporates studies of a variety of subjects. "Jamie knew the importance of an education, so she chose to go to a four-year university after graduating from high school."

❖ The Goals of Teacher Education

The aim of teacher education according to FRN (2004) therefore can be to:

1. produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;

2. encourage further the spirit of enquiry and creativity in teachers;

3. help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals;

4. provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;

5. Enhance teachers' commitment to the teaching profession.

❖ Aspects of Education

Now, we can indicate several sociological aspects of education.

First, learning is a creative experience. When a man responds to stimuli, he acts in a creative manner. In other words, education is a creative act for the learner.

Second, education is of two ways of learning such as informal education and formal education.

The first serves continuously through life, as mechanism for learning as well as for reinforcing previous learning.

Third, formal education is a socially devised technique, a highly elaborated procedure for creating situations in which the pupil may learn. Individuals go through formal education only a Short period of their life.

Fourth, education is both the living of life (in the network of social relationships, in the classroom and outside) and a preparation for life. Preparation for life involves:

a. Capacity to earn a livelihood,

b. Capacity to enrich one's life through enjoyment of the cultural heritage and of one's inner resources,

c. Capacity to function efficiently and constructively as a member of society, as a citizen of the State.

Fifth, education involves:

a. Mastery of the tools of learning, such as reading, writing arithmetic and

b. Mastery of our relations to our inner self, to our neighbor, to the universe.

Education is interpreted in two senses, "narrow' and 'broader' sense. Education, in narrow sense, is a planned, organized and formalized process. It is imparted at a particular place (School, College, and University) and at a definite time. Its curriculum is also formal. In narrow sense education is limited to classroom. In broader sense education is not related to schooling or teaching.

Each and every individual acquires some sort of education, even he has never spent a day in a school, because his acquired characteristics are the products of experiences and activities which are the products of experiences and activities which are educational in nature. Education, in

wider sense, is used for the purpose of teaching people all characteristics which will enable them to live in the society.

Education is a continuous 'process'. Education of human being begins at birth and it ends with his death. He leans throughout his life. There is no end to it. Education is much more than schooling. The child goes on reconstructing his experiences throughout the whole life. Instruction ends in the classroom, but education ends only with life.

❖ Education as a Social Institution

Education, especially public schooling systems, is considered an important social institution, as it establishes a goal of social equality and a common knowledge base among students. The negative connotation of the idea comes from the perception that students are taught from an inflexible curriculum and that the process creates segregation.

Schooling is designed to instill some common traits and knowledge in each student. It strives to develop children into functional members of the society at large. Critics suggest that this makes the educational system implicit in creating issues in society, in that it is partially complacent in not

teaching solutions. Inequality of education also tends to create inequality in society, as those unable to absorb a higher quality of education are unable to find higher-quality jobs.

❖ Importance of Education

Education has many benefits and has positive impact in our life. An educated person is an asset for any country. In today's world, human capital is considered the best national resource. On one hand, he can explore better opportunities for himself, and on the other hand, the entire nation would get benefited from his works.

Education is the backbone of developing countries. Developing countries should understand the importance of education and develop a sound educational system. Sustainable development of economy and society is closely related to education. The most important resource of a nation is its human-capital. Educated people have more understanding of themselves and of the others. They have the ability to become

entrepreneurs, scientists and agriculturists. The world of today is driven by Information Technology and education in this field may become a deciding factor for the future economic development of developing countries.

In this article, we have made an attempt to discuss the need and importance of education in our life, for the development of a nation, and for the overall benefits of humanity.

❖ Twenty-one Reasons Why Education is Important

There are many reasons why education is important. They are discussed below:

1. Necessity for World Citizenship:

Education is a must for world citizenship or global citizenship. Such a person always works for the benefits of humanity. He treats the entire human-race as brothers and sisters. We all acknowledge the importance of education, knowledge and truth for promoting the world outlook.

Education produces citizens who are men of intellectual and moral integrity, who are neither fanatical nor cynical, but are public-spirited,

tolerant and wise. Education aims at producing ideal human-beings. These people are truly cultured, wise, tolerant and public-spirited. Different ages have different conceptions of ideal men.

2. Promotion of National Interest:

Education also promotes national interest. The highly educated people have a critical intelligence of an exceptional order. They can form independent conclusions from given facts. An educated person has the wisdom and knowledge to work for the good of the country. The doctors, engineers, scientists, soldiers, police-officers, IAS, etc. all work together in protecting the national interest.

3. True benefactors of human race:

We must praise great writers, scientists, humanistic philosophers, profoundly religious men with abiding faith in spiritual values, social reformers and other men with a constructive genius because these educated men alone are the true benefactors of the human race.

4. Backbone of developing countries:

Education is the backbone of developing countries. Developing countries should understand the importance of education and develop a sound

educational system. Sustainable development of economy and society is closely related to education. The most important resource of a nation is its human-capital. Educated people have more understanding of themselves and of the others. They have the ability to become entrepreneurs, scientists and agriculturists. The world of today is driven by Information Technology and education in this field may become a deciding factor for the future economic development of developing countries.

5. Moral, spiritual and ethical values:

Educated people promote equality of opportunity. Any privilege, when based on merit alone, is bound to be more moral because it has to justify no unmerited privilege, advocate no ethical system which promotes class-feeling or social snobbery and defend nothing, which is unjust or ethically wrong. The aim of education, whatever the social system, must be not only to disseminate knowledge, but also to stimulate the questioning spirit.

Educational institutions cannot produce saints. But they can certainly inculcate among students' respect for spiritual and ethical values and make them understand that the promotion of human welfare, not self-aggrandizement, is the end of life. No man, however brilliant, however

gifted, can be considered truly cultured unless he identifies himself with the wellbeing of others, unless he has the passion to make the Kingdom of God prevail on earth.

6. Production of good citizens:

Education also produces well-cultured and wise men. It is often said that the children of today are the citizens of tomorrow. If children of today study hard to become good students, then they will surely become good citizens in future. It is not easy to measure the loss which the human race has suffered on account of want of education by men and women who had exceptional talent but could not make full use of it.

7. Enjoying life:

Education enables young men and women to develop all the latent powers and faculties of their nature and to enjoy a good life.

8. Freshness of approach:

A sound education system encourages freshness of approach. Education should bring out the best in the student, not stifle his mind.

9. Transmission of national culture:

Education is an important medium to transmit national culture to the students. Of course, educational institutions are not the only agencies

through which the culture of the nation can be passed on to the younger generations. The home exercises a powerful influence on the youthful mind. Religion and churches have a big role to play in making men truly cultured and moral. But schools and colleges have also a contribution to make to the transmission of national culture.

10.Building the Character:

Education also helps in building the character of a person. The educational teachers make attempts to give their students a moral outlook.

11.Literacy:

Education enables a person to become literate. Literacy refers to the ability of a person to read and write. Literacy is important not only for children but also for adults.

12.Curiosity:

An educated man should have infinite curiosity, the passion to know and understand things in a scientific way, with complete objectivity.

13.Wisdom:

In democratic countries educational institutions earnestly try to arouse intellectual curiosity, satisfy the appetite for more and more knowledge and develop the critical spirit which alone brings wisdom.

14.Intellectual discipline:

He cultivates intellectual discipline and intellectual humility. He is an earnest seeker after truth and knowledge with an open mind.

15.Seeking perfection:

A truly educated man always seeks perfection. He is not a specialist who has perfected only his body or the intellect or the mind but one who seeks the development of all his faculties.

16.Earning a livelihood:

Education enables a boy or a girl to earn his or her living. It is true that employment does not depend upon intellectual attainments alone. It is also determined by the stage of economic development of a country. However, there are chances that an educated person will get a good job with income sufficient to earn him his livelihood. An educated person can easily meet the basic material needs of life.

17.Adult Education:

There is a dire need for education among adults. An adult engaged in economic activity can join the night classes and educate himself. (Also read, Short article on Adult Education).

18.Knowledge：

Education is important because it provides us with the knowledge that we need to navigate the world. Education can help us to do everything from mathematical calculations to theatrical performances.

19.Empathy：

As well as teaching us academic knowledge, education helps us to be better people. With good education, we can become more empathetic – for instance, widely read people are often said to have high levels of empathy as they are able to see the world through the eyes of numerous different people.

20.Helping our communities：

The better educated we are, the more able we will be to help out our communities – whether that is by means of engineering projects or whether it is by means of writing literature for them to enjoy.

21.Friendship and social bonding：

Education brings people together and helps them to make friends. Sitting in a classroom or a university lecture hall with fellow learners is a social bonding experience that helps to forge strong relationships.

What could education achieve? The answer to this question can be given by associating four central functions to education, on an abstract level prevalent in most educational systems:

1- To promote equal opportunities to children of different backgrounds (the equal opportunities function).

2- To sort students efficiently according to their talents and interests (the selection function). The selection function implies that efficient learning is achieved when the sorting process is optimized. The 'total' production of knowledge and skills is then optimized (given a particular budget for education).

3- To prepare for the labor market (the allocation function). This function implies that education teaches skills that are productive for work, and thereby helps school leavers in the process of being allocated to different labor market positions, and employers in optimizing their production.

4- To socialize students and pupils into active citizenship (the socialization function). Schooling can have an active role in the formation of active and participating citizens, and it can help to promote equality in civic competences (which cannot be expected from other socializing agents such as parents).

❖ Social Functions of Education

Education as a social institution plays a vital role in our society. The function of education is multidimensional within the school system and outside it. It performs the function of socializing the individual for a variety of social roles and development of personality. It is also an important part of the control mechanisms of society. Education is a necessity right from the simple society to modern complex industrial society. Some educators believe that the functions of education include:

1) Ability to convert the young blood of the society into the productive and responsible citizens for the country

2) Creating awareness among the individuals regarding their own self and their surroundings so that they can be aware of their problems and can formulate ways to improve the standards of living

3) Create job opportunities and employment which improves the GDP and per capita income of a country

4) Gives strength and self−confidence in the nation by means of using education as an important weapon for achieving competence

5) To contribute the development of society by providing skillful individuals to the business and government organizations.

Others believe that the functions of education include the following:

1− Socialization:

The most important function of education is socialization. The people have no knowledge about the culture of their society. They must learn them and they must learn the way which their society is functioning. Hence, the children as they grow up must be introduced into the culture which they are going to face.

Society, therefore, provides a conscious teaching program to inculcate values, norms and social skills that will fit the individuals for their adult

role in society. Society creates educational institutions such as school and colleges to perform certain functions in accomplishing this general end.

Besides, providing the children with tools of knowledge – how to write, spell and master arithmetic, the school also exposes them to social norms and values beyond those which are available for learning in the family and other groups.

The learners acquire academic knowledge through schools and college which they will need latter on and some will be practical or technical to fit him for some sort of job. At the same time the schools and colleges inculcate social values and norms among them.

Though people learn a great deal from their parents or in clubs and among groups of friends, they learn more of the culture of their society though educational system. For it is in the educational institutions that the young are exposed to social norms and values beyond those which are available for learning in the family and other social groups. History books tend to be written from an ethnocentric viewpoint and to inculcate nationalistic; attitudes.

Through education, the child is able to develop reasoning in social relations, cultivates social virtues and thus becomes socially efficient as

says Dewey. When he speaks about social efficiency, he refers to economic and cultural efficiency, and he calls it 'socialization of individual'. Thus, education may be only part of the process of socialization, but it is a very important part.

2- Development of Personality:

Education plays an important role in the development of personality. The object of education, as said Durkheim "is to awaken and develop in the child those physical, intellectual and moral states which are required of him both by his society as a whole and by the milieu for which he is specially designed". Education helps the development of the qualities of an individual, such as physical, mental and emotional make-up as well as his temperament and character.

The self, the core of personality, develops out of the child's interaction with other. Subsequently, the habits, traits, attitudes and ideals of an individual is patterned by the process of education. A learner's personality is also developed indirectly when he is encouraged to form his own attitudes and values by studying outstanding people in history and literature. Moreover, a learner is also influenced by the outlook and attitudes of fellow students and teachers.

3- Social Control:

Education plays a vital role in regulating individual behavior through transmitting a way of life and communicating ideas and values to the new generations.

One way that education contributes to the regulations of social conduct, says Bottomore, "is in the early socialization of the child". In order to transmit its social heritage and survive as a social order all societies develop educational systems to train its younger generations. The young must be consciously trained for their adult roles to maintain the society. Through the process of education society regulates the behavior of its members and enforces conformity to its norms.

" Education in a broad sense", as says Bottomore, "From infancy to adulthood, is thus a vital means of social control". Formal education in modern societies communicates ideas and values which play a part in regulating behavior. The new generations are instructed to observe the social norms, the violation of which may invite punishment.

4- Social Integration:

Education, by imparting values, also integrates people into the broader society. The curriculum of the school, its 'extra-curricular' activities and the informal relationship among students and teachers communicate

certain values and social skills such as cooperation or team-spirit, obedience, fair play.

5- **Determination of Status**:

Determination of status of an individual is an important function of education. Amount of education is a good indicator of socio-economic status, from lower working class to upper class, education leads to economic opportunity. It is through education young people secure higher status jobs than their parents. With higher incomes they come to associate with the persons of higher status. Thus, education provides the channel to better socio-economic status.

6- **Providing Route for Social Mobility**:

Educational qualifications increasingly form the basis for the allocation of individuals to social statuses and social mobility. There has been steady move from one status to other due to educational attainment. An industrial society like United States or Great Britain places increasing emphasis on the attainment of both of the skills acquired in elementary, secondary and higher education and of the educational credentials that a person has acquired the skills for a job.

The educational system is expected to provide opportunity for social and economic mobility by selecting and training the most able and industrious youth for higher-status position in society.

The educational system places those with the greater abilities and training in higher positions and those with the lesser abilities and training in lower ones. Thus, education tends to generate vertical social mobility by increasing their earning power and by preparing them for higher-status occupation than that of their parents.

The educational system whether industrial societies or in developing societies like India tend to create and maintain a broad division between elites and masses, between education for intellectual and for manual occupations. Such differentiation within the educational system is closely linked to the system of social stratification and mobility.

7- Social Development:

Skills and values learned in education are directly related to the way to which the economy and the occupational structure operate. Education trains the individuals in skills that are required by the economy. In modern planned economy the output of skilled people must be consciously geared to the economic and social priorities of the society. That explains the vital role of education in social development. Literacy, for example, stimulates

economic and social de development and that is why all developing countries have undertaken large-scale literacy programs.

Literacy increases political consciousness among poor people who now organize themselves into various forms of organization.

❖ Summary:

The aim of education is not to develop one single virtue but to produce healthy normal human beings who understand the meaning of life and what it demands from them. From childhood to youth, students must be constantly reminded by educationists and psychologists that the fundamental law of life is co-operation, not self-aggrandizement or domination or conflict. If students are intellectually and morally brought up on co-operation, most of our troubles would be at an end and life would be much healthier, richer and nobler than ever before.

❖ Questions for Self-Studying and Thinking

After studying the first chapter, answer the following questions:

1- Illustrate the Meaning of Education and its Importance in our life.

2- State some goals of Teacher Education.

3- We can indicate several sociological aspects of education. Explain some of them.

4- State some Social Functions of Education.

Chapter (2)

Instructional System & Types of Education

❖ Introduction

In this chapter we will discuss the main characteristics and qualities of a Good Teacher and what makes a Great Teacher. Also, Roles of a Teacher in the 21st Century will be illustrated.

❖ Curriculum and Instruction

What is the difference between curriculum and instruction?

▪ Curriculum

In formal education, a curriculum is the set of courses and their content offered at a school or university. As an idea, **curriculum** stems from the Latin word for *race course*, referring to the course of deeds and experiences through which children grow to become mature adults. A curriculum is prescriptive and is based on a more general syllabus which merely specifies what topics must be understood and to what level to achieve a particular grade or standard.

An academic discipline is a branch of knowledge which is formally taught, either at the university – or via some other such method. Each discipline

usually has several sub-disciplines or branches, and distinguishing lines are often both arbitrary and ambiguous. Examples of broad areas of academic disciplines include the natural sciences, mathematics, computer science, social sciences, humanities and applied sciences.

Educational institutions may incorporate fine arts as part of K-12 grade curricula or within majors at colleges and universities as electives. The various types of fine arts are music, dance, and theatre. The Sudbury Valley School offers a model of education without curricula.

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https://drive.google.com/drive/folders/17HmKE5Rg9FHfjWhqFkaBVlHdz pBZFyPF?usp=sharing

- **Instruction**

Instruction is the facilitation of another's learning. Instructors in primary and secondary institutions are often called teachers, and they direct the education of students and might draw on many subjects like reading, writing, mathematics, science and history. Instructors in post-secondary institutions might be called teachers, instructors, or professors, depending on the type of institution; and they

primarily teach only their specific discipline. Studies from the United States suggest that the quality of teachers is the single most important factor affecting student performance, and that countries which score highly on international tests have multiple policies in place to ensure that the teachers they employ are as effective as possible. With the passing of NCLB in the United States (No Child Left Behind), teachers must be highly qualified. A popular way to gauge teaching performance is to use student evaluations of teachers (SETS), but these evaluations have been criticized for being counterproductive to learning and inaccurate due to student bias.

College basketball coach John Wooden the Wizard of Westwood would teach through quick "This not That" technique. He would show (a) the correct way to perform an action, (b) the incorrect way the player performed it, and again (c) the correct way to perform an action. This helped him to be a responsive teacher and fix errors on the fly. Also, less communication from him meant more time that the player could practice.

❖ Components of an Instructional System

It can be seen that there is a close relationship between the teaching−learning process, i.e., educational process and the components of the instructional system. Keeping in mind the educational process, it

can be seen that, aims and goals; contents and syllabus; tools used in teaching methods, educational environment and evaluation are components of the instructional system. They have been discussed in detail below.

1- Aims and Goals:

Before implementing any program or plan, it is very important to first decide what the goal to be achieved is. There is a difference between aims and goals. Aims are very broad, while goals can be easily achieved during that stage. Goal identification means to decide the behavioral changes that are expected to take place in the students due to the implementation of an instructional system. Immediate goals are achieved step-wise. One cannot proceed towards the next step till the expected goals are fulfilled. The desired goal can be achieved by the complete evaluation and additional changes that are necessary in the system. Specific goals are achieved through the fulfillment of the short term goals. By fulfilling the specific goal one can proceed towards achieving the aim.

2- Course and Syllabus:

The course and syllabus are helpful in the achievement of the goals decided at the beginning of the educational process. After the syllabus

has been finalized contents are the next step that helps in achieving the goals therein. The course has elements and sub-elements which are arranged in an ascending order.

3- Instructional System & Methods, Educational Environment:

It is important to create a conducive environment for the achievement of the desired goals. Nevertheless, the main crux of the instructional systems is in this step. The creation of an environment is essential for achieving the expected goal of the two stages mentioned before, namely, goals and syllabus. For this, it is essential to co-ordinate the human component, surrounding component, instructional techniques, study material and instructional system properly. In Instructional system, at this stage, actual action is taken to achieve the expected goals.

4- Evaluation:

This is the last stage of an Instructional system. In this stage, it is seen how far the expected goals have been achieved. This means that the estimate of the fulfillment of the goal helps in updating. At the end of the year evaluation is done at the school level. by conducting unit test continuously throughout the year, it can be seen how far the expected behavioral changes have occurred.

❖ Types of Education

Education goes beyond what takes places within the four walls of the classroom. A child gets the education from his experiences outside the school as well as from those within on the basis of these factors. There are three main types of education, namely, Formal, Informal and Non-formal. Each of these types is discussed below.

❖ First: Formal Education

Formal education or formal learning usually takes place in the premises of school, where a person may learn basic, academic, or trade skills. Small children often attend a nursery or kindergarten but often formal education begins in elementary school and continues with secondary school.

Post-secondary education (or higher education) is usually at a college or university which may grant an academic degree. It is associated with a specific or stage and is provided under the certain set of rules and regulations .

The formal education is given by specially qualified teachers they are supposed to be efficient in the art of instruction. It also observes strict

discipline. The student and the teacher both are aware of the facts and engage themselves in the process of education.

Educational institutions in our society are of considerable importance. These goals and values are defined by the system of education prevalent in our society. Hence educational institutions socialize us into useful members of society. Educational institutions transmit our cultural values to the next generation.

- **What is an Educational Institution?**

1) A place where people of different ages gain an education, including preschools, childcare, elementary schools, and universities.

2) An organization which carries out educational activity. Learn more in: Research Competence of Training for Students with Locomotors Apparatus Diseases in the System of Russian General Education.

3) A place where people of different ages gain an education including preschools, childcare, elementary schools, and universities.

Examples of Formal Education can include the following:

- Learning in a classroom

- School grading/certification, college, and university degrees

- Planned education of different subjects having a proper syllabus acquired by attending the institution.

- Characteristics of formal education

- Formal education is structured hierarchically.

- It is planned and deliberate.

- Scheduled fees are paid regularly.

- It has a chronological grading system.

- It has a syllabus and subject oriented. The syllabus has to be covered within a specific time period.

- The child is taught by the teachers

- Advantages of Formal education:

- An organized educational model and up to date course contents.

- Students acquire knowledge from trained and professional teachers.

- Structured and systematic learning process.

- Intermediate and final assessments are ensured to advance students to the next learning phase.

- Institutions are managerially and physically organized.

- Leads to a formally recognized certificate.

- Easy access to jobs.

- **Disadvantages of Formal education:**

There are many disadvantages of Formal Education. They are as follows:

- Sometimes, brilliant students are bored due to long wait for expiry of the academic session to promote to the next stage

- Chance of bad habits' adoption may be alarming due to the presence of both good and bad students in classroom

- Wastage of time as some lazy students may fail to learn properly in spite of motivation by the professional trainers.

- Some unprofessional and non-standard education system may cause the wastage of time and money of the students which leads to the disappointment from formal education and argue them to go for non-formal education.

- Costly and rigid education as compare to other form of learning

❖ **Second: Informal Education:**

Informal education may be a parent teaching a child how to prepare a meal or ride a bicycle. People can also get an informal education by reading many books from a library or educational websites. Informal education is when you are not studying in a school and do not use any particular learning method. In this type of education, conscious efforts are not involved. It is neither pre-planned nor deliberate. It may be learned at some marketplace, hotel or at home.

Unlike formal education, informal education is not imparted by an institution such as school or college. Informal education is not given according to any fixed timetable. There is no set curriculum required. Informal education consists of experiences and actually living in the family or community.

Examples of Informal Education can include the following:

- Teaching the child some basics such as numeric characters.

- Someone learning his/her mother tongue

- A spontaneous type of learning, "if a person standing in a bank learns about opening and maintaining the account at the bank from someone".

Characteristics of Informal Education:

Characteristics of Informal Education can include the following:

- It is independent of boundary walls.

- It has no definite syllabus.

- It is not pre-planned and has no timetable.

- No fees are required as we get the informal education through daily experience and by learning new things.

- It is a lifelong process in a natural way.

- The certificates/degrees are not involved and one has no stress for learning the new things.

- You can get from any source such as media, life experiences, friends, family etc.

- **Advantages of Informal Education:**

There are many advantages of Informal Education. They are as follows:

- More naturally learning process as you can learn at anywhere and at any time from your daily experience.

- It involves activities like individual and personal research on a topic or interest for themselves by utilizing books, libraries, social media, internet or getting assistance from informal trainers.

- Utilizes a variety of techniques.

- No specific time span.

- Less costly and time efficient learning process.

- No need to hire experts as most of professionals may be willing to share their precious knowledge with students/public through social media and internet.

- Learners can be picked up the requisite information from books, TV, radio or conversations with their friends/ family members.

- **<mark>Disadvantages of Informal Education:</mark>**

There are many disadvantages of Informal Education. They are as follows:

- Information acquired from internet, social media, TV, radio or conversations with friends/ family members may lead to the disinformation.

- Utilized techniques may not be appropriate.

- No proper schedule/ time span.

- Unpredictable results which simply the wastage of time.

- Lack of confidence in learner.

- Absence of discipline, attitude and good habits.

❖ Third: Non-Formal Education:

Non-formal education includes adult basic education, adult literacy education or school equivalency preparation. In non-formal education, someone (who is not in school) can learn literacy, other basic skills or job skills.

Home education, individualized instruction (such as programmed learning), distance learning and computer-assisted instruction are other possibilities .

Non-formal education is imparted consciously and deliberately and systematically implemented. It should be organized for a homogeneous group. Non-formal, education should be programmed to serve the needs of the identified group. This will necessitate flexibility in the design of the curriculum and the scheme of evaluation.

▪ Examples of Non-Formal Education:

Examples of Non-Formal Education can be as follows:

- Boy Scouts and Girls Guides develop some sports program such as swimming comes under the non-formal education.

- Fitness programs.

- Community-based adult education courses.

- Free courses for adult education developed by some organization.

- **Characteristics of Non-Formal Education:**

There are many characteristics of Non-Formal Education. They are as follows:

- The non-formal education is planned and takes place apart from the school system.

- The timetable and syllabus can be adjustable.

- Unlike the theoretical formal education, it is practical and vocational education.

- Non-formal education has no age limit.

- Fees or certificates may or may not be necessary.

- It may be full time or part-time learning and one can earn and learn together.

- It involves learning of professional skills.

- **Advantages of Non-Formal Education:**

There are many advantages of Non-Formal Education. They are as follows:

- Practiced and vocational training.

- Naturally growing minds that do not wait for the system to amend.

- Literacy with skillfulness growth in which self-learning is appreciated.

- Flexibility in age, curriculum and time.

- Open-ended educational system in which both public and private sector are involved in the process.

- No need to conduct regular exams.

- Diploma, certificates and award are not essential to be awarded.

- **Disadvantages of Non-Formal Education:**

There are many disadvantages of Non-Formal Education. They are as follows:

- Attendance of participants is unsteady.

- Sometimes, it's just wastage of time as there is no need to conduct exam on regular basis and no degree/diploma is awarded at the end of the training session.

- Basic reading and writing skills are crucial to learn.

- No professional and trained teachers.

- Students may not enjoy the full confidence as the regular students enjoy.

- Some institutes provide fake certification through online courses just for the sake of earning.

❖ Analysis of Formal, Informal & Non-formal Education:

Table (1)

Analysis of the Formal, Informal, and Non-Formal Types of Education

Criteria of Analysis	Formal Education	Informal Education	Non-Formal Education
Definition	Formal education is a methodical and composed training model, organized and controlled by a given arrangement of laws and standards, exhibiting a somewhat inflexible educational programs, content and procedure.	Informal or casual education is different from formal training and especially from non-formal training, despite the fact that in specific cases it is equipped for keeping up a cozy association with both. Informal instruction does not really incorporate destinations and subjects for the most part included by customary educational program.	Non-formal education qualities are discovered when received methodology does not require learner participation, diminishing contacts among instructor and learner and most exercises happen outside the school. Educative procedures blessed with adaptable educational program and strategy, fit for adjusting to the necessities and interests of learners.

Instances	Acquiring proper knowledge from educational institutions like school, college & university.	Students' discussion, learning outside the classroom, use of DVD having educational lectures & TV shows.	Non-credit adult educational programs, sports programs planned by community association, online courses.
Course contents	Properly organize information based on facts.	Multidisciplinary field information.	Particular knowledge of specific domain.
Type of activity	Formal activities	Routine training Calming activities	Non-formal activities (outside the school, classroom and after getting jobs)
Outcome	Positive and projected	Positive or negative and non-projected	Positive and projected
Source of acquiring knowledge	Schools, colleges, universities and other educational institutions.	Internet, Social Media, electronic/print media, group discussion amongst friends/ family members.	Outside the educational institution.
Way of acquiring knowledg	Direct	Individual, implicit	Direct

Advantages	Organized, structured and systemic learning process end with recognized certificate which leads to access a reasonable job.	Natural learning process as you learn from daily experience, less costly and time proficient, no need to hire experts, learn from social media, electronic & print media, internet and other sources.	Practiced and vocational training, Literacy with skillfulness growth, flexibility in age, curriculum and time, no regular exams.
Disadvantages	Costly and rigid education, long academic session, adoption of bad habits during study hours, unprofessional trainers may cause the wastage of time and money as well.	Unreliable sources of information, no proper time schedule, inappropriate techniques, unpredictable results, absence of confidence and discipline in learner.	Non-regular turnout of learners, no regular exam so no degree/certificate is awarded at the end of a training session which is just undue consumption of precious time.

❖ Summary

In this chapter we have discussed the main characteristics and qualities of a Good Teacher and what makes a Great Teacher. Also, Roles of a Teacher in the 21st Century were illustrated.

❖ Questions for Self-Studying and Thinking

After studying the second chapter, answer the following questions:

1- What is the difference between curriculum and instruction?

2- What are the Components of an Instructional System?

3- There are three main types of Education, each has a specific meaning, some advantages, disadvantages, and examples, illustrate.

Chapter (3)

Characteristics and Qualities of

a Good Teacher

❖ Introduction

Every teacher wants to be good, but what exactly are the qualities that make a good teacher? What are the skills, talents, and characteristics, and can they be taught or learned?

Teaching can be quite satisfying for people who do it well. I know this because I am a teacher, too. Although I do not think I'm always the best teacher, do I know that the majority of my students love me, and I guess this is partly why good things happen in my classroom?

❖ Characteristics and Qualities of a Good Teacher

I have spent a lot of time thinking about—and done a lot of research into—the question of what characteristics make a teacher effective and how I can succeed in the classroom. Although every great teacher has their own special, unique style, I have found that there are nine specific universal qualities that are necessary for anyone who wants to teach effectively, whether they want to teach in an elementary school or a

university. If any teacher possesses the following characteristics and qualities, he/she can become a very good teacher with large fan base.

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❖ A Great Teacher

What Makes a Great Teacher? Many things can help make a good teacher. They are as follows:

- expert communication skills

- superior listening skills

- deep knowledge and passion for their subject matter

- the ability to build caring relationships with students

- friendliness and approachability

- excellent preparation and organization skills

- strong work ethic

- community-building skills

- high expectations for all

Each of these characteristics is described fully below. Although great teachers may also possess a number of other wonderful qualities (like a sense of humor, personality, flexibility, kindness, leadership, classroom management, a calm demeanor, experience, and the ability to multitask), these are the qualities the best teachers universally possess.

Education is not the filling of a pail but the lighting of a fire. —

William Butler Yeats

1. Excellent Communication Skills

You'd think that the most important quality for a teacher to possess would be knowledge, since that's what the job is all about, after all: sharing knowledge. But no matter how knowledgeable a person is, if they can't convey what they know to others in a way that is not only understandable but engaging, the knowledge itself is useless.

- If a teacher's communication skills (verbal, nonverbal, and visual, which involve speaking, writing, imagery, body language, and the organization of ideas into understandable structures) are good, they can convey knowledge with better skill and results.

- Since a large part of good communication knows when the audience has understood, these teachers notice when they have communicated effectively and when they have not. They will often

paraphrase, illustrate, or take tact entirely when it becomes apparent that their communication has fallen flat or has not reached or connected to the entire class.

- A good teacher notices when even one student among many does not understand, and makes an effort to communicate individually when necessary.

- Communication also involves explaining exactly what the assignments and expectations are. When students fully understand what is expected of them, it's much easier for them to deliver.

- Interestingly, not only are communication skills incredibly important in the classroom, but they are among the most important skills in any setting. According to a [recent survey by the Pew Research Center](), most Americans view communication as the most important skill for long term success "to get ahead in the world today." So by being good communicators, teachers are modeling important lifetime skills by example.

2. Superior Listening Skills

In addition to being good communicators, good teachers also happen to be excellent listeners. As the Turkish proverb says, "If speaking is silver, then listening is gold." Of course, effective communication only happens

when at least two parties are actively involved in the process together, and the only way to know if communication is heard is by asking (and listening to the answer).

So in an ideal learning environment, teachers ask important questions and then actively, carefully, empathetically listen to what learners have to say. When good teachers develop this patient quality in themselves, they start to become great. Great teachers listen hard and then use what they hear to improve the communication.

Those who know, do. Those who understand, teach. — Aristotle

3. Deep Knowledge of and Passion for the Subject Matter

There is a saying that a teacher is only as good as what they know. If a teacher lacks knowledge in a subject, that dearth of understanding is passed along to the students. And keep in mind that although formal education is one way a teacher might gain the knowledge they need in order to teach well, there are other ways.

Passion is infectious. Love of a subject matter inspires a person to learn more, dig deeper, and think harder about it, so passion inspires deeper knowledge. The best teachers are those that clearly love their subjects and pass that passion and desire to learn more on to their students. When the teacher not only has the right answer to a student's question

but can expand the discussion with vivid examples, amusing illustrative anecdotes, and relevant facts, and when the teacher has a deep well of understanding and expertise to draw on, then every lesson is enriched, and every student might be inspired.

4. The Ability to Develop Strong Relationships with Students

It's not enough just to know what you're talking about, though, and a great teacher doesn't only teach from the head. In the best classrooms, hearts are involved, as well. In order to create successful learning environments, great teachers need to be able to build caring relationships with their students. It is the caring student-teacher relationship that facilitates the exchange of information.

The best teachers are often the ones that care the most deeply, not only about their jobs, but about every student they serve. It's not enough just to love the subject matter: Great teachers also share a love of students. Caring about the students is what inspires teachers to reach out, do better, communicate more, ask, learn, refine, and improve. This is something that can't be taught, not even in the best school.

5. Friendliness and Approachability

Because it's the teacher's job to help students learn, they must be easy to approach. Students will have questions that can't be answered if the

teacher isn't friendly and easy to talk to. The crabby, unapproachable, terse, mean, arrogant, rude, all-business teacher can't last long. If the students think of their teacher as their enemy, they certainly won't learn much. The best teachers are the most open, welcoming, and easy to approach.

6. Preparation and Organization Skills

No matter how charming you are, if you show up for a class without an excellent plan for how to teach your material, you won't succeed. Great teachers spend endless hours outside of the classroom preparing, designing lessons, learning more (both about their subject matter specifically and how to teach, in general), participating in professional development, and thinking of fresh and interesting ways to reach the students.

The best teachers have excellent lesson plans, lectures, and assignments that they continually improve. They have studied extensively and read widely about how to teach and methods to facilitate learning. They structure their days, lessons, and units in a way that fosters maximal understanding and interest. They collaborate with other teachers and attend classes to learn more about their subject matter and how to best convey it. They are available outside of class, and they

grade papers quickly, writing personal notes to help their students understand.

A good teacher affects eternity; he can never tell where his influence stops. — **Henry Adams**

7. A Strong Work Ethic

Anyone who's done it knows that teaching is one of the hardest jobs there is. The secret that keeps them going is that great teachers really, really want to be great teachers, and they'll stop at nothing do succeed. A great teacher will do almost anything to help their students. They always make time and they're always willing to help. If something doesn't work, they'll work tirelessly until they find a solution. A teacher's work is never done but the best ones never stop trying, they never quit.

8. The Ability to Build Community

The best teachers understand the importance of building supportive and collaborative environments. In addition to forming caring relationships with each student, the best teachers foster healthy and mutually respectful relationships between the students. They know how to establish guidelines and assign roles to enlist every student's help and participation. Every student feels like they are not only accepted by the larger group, but that their presence is a necessary ingredient in the

classroom's magic. Their classrooms are like little communities where each individual plays a part and feels at home.

9. High Expectations for All

Studies show that a teacher's expectations have a huge impact on student achievement. The best teachers have high expectations for all of their students. They expect a lot from each student, but those expectations are both challenging and realistic. This doesn't mean they hold all students to the same high standard, but instead that they know what each student is capable of individually and strive to help each one attain their personal best.

❖ Characteristics of a Good Teacher

Which is the most important characteristic of a good teacher?

- Friendly and Congenial

- A Good Personality

- His Knowledge and Education

- A Good Communicator

- A Good Listener

- Having A Good Sense of Humor

- Gentle and Kind

❖ **What brought you here?**

Why do you want to know what makes a good teacher?

- I am a student.

- I am thinking about being (or studying to be) a teacher one day.

- I am just curious.

- I am writing a paper on this topic.

- I am a teacher.

❖ **What were the qualities of the most memorable teacher who encouraged you to teach?**

Results from a longitudinal, qualitative, quasi-research study of students in education, including in-service as well as pre-service teachers, reflect the out-of-class essay assignment that asked those students this question: What were the qualities of the most memorable teacher who encouraged you to teach? Students expressed their points of view concerning the outstanding characteristics of an effective teacher— "effective" meaning that these teachers made the most significant impact on their lives. These characteristics are:

- Came to class *prepared*

- Maintained *positive* attitudes about teaching and about students

- *Held high expectations* for all students

- Showed *creativity* in teaching the class

- Treated and graded students *fairly*

- *Displayed a personal*, approachable *touch* with students

- *Cultivated a sense of belonging* in the classroom

- Dealt with student problems *compassionately*

- *Had a sense of humor* and did not take everything seriously

- *Respected students* and did not deliberately embarrass them

- Was *forgiving* and did not hold grudges

- *Admitted mistakes*

❖ **Bottom of Form Students' points of view concerning characteristics of a "Good Teacher**

Miller, Patricia (1987) found it beneficial to view the process of teaching through the eyes of a student. She concludes ten characteristics of a "Good Teacher" as follows:

1. *I want a teacher who has a contagious enthusiasm for his teaching.*

2. *I want a teacher who is creative.*

3. *I want a teacher who can add pace and humor to the class.*

4. *I want a teacher who challenges me.*

5. *I want a teacher who is encouraging and patient, and who will not give up on me.*

6. *I want a teacher who will take an interest in me as a person.*

7. *I want a teacher who knows grammar well and who can explain something on the spot1 if necessary.*

8. *I want a teacher who will take a minute or two to answer a question after class, or who will take five minutes to correct something that I have done on my own.*

9. *I want a teacher who will treat me as a person, on an equal basis with all the members of the class, regardless of sex, marital status, race, or my future need for the language.*

10. *Finally, I want a teacher who will leave his emotional baggage outside the classroom.*

In brief, the qualities that had been mentioned can be separated into four areas:

(1) Affective characteristics,

(2) Skills,

(3) Classroom management techniques, and

(4) Academic knowledge:

- **Affective characteristics**

  - Enthusiasm

  - Encouragement

- Humor

- Interest in the student

- Availability

- Mental health

- **Skills**

  - Creativity

  - Challenge

- **Classroom Management**

  - Pace

  - Fairness

- **Academic Knowledge**

  - Grammar

A teacher's effectiveness depends on his demonstration of the affective characteristics. These are inborn in some of us, but they are also within the grasp of most teachers. Most of us want to be encouraging, enthusiastic, and available, but we just have to be reminded once in a while. The classroom management techniques of peace and fairness are often overlooked, but they can be crucial to effective teaching. These are not techniques that require training, but again, simply awareness. The specific teaching skills of creativity and challenge are associated

more with the types of materials and activities, and their level and appropriateness. Ease and facility in these two areas come with experience and familiarity with the syllabus and materials. Lastly, a teacher who knows his grammar gives himself credibility and stature in the eyes of his students. With a little training in how to explain grammar and how to teach it, teachers have an indispensable tool.

❖ Roles of a Teacher in the 21st Century

It is clear that the 21st century classroom needs are very different from the 20th century ones. In the 21st century classroom, teachers are facilitators of student learning and creators of productive classroom environments, in which students can develop the skills they might need at present or in future.

However, let's outline some of the most popular teacher roles. Harmer, J. states that 'it makes more sense to describe different teacher roles and say what they are useful for, rather than make value judgments about their effectiveness.' So here are some of the most common teacher roles:

- **Teacher Roles:**

Most teachers take on a variety of roles within the classroom, which role do you think most defines your role in the ESL classroom?

1. The Controller:

The teacher is in complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role when a new language is being introduced and accurate reproduction and drilling techniques are needed.

In this classroom, the teacher is mostly the center of focus, the teacher may have the gift of instruction, and can inspire through their own knowledge and expertise, but, does this role really allow for enough student talk time? Is it really enjoyable for the learners? There is also a perception that this role could have a lack of variety in its activities.

2. The Prompter:

The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary.

When learners are literally 'lost for words', the prompter can encourage by discreetly nudging students. Students can sometimes lose the thread

or become unsure how to proceed; the prompter in this regard can prompt but always in a supportive way.

3. The Resource:

The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. The teacher must make her/himself available so that learners can consult her/him when (and only when) it is absolutely necessary.

As a resource the teacher can guide learners to use available resources such as the internet, for themselves, it certainly isn't necessary to spoon−feed learners, as this might have the downside of making learners reliant on the teacher.

4. The Assessor:

The teacher assumes this role to see how well students are performing or how well they performed. Feedback and correction are organized and carried out.

There are a variety of ways we can grade learners; the role of an assessor gives teachers an opportunity to correct learners. However, if it is not communicated with sensitivity and support it could prove

counter-productive to a student's self-esteem and confidence in learning the target language.

5. The Organizer:

Perhaps the most difficult and important role the teacher has to play. The success of many activities depends on good organization and on the students knowing exactly what they are to do next. Giving instructions is vital in this role as well as setting up activities.

The organizer can also serve as a demonstrator, this role also allows a teacher to get involved and engaged with learners. The teacher also serves to open and neatly close activities and also give content feedback.

6. The Participant:

This role improves the atmosphere in the class when the teacher takes part in an activity. However, the teacher takes a risk of dominating the activity when performing it.

Here the teacher can enliven a class; if a teacher is able to stand back and not become the center of attention, it can be a great way to interact with learners without being too overpowering.

7. The Tutor:

The teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks.

This role can be a great way to pay individual attention to a student. It can also allow a teacher to tailor make a course to fit specific student needs. However, it can also lead to a student becoming too dependent or even too comfortable with one teacher and one method or style of teaching.

❖ Summary

This chapter discussed many points: characteristics and qualities of a Good Teacher, what makes a Great Teacher, and roles of the Teacher in the 21st Century.

❖ Questions for Self-Studying and Thinking

After studying the third chapter, answer the following questions:

1- State some characteristics and qualities of a Good Teacher.

2- What makes a Great Teacher?

3- Explain some roles of the Teacher in the 21st Century.

Chapter (4)

In-Service Education of Teachers

❖ Introduction

In-service education is designed for the manpower development of the school system and the educational enterprise as a whole. If teachers are to perform their functions effectively and efficiently, it becomes imperative for them to require training in new skills and modern methodology. The higher the level of educational attainment by teachers is, the higher the level of educational standard in the country. No wonder the national Policy on Education (2014) asserted that no level of education can rise above the quality of its teachers.

To meet the growing needs of education in a global economy it becomes imperative to provide sound in-service education for teachers to update their skills, knowledge and experience.

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❖ Concept of In-Service Education

In-service education can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his

professional knowledge, skills, and competence in the teaching profession. Therefore, it encompasses all forms of education and training given to a teacher who is already on the job of teaching and learning.

According to billing (1976) in-service education is staff development which is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and implementation of programs of staff activities designed for the harmonious satisfaction of these needs.

Generally, the teachers are regarded as the hub of educational development. Therefore, in-service education is concerned with the activities and courses in which a serving teacher may participate for the purpose of upgrading his professional skills, knowledge and interest, subsequent to initial training. In this case, in-service education is designed to fill the gap of professional inadequacies of a serving teacher.

As Fisher (2003) has rightly pointed out the skill appropriate for generation ago might no longer prepare students for the world beyond school. Students are being tasked to be more creative and thoughtful in their daily activities.

In-service education is also referred to as continuing education that is designed for the retraining, reskilling and updating the knowledge of manpower. According to UNESCO (1985) continuing education can be regarded as the entire body of educational processes whatever the content level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the two fold perspective of full personal development and participation on balance and independent social, economic and cultural development.

❖ Rationale for In-Service Education of Teachers

The rationale for in-service education of teachers cannot be overemphasized. Teachers now engage in one form of in-service training or the other to cater for their inadequacies and extend their professional competencies. No wonder, Kolo (2013) asserted that education is the key to human capital development and the system must be subject to reforms and repositioning as static education system does not transform societies.

Kpangbam (1992) pointed out that rationale for INSET for teachers are as follows:

1. It is recognized that however good existing pre-service teacher education programs are, they by their very nature cannot equip intending teachers with all they need for a life-time of work in the classroom.

2. There is increasing awareness of the impact of social, political and technological changes and of the need for teachers to be conscious of and responsive to such changes.

3. There are clear indications that teachers are members of an under-educated profession, whose working conditions do not encourage the kinds of peer interaction which would improve performance.

4. There is a growing expectation that teachers should reform their own practice, as it is only then that meaningful curriculum development could take place in the daily routine of classrooms.

5. There is a growing number of specialized administrative roles that teachers have to take up with passing years in teaching, for example, head of department, head of blocks and counselor and

effective performance of the tasks requires specialized training because they involve the exercise of leadership skills and judgment of a high order (Willson, 1977, Bolam 1978).

In addition, Alabi and Ige (2014) highlighted the rationale for in-service education of teachers as follows:

1) preponderance of unqualified teachers in the educational system

2) improvement of the curriculum

3) unsatisfied admission demands

4) issue of unemployment

5) poor performance of students in examinations

6) degrading quality of teaching

In the light of the above, one would expect that the teacher-training (pre-service and in-service) should acquire certain competencies for professional enhancement. Berger and Goldberg (1974) highlighted these competencies as follows:

1) Understanding and appreciating the educational objectives of the curriculum

2) Having an interdisciplinary science and technological education including history and philosophy of science rather than being a specialist in only one discipline.

3) Seeking creativity

4) Being technological literate

5) Being capable of divergent thinking i.e. capable of dealing openly and intelligently with open minded questions, and at the same time having the capacity to see new related issues evolved and new questions to be defined and answered.

6) Extending the capacity and imagination to improvise.

7) Developing self-confidence and independence.

8) Ensuring familiarity with the variety of existing instructional materials and available resources.

9) Increasing integration power i.e. how to put it all together.

❖ Principles of In-Service Education

In-service education is imperative in a fast changing world in view of the prevailing changes in science and technology. To actualize the set

objectives of in-service education in any organization some basic principles should be taken into consideration, as enumerated by Stoops et al (1981) as follows:

1) In-service program emerges from recognized needs of the school and community.

2) All school personnel need in-service education.

3) Proper supervisor is an effective means of accelerating the in-service professional growth.

4) Improving the quality of instruction is the immediate and long range observes of in-service education.

5) In-service education leads to a continuous process of re-examination and revision of the educational program. Additionally, it encourages participants to attain self-realization through competence, accomplishment and security.

6) In-service education has increasingly become the concern of state agencies, colleges, and universities, school boards, school administrators and teachers.

7) Supervisors should create an atmosphere that will stimulate a desire on the part of teachers for in-service growth.

8) The in-service program should provide for keeping abreast with research and advances in education.

9) An in-service program is most effective when cooperatively initiated and planned.

As a matter of fact, most teachers found in our classrooms today have nothing to offer to students by ways of professional training. Such teachers need in-service training to update their knowledge, skills and competence. In-service education programs can be categorized into different forms. According to Asaya (1991), there are eight varieties of in-service education as follows:

1) Institutes (a series of lectures designed to give participants as much information as possible in a short time, usually two or three days).

2) Conferences (give participants an opportunity to question others and discuss ideas presented)

3) Workshops (usually a moderate size group, where each person has a problem to solve that is closely related to his field. A skilled consultant works with each group)

4) Staff meetings (may perform a useful in-service function but generally used to acquaint teachers with administrative proceeds users and policies)

5) Committee (five or several members work on a problem that could be impossible for a whole staff to tackle).

6) Professional reading (with the aid of a professional library' study groups)

7) Individual conferences (dependent of feelings of mutual understanding and support existing between teacher and supervisor).

8) Visits and demonstrations (opportunity to observe actual teaching techniques).

In the same vein, Maduabum (1992) summarized the different forms of in-service education as follows:

1) **Regular courses**: These are the full time courses undertaken during the normal academic session. The period of the program depends on the type of course e.g B.A (ed), B.Sc (Ed), postgraduate Diploma in Education (P.G.D.E.), M.Ed & Ph.D.

2) **Conferences**: these are academic gathering in which certain speaker come prepared, often by invitation or for a fee, to open

discussion on some reasonably interesting or controversial theme.

Generally, conference attenders come to listen, question the main

speakers, make additional prepared or spontaneous contributions

to their own, evaluate opinions and points of view, and discuss

formally and informally among themselves.

3) **Workshops**: Just like conferences, workshops can be regarded as

academic gatherings but in this case aimed primarily at providing

within the intellectual horizons of participants, selected functional

experiences that will enhance their performance on the job.

Workshops are characterized by individual or group role

assignments. Resources persons are usually invited who come

prepared and provide working procedures to participants.

4) **Seminars**: A seminar is an academic forum whose major purpose

centers on a reflection or discussion of problems. It is piloted by a

coordinator who has a written responsibility of putting down precise

or brief summary of the views expressed by each member of the

discussion panel. At the end of the session, the coordinator

presents the highlights of the views expressed and invites

questions, comments, observations or contributions from the

audience to encourage total participation.

5) **Correspondence Courses:** In this type of in-service training, there is no physical contact between the teacher and the student. Communication between the teachers and students is through post, hence the name correspondence education.

6) **Exhibitions:** These can be regarded as physical displays of scientific interest intended to enlighten a wider scientific community. They could be of classroom application or in a broader context geared towards solving societal problems e.g. making of soap or dyes from local resources.

❖ **Benefits of In-Service Teacher Education**

There is no doubt that in-service education will continue to fill the missing lings created by the changing society between pre-service education and teacher's effectiveness in the world of work.

The National Policy on Education (2014, revised edition) emphasized the significance of in-service training of teachers, so that education can be advantageously employed to fulfill national philosophy. Thus, the policy states that:

Teacher education will continue to take cognizance of changes in methodology, and in the curriculum. Teachers' will be regularly exposed

to innovations in their profession. In-service training will be developed as an integral part of continuing teacher education. No matter the efficiency of the pre-service training we give to teachers, there will necessarily be areas of inadequacies. In-service education of teachers will continue to fill these gaps e.g. for library services education, evaluation techniques, Guidance and counseling etc., and will be systematically planned so that successful attendance at a number of such courses will attract incremental credits and/or count towards future advancement.

The benefits of in-service education can, therefore, be summarized below as highlighted by Imogie (1992) as follows:

1. Providing the serving professional teachers ample opportunities of updating their knowledge and skills towards better objective performance and advancement in status, without having to resign their employment.

2. Providing the schools system, the opportunities of retaining the services of trained and qualified teachers while in sandwich/in-service education program.

3. Providing opportunities for increasing the number of trained and qualified teachers at all levels of education

4. Reducing the financial burden of employers of teachers, as the money they had to pay as salaries and allowances on full-time to their teachers on full-pay/time in-service education program was saved.

5. Providing additional sources of revenue generation for teacher education institutions in which the sandwich programs are based.

6. Providing additional source of income to staff members participating in the programs.

Providing opportunities for teacher education institutions to provide service in an essential area of national development, especially by putting their facilities and staff into use during the long vacations.

❖ **Problems of In-Service Teacher Education**

A plethora of problems have been identified to militate against in-service education programs as follows:

1. In-service education program is capital intensive and most of the participants are self-sponsored. As a result, many of them cannot cope with exorbitant school fees and other incidental expenses for textbooks and personal upkeeps.

2. The time factor is a major constraint as contact hours for lectures and examinations are inadequate. Therefore, the effectiveness and scope of instruction is in doubt.

3. There are a lot of discrepancies in the approaches and techniques adopted by the different institutions involved in in-service education programs which imply lack of uniformity in course content and methodology.

4. There is the problem of poor planning and organization whereby available activities for participants are impersonal and unrelated to their job settings in the classroom.

5. There are the problems of inadequate facilities in terms of classrooms, laboratories and boarding facilities to accommodate the size of enrolment.

In the same vein, Imogie (1992) enumerated the problems of in-service teacher education program as follows:

1. The size of the enrollment is often too large to allow for any meaningful instruction. Enrollments run to hundreds in most subject areas, while total enrolment runs into thousands in most institutions.

2. The massive enrolment creates problems of effective management of both instruction and students.

3. The desire to make the programs self-sustaining financially, as there are usually no institutional budgetary provisions, has led to the watering down of admission requirements into the programs. Thus, there can be no doubt that several weak students have been admitted over the years by several institutions.

4. The desire to admit as many students due to budgetary considerations has allowed several unemployed pre-service teachers to find their way into the programs originally designed as in-service for practicing teachers.

5. The effectiveness of the intensity and scope of instruction in the various subjects leave much to be desired as there is always no enough content hours to cover the syllabus. Thus, the in-service education program is characterized by 'mad' rush and the quality of the products is in doubt.

6. Most lecturers, in an attempt to make more of the extra money, take on many courses and overload themselves. Such overloading causes time-tabling problems. The lecturers can hardly be effective in such circumstances.

7. The in-service teacher education programs are characterized by excessive sales of handouts, some of which are worthless.

8. The unpredictable nature of the academic year in the universities and other teacher education institutions has made it impossible to keep the long vacation nature of the sandwich teacher education programs in most campuses. For example, in most cases, during long vacations, when sandwich students are supposed to come into residence in the campus, the regular students are just halfway into the second semester. Thus, several sandwich programs have been organized in primary or Secondary School under terrible hardship.

9. Under such hardship, students have had to sleep in classrooms. Classes are held in classrooms without seats, desks, and chalkboards. Science, language and geography courses have been held without appropriate laboratory facilities. These frustrating conditions under which some of the sandwich programs are held have direct influence on the quality of the programs.

10. Many of the teacher education institutions have often embarked on sandwich programs in areas/fields where they do not have the basic instructional facilities, infrastructure and staff.

11. The rate and manner at which the students on sandwich teacher education programs in the various universities and colleges, leave and return to their base (school) have been causing some disruptive

effects on their schools academic and other programs. There have been cases when teachers on sandwich teacher's education programs were not available to teach their classes and even to conduct examinations etc., because they either left too earlier or returned very late from the programs.

❖ Conclusion and Recommendations

In-service education of teachers should be seen as a necessity to achieve the national objectives of the educational system. In view of the apparent problems confronting in-service teacher education, the following recommendations are made:

1. There is need to have a well-planned in-service education program with clearly defined objectives growth and improvement of instruction and leadership skills.

2. In-service education should be recognized as part of institutional or organizational activities designed by government for staff development and motivation.

3. Organizers of in-service education should focus on job related tasks that are real, practical oriented and relevant to the participants.

4. Efforts should be directed to assist the participants to work in small groups and learn from each other rather than focusing on information dissemination that is not applicable in practical classroom setting or environment.

5. There is need for the government through the federal and state ministries to set up a slandering committee to regulate the conduct of in-service training for teachers to ensure uniformity of standard in course content, methodology and evaluation.

6. Government should encourage participants in in-service training through adequate funding to cater for some areas of their needs such as tuition fees, cost of textbooks and handouts, transport and boarding facilities.

7. Deliberate efforts should be made by the various institutions to provide adequate tables and chairs, classrooms, laboratories and boarding facilities for participants to facilitate effective instruction.

❖ **Questions for Self-Studying and Thinking**

After studying the fourth chapter, answer the following questions:

1- What is the meaning of In-Service Education?

2- Explain the main Principles of In-Service Education.

3- There are many Types of In-Service Education, Illustrate.

4- Explain the Benefits of In-Service Teacher Education.

5- Explain some Problems of In-Service Education.

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