NATIONAL OPEN UNIVERSITY OF NIGERIA

ECE 277

Organization and Service Provision in Early Childhood Education

Module 1

ECE 227 Organization and Service Provision in Early Childhood Education Module 1

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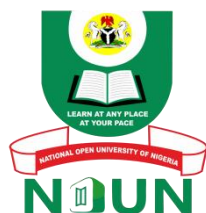
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Module 1 Fundamentals of Organization in Early Childhood Education

Unit 1 Meaning, Functions and Components of Early Childhood Education

1.0 Introduction

The word, '*organizing*', has been used to refer to different things, this is simply because human beings live in company of each other with their goals and objectives. An organization consists of people who carry out different tasks which are coordinated to contribute to organizational goals. The word *organization* therefore means different things to different people because of its components. Various scholars in different fields have attempted to define organization. However, in this course we shall be talking about organization in schools.

2.0 Objectives

At the end of this unit, you should be able to:
- explain the meaning of organization
- analyse the functions of organization
- identify and discuss the major components of organization in early childhood education.

3.0 Main Content

3.1 Meaning of Organization

The concept of organization has been described in many ways by experts in sociology and administration. For instance, Ezewu (1983) a sociologist defined organization as a social unit that pursue specific goals which they are structured to serve. Some examples given by him include schools, prisons, and churches among others.

Similarly, Nwankwo (1982) has defined organization as:

- A group of persons working together
- A network of relationships among individuals and activities
- A process of executive functions aimed at ensuring that resources, activities and authority relationships are so coordinated to achieve specified goals.

Thus, organization in schools deals with the arrangement or grouping of activities and services (in the school) into units or parts to make the work and plan of the administration simpler in execution, programme and schedule.

The second definition of organization, according to Nwankwo is suitable for school as an organization. It says organization is a network of relationships among individuals, and activities, which define the structural and or strategic arrangement of persons' positions and roles. This arrangement helps to achieve the objectives of the school curriculum.

3.2 Functions in Schools which are related to the Concept of Organization

Communication

Communication is the means by which people are linked together in an organization to achieve its common goal(s). Communication is important because it enables the administrator to:

- Establish and disseminate goals
- Develop plans for the achievement of goals
- Organize human and other resources efficiently and effectively
- Select, develop, and appraise members of the organization
- Lead, direct, motivate and create a climate in which people want to contribute
- Control performance.
- Coordination

It involves harmonizing the differences in opinion as to how group goals can achieved and individual objectives can be harmonized within group objectives to realise the stated goals of the organization.

Directing

In an organization, this is a principle or unity of direction. It simply means selection, inventory, appraiser and training of people so that they can assist in the accomplishment of organizational goals and objectives. The administrator who must be involved in the directing function must be knowledgeable about the functions of each staff as dictated by the goals/objectives of the organization. The most important instrument for effective directing especially in schools is the planning and controlling devices put in place.

Self-Assessment Exercise
1. Define organization in schools
2. Identify three organizational functions in schools.

3.3 Components of Early Childhood Organization

The early childhood institution is an organization that has specified goals. These goals can be achieved through effective planning and management of the various components through which the curriculum is put into practice daily, weekly, termly or yearly. There are six major components of school organization which are central to all the activities that go on in early childhood institution/centres.

These components have been identified by Akinbote, Oduolowu and Lawal (2001), as:

3.3.1 Duration of the Course

This refers to the number of years spent at each of the level of education to achieve the desired goals. For children aged two to three years, they usually spend another three years in nursery/pre-primary institutions. But day care/crèche accepts children from the age of six weeks to two or three years.

3.3.2 Length of the School Year

This refers to the number of weeks or months a school is opened in a year. The length of the school year in Nigeria is not more than thirty six weeks divided into three terms of approximately twelve weeks each. The three terms are marked by holiday periods which may vary from two to eight weeks.

The nursery/pre-primary schools which are owned by private individuals and organizations often determine their own holiday periods. It must be noted that majority of these schools planned their holiday to tally with that of government owned schools.

3.3.3 The School Time Table

This is an important component of the school organization. It is the planned daily routine which shows the sequence of activities for any particular period of the day. A well-prepared timetable will enable the school to implement the curriculum. All the school subjects to be taught and activities should be carefully planned and the periods for them allocated so that everybody will know what activity is taking place during each period.

In planning, and constructing the school timetable, factors such as the ratio of pupils to teachers, the teaching space available, the availability of facilities and equipment should guide the head teacher and or the most senior staff in the school.

The duration of periods for nursery school classes should not be more than 20 to 25 minutes in the morning period and between 15 to 20 minutes in the afternoon period.

3.3.4 The School Subjects

The school is specifically established to help pupils acquire some knowledge, skills, attitudes, and values that will make them responsible and useful members of the society. The classification of the teaching and learning activities into specific branches of knowledge is known as subject. Many factors influence the choice of subjects at any level of education. These include learners' interest, age and ability, the needs of the society, and government policies among others.

3.3.5 Classes, Grades and Streams

The grouping of pupils into classes according to their age is the most popular in Nigerian schools. Thus, in pre-primary or nursery classes you often find the three year old in nursery I, the four and five year old in nursery II and III respectively. In a situation where there are more children of the same age group coming for admission, the children may be grouped into two or more classes hence there is nursery IA, B, C, D. This is what is referred to as streams or arms in the school. In nursery schools the children must not be more than 20 in a class.

3.3.6 Staffing

This refers to the allocation of teachers to the appropriate classes. The schools, their goals and objectives often determine the type of teachers and other staff members to recruit. The teacher is the most important factor needed for the success of any education enterprise.

Nwagu (1978) posited out that the teacher is the most expensive and also the most indispensable factor in the school system. No matter how efficient and well intentioned the school administrator may be, he/she cannot achieve success without the support and cooperation of well qualified, dedicated, and adequate staff.

Recruiting, developing and retraining of teachers are not easy tasks. Therefore, the training and recruitment should be carefully done. It is not enough to fill up the classrooms with anybody as teacher.

4.0 Conclusion

Organization has been described as any social system established specifically for a purpose or purposes. Early childhood educational institution can be seen as a social system which consists of individuals working together and sharing mutual relationships for the attainment of common goals.

5.0 Summary

This unit above discusses:

- The concept and meaning of organization
- Functions of organization
- Components of organization.

6.0 Self-Assessment Exercise

Enumerate the major components of early childhood education.

7.0 References/Further Reading

Akinbote, O., Oduolowu, E. & Lawal, B. (2001). *Pre-primary and Primary Education in Nigeria: A Basic Text.* Ibadan: Stirling Horden Publishers.

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Unit 2 Meaning and Functions of Educational Administration

1.0 Introduction

In our first unit, we examined the concept of organization. Organization was described as a network of relationships among individuals, and activities which implies the structural and or arrangement of positions and roles. School as an organization will therefore require administrators to put in place or arrange these activities and also to assign roles to individuals involved in the day to day activities of the school. In this unit, we shall be learning about the meaning of educational administration, functions and principles.

2.0 Objectives

At the end of this unit, you should be able to:
- explain the meaning and functions of educational administration
- enumerate the principles of educational administration.

3.0 Main Content

3.1 Meaning of Educational Administration

Having understood that an Organization is a group of people whose activities are coordinated towards common goals or objectives, it means that there must be someone that coordinates the activities aimed at achieving these stated goals/objectives. The activities that people within an Organization engage in require proper planning, coordination, supervision and direction by selected member(s) of the group; this is referred to as administration.

Educational administration is concerned with using method, principles and practices to establish, develop, and execute the goals, policies, plans and procedures necessary to achieve the objectives of education. This process means the arrangement of human and material resources available for education carefully and systematically using them for the achievement of educational objectives. Hence, an administrator may be described as an executive head of the organization because he/she is responsible for making decisions and implementing policies and programmes.

In the school situation, the administrator is the manager and he/she may be regarded as a disciplinarian because of the way discipline is used.

3.2 Functions of Educational Administration

The main function of educational administrators can generally be said to be that of implementation. Due to the nature of their job, they are knowledgeable about the day to day activities and programmes of the school, more than any other person in the institution. The school administrators have to deal with teaching and non-teaching staff, pupils, parents and members of the public.

Apart from these, other functions include:

3.2.1 Programme Planning and Policy Making

This function implies that the school administrator contributes in different capacities and at different levels in the formulation of plans. Also the administrators help in the interpretation of educational plans and policies at the state, local and school levels.

3.2.2 Provision and Maintenance of Funds and Facilities

This function often referred to as school business administration is one of the most crucial functions of the school administrator. Though, most educational administrators have limited control over the sources of funds for the schools, many of them at times influence the provision of funds and facilities.

The school administrator must ensure that the funds and facilities are effectively used and well maintained to achieve desired objectives.

3.2.3 Employment and Development of Personnel

This function is referred to as school personnel administration. The ideal educational administrator identifies and indicates the staff needs of the school or the educational system as well as the specific type of personnel needed to meet those needs.

In the school, the head teacher ensures proper employment, placement, use, motivation, development, welfare and professional development of the staff under his/her administration.

3.2.4 Curriculum Development and Programme of Instruction

School programme management constitutes one of the most important functions of the educational administrator. The ultimate goal of educational administration is the improvement of learning and learning opportunities. The school head teacher works with the classroom teachers, pupils and supervisors in the selection of appropriate curricular or school activities, choice of subjects, textbooks, work scheduling, use of instructional facilities, teaching methods and methods of evaluating school and students' progress.

3.2.5 Student Personnel Services

This function includes the selection, orientation, placement, guidance and counseling of pupils. The administrator ensures that every pupil is given adequate opportunity and motivation to learn. The school should encourage extracurricular activities such as games, as well as ensuring that adequate school health services transportation (bus), moral and civic orientation, discipline and adequate interpersonal relations are maintained.

3.2.6 Maintenance of Effective Interrelationship with the Community and External Agencies

The educational system as an open system and a social Organization thrives on effective interrelationships within it and with the society/community. The school administrator must endeavour to promote school community relations through the participation of the school in community activities or projects and the community's participation in some aspects of

school life. The head teacher should prepare and supply information about the school to interested members of the public and other visitors to the school.

The above functions reveal that the educational administrator is involved in the totality of the education enterprise.

Self-Assessment Exercise
What are the functions of educational administration?

3.3 Principles of Educational Administration

Principles of educational administration are descriptive guides which help the school administration to make sound and useful decisions. They are not laws but they reveal to the administrators some of the most common ways of viewing and taking actions. These administrative principles serve the following purposes:

- They guide the actions of the administrator
- They describe techniques for understanding and treating different administrative situations
- They form the basis for administrative actions
- They prepare the administration against the consequences of his/her actions or decisions
- They protect the school against irrational administrative actions and the administrator against high handedness on members of the school community.

3.3.1 Major Principles of Educational Administration

Fundamental Principle

This is basic and important principle that applies to Organization and control of education. It is further enlarged and sometimes referred to as universal principles of administration and under this we have:

Responsibility

This implies that at all levels of the Organization, each person has his or her own responsibility, i.e. area and capacity of influence and should act responsibly. Each individual must dutifully and seriously perform the task assigned to him/her and conferred by the office he/she is occupying.

Delegation of Authority

This refers to departmental or sectional functions that are assigned or entrusted to a staff or a group of staff according to their specialty, expertise, position or roles. This is simply because the head teacher or administrator alone cannot perform all the roles and at the same time be everywhere he/she is needed. Delegation of authority therefore ensures ease of administration and encourages expertise, while ensuring participation and support or collaboration among the staff.

Communication

This is an easy and quick flow of and access to information in every Organization. People must know what, why, how, when, who and where things are happening in their work

environment. Communication enhances democratic administration because it encourages deliberation, consultation and formation of opinions.

The Humanitarian Principle

The humanitarian principle focuses on decision making in an Organization. The educational administrator must know how and when to make decisions and how, as well as when others must make decisions. There are three principles under this. These are:

Democracy

This implies that those that will be affected by a decision must have a say in the formulation and development of the decision. In the school setting, the students, parents, and staff must participate in decisions regarding school rules and regulations, school activities, discipline, and extracurricular activities.

Justice

Justice in educational administration advocates that everyone must not be biased or prejudiced under the law. In essence, school rules must be obeyed by everybody and the administrator must use his or her discretion in applying the law, rules or regulation on individuals or groups since differences may occur. Notably, the administrator is advised to make room for exceptions while employing uniform application of justice. However exceptions must not be allowed to become the norm and obedience to authority must be stressed.

Human Relations

This principle affirms the statement 'friendliness begets friendliness'. Since the administrator deals with human beings who have varied needs, expectations, feelings, emotions, interests and backgrounds, he/she must learn how to relate to get and make the best out of each individual. This principle emphasises words such as respect, courtesy, kindness, confidence, trust, sincerity and open mindedness in dealing with people. The administrator should be a friend to all but not a special friend to anybody in the school.

The Prudential Principle

The prudential principle encourages judicious use of all resources by staff and administrator. This principle involves:

Economy
This implies that the administrator must be judicious in the use of funds. Provision should be equally made for checks and balances, accurate accounting, proper planning and optimal utilisation of resources.

Responsibility and Authority
This principle demands that all responsibilities must be accompanied with commensurate authority to exercise it. Everybody must know to whom and for what he or she is responsible to or for.

Loyalty
Each staff must be loyal to the Organization, i.e. the school, the task and functions to support the goals of the institution. The administrator must learn how to harness loyalty of all members without frustrating or exploiting such loyalty.

Employment of Staff
This requires that the administrator must ensure that the right and qualified staff are employed. In the employment of staff, there should be adequate and careful selection, appointment, placement, training, re-training, and staff development without bias or favouritism.

The Principle of Change

This principle advocates for change as at when necessary without disrupting the stability of education. The principle involves:

Adaptability: This advocates that the administrator must be flexible and be able to adapt to changes in the environment; situations or developments within the school as well as the society. The administrator must not be rigid; he/she must welcome new ideas, innovations and methods.

Stability: This emphasizes the need to preserve the educational goals, practices and programmes that have proven very useful in the past for future and immediate use so as to serve as a measure of stability in the Organization. This is because everything cannot be flexible or changed at all times. Even when change is necessary, stability demands that it should be gradual to ensure evolution rather than revolution in the management of the school.

The Bureaucratic Principle

The bureaucratic principle tends to be the most significant of all administrative principles. Even though it is common, it may not be the best for Organization s in education. The bureaucratic principle's key element involves:

Stipulated rules: This refers to some official functions that are bound by rules. Bureaucracy believes in creating rules and regulations which cover the rights, duties and operations of all staff. These rules are meant to avoid the need for finding new solutions for every problem.

Division of labour: This means that everybody must perform the roles or duties assigned by the authority to him or her. There must be adequate provision of necessary authority and resources to carry out or perform the assigned tasks.

Hierarchy of authority: This implies that the lower officer is under the control and supervision of a higher one. That is power flows from the top.

Employment and promotion of staff: This demands that only staff that have adequate training should be employed and promoted as at when due.

Impersonality of official matters: This indicates that the administrator should be impersonal in his/her official dealing and should not personalize the means of administration. In order words, the administrator should not own any property of the organization; neither should he/she reflect his personal interest in dealing with official matters.

Emphasis on official matter: This suggests that all events and activities must be recorded and all members are expected to follow the recorded rules, regulations and procedures.

Self-Assessment Exercise
What are the purposes of administration principle?

4.0 Conclusion

The administrator is in charge of the day to day running of the school. The principles of administration are to guide the administrator on possible actions in specific situations. The administrator is therefore expected to identify and use the principle so as to be effective and successful in running the school.

5.0 Summary

In this unit, we have discussed the meaning and functions of educational administration. We have also discussed the principles of educational administration.

6.0 Self-Assessment Exercise

1. Define the term educational administration.
2. What are the functions of educational administration?

7.0 References/Further Reading

Akinbote, O. (2006). *Organization and Administration of Pre-Primary and Primary Education in Nigeria*. Ibadan: University of Ibadan Distance Learning Centre.

Nwankwo, J. I., Nwokafor, J.N., Ogunsanwo, O.A, & Ighalo, S.A. (1981). *Educational Administration and Supervision*. Ibadan: Institute of Education, University of Ibadan.

Unit 3 Administrative Structure in Early Childhood Education

1.0 Introduction

I want you to imagine a situation whereby the school is run without an order of hierarchy and relationship. I am sure you would expect a non-conducive atmosphere in such a school setting. I should join you then in advocating for having administrative structure in a school system. In this unit therefore, efforts shall be made towards making you to have a full grasp of what it takes to have a functional administrative structure in a school as either a school teacher or head teacher.

2.0 Objectives

At the end of the unit, you should be able to:
- explain the meaning of administrative structure
- illustrate the administrative structure of early childhood education
- enumerate the characteristics of Organization and administration
- explain the need for the knowledge of educational administration by teachers
- identify the qualities of a good administrator.

3.0 Main Content

3.1 Meaning of Administrative Structure

Structure means the framework or patterns of organization within which people work. It includes the internal positioning of official roles and the network of relationship among the officials. In education, administrative structure means the process of logically arranging posts, sharing authority and responsibility and establishing work relationships that will enable both the institution and the individual to realize their mutual objective.

3.2 Administrative Structure of Early Childhood Education/ Nursery Education
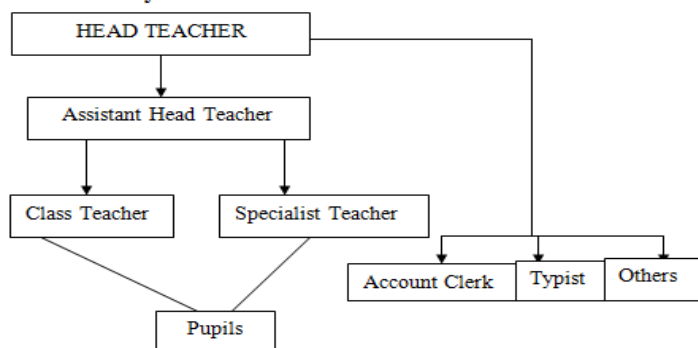
Self-Assessment Exercise 1
Highlight the administrative structure of early childhood organization.

3.3 Characteristics of Organization and Administration

An organization is based on certain characteristics and principles which are necessary for survival and achieving the set goals.

Some of these characteristics can be related to early childhood education administration.

- Effective administration depends on proper organization. Early childhood education centre/nursery schools are established with specific aims and objectives.
- The organization must have a definite structure and system for providing leadership. In nursery school/pre-school setting, the head teacher is the executive head of the institution, there may be a deputy and other personnel of various ranks all of whom are given specific responsibilities. There are others like clerical staff, messengers, nannies, nursery aids, gardeners, cooks, cleaners, nurses, etc. Every worker has a specific job to do. If the school organization is to fulfill its aims, it must have an effective and efficient leadership and division of labour.
- An effective organization must have clearly defined goals and purposes which binds its members together. For example, the main aim of early childhood education is to develop the child holistically emphasizing the physical, emotional, social, as well as cognitive development of the child. If the aims of an organization are not clear, it will lack a sense of direction and purpose. There could also be conflict, confusion and lack of direction and progress.
- There is need for personnel policies in an organization. For example, there should be policies for selecting the right type of staff to ensure maximum productivity. There should be policies covering staff promotion, development welfare and pension schemes so as to maintain staff morale. A system of reward and punishment is equally inevitable in an organization.
- There should be proper coordination of functions, activities, interests, and assignments, if the organization is to perform its functions properly and achieve its aims. Coordinating activities will be one of the principal functions of an administrative head, and will ensure that things go on smoothly and efficiently without delay or conflict.
- The members of an organization must have a sense of security. No member of an organization should entertain any fear of insecurity in his/her job as long as the duties are discharged conscientiously and efficiently. A feeling of insecurity among members of staff may seriously lower morale and consequently affect productivity and the attainment of common goals.
- Cooperation is most essential for the efficient running of an Organization. This implies that an establishment should be functioning as one in unity with all members of various units working together. Lack of cooperation could have disastrous consequences leading to confusion, inefficiency, mistakes, and disappointment.
- An effective organization should maintain effective machinery for planning, and decision-making. There should be short and long term plans aimed at accomplishing specific objectives and general aims of the establishment.
- If an organization is to make satisfactory progress it should develop an objective means of periodically evaluating programmes and policies in order to ascertain to what extent

it is achieving its aims. Whatever evaluation device used by organization should be valid, reliable and replicable.

3.4 Importance of Educational Administration to Teachers

In Nigeria, most school heads have no regular training courses, because it is wrongly believed that a school administrator does not require any special training and all that is needed is experience on the job. This has been the practice in the country, but with rapid expansion of the educational system and the increase in school sizes, it is now important that teachers in training who eventually will be the head of the school need to be knowledgeable in rudiments of educational administration. Schools are now becoming complex institutions facing many complicated problems of pupils and staff, hence there is need to equip the teachers who will handle the situation and the accompanying problems effectively.

Akinbote (2001) gave the following reasons for student teachers to study educational administration:

1. It will help to introduce students to the various techniques of resource programme planning, policy making, and implementation in education.
2. It helps them to learn how to work harmoniously with various groups within and outside the school system in order to achieve the goals and objectives of education.
3. It exposes the teachers to the various approaches for improving teaching and learning as well as solving various administrative problems associated with population explosion in schools.
4. It also exposes teachers to the different kinds of leadership and their styles of administration in schools.
5. It also enhances their ability to adequately keep necessary school records and to communicate effectively.

Self-Assessment Exercise 2
Justify the inclusion of educational administration as a course in the programme of study for early childhood education teachers.

3.5 Qualities and Characteristics of an Administrator

Functioning as a school administrator is not easy. He or she is not appreciated; he/she is misunderstood at times and sometimes despised by those for whom he/she works. He/she is blamed for many things for which he/she is not directly responsible.

Despite these, he/she must possess certain characteristics which will affect his/her leadership quality. Therefore, an effective and successful administrator must have many or all of the following personal attributes:

3.5.1 Technical Skills

- He/she must have the ability to organise and delegate responsibility and authority. He/she has to plan ahead, budget the time, and work in a systematic manner to ensure that everything goes well.

- He/she must have a sound knowledge of what the job entails. He/she must be well versed not only in a particular field but in other areas and have up to date general knowledge of events, and developments. He/she must be able to express his/her thoughts and ideas clearly and intelligently.
- School administrators are also teachers who should possess teaching skills. He/she must be able to demonstrate the teaching ability and other teachers should learn from their techniques of teaching.
- To be a successful administrator, he/she must possess an ability to work with others and obtain cooperation so that goals of the establishment would be achieved.
- In order to obtain cooperation, he/she must have the ability to carry others along, treat others with respect and acknowledge individual differences.

3.5.2 Traits of Personality

- He/she must be modest and not give the impression that he/she is the boss and the most important, while others are not.
- He/she must possess the virtue of friendliness by being personally interested in the welfare and problems of both staff and pupils.
- He/she must be frank and honest in dealing with people and in handling the school property. He/she should not set double standards.
- He/she must be ready to accept other people's opinion or point of view on issues.
- He/she must be committed to the work by displaying responsibility and doing his/her best at all times.

3.5.3 Intellectual Qualities

Leadership demands a lot of intellectual qualities such as sound judgment, resourcefulness, initiative, broad-mindedness, originality and ability to foresee and analyse problems and be able to proffer solutions.

4.0 Conclusion

The administrative structure is critical to the well-being of the school. While the head teacher occupies the leadership position, he/she must possess adequate knowledge and technical capability in facing the task ahead.

5.0 Summary

The unit above discussed the meaning and concept of administrative structure. It also gave a graphic illustration of administrative structure in early childhood education. Characteristics of organization and administration as well as qualities of administrators were equally discussed.

6.0 Self-Assessment Exercise

1. Define what is meant by administrative structure
2. Identify five characteristics of an organization.

7.0 References/Further Reading

Akinbote, O. (2001). "Administration in Primary and Secondary Schools". In Ladipo S.O. & Ogunsaya M. (Eds). *Principles and Practice in Education.* Oyo: Andrian Publication Series.

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Unit 4 School Service Provision and Record Keeping in Early Childhood Education

1.0 Introduction

The preceding chapters introduced you to the concept of school as an organization. It described the meaning and components of organization in early childhood education. Functions of educational administration and the administrative structure in early childhood education were also highlighted. From these, we discovered that early childhood organization is all about service provision. To achieve the stated goals and objectives, there is the need to provide some essential services. These services are vital to the welfare of both the pupils and personnel.

2.0 Objectives

At the end of this unit, you should be able to:
- enumerate the essential services to be established in early childhood centres
- explain the maintenance and use of such facilities
- identify various records to be kept by the teacher and head teacher in the school.

3.0 Main Content

3.1 Service Provision in Schools

These are physical facilities such as classrooms, libraries, recreational and health facilities. The location of the school should be in a conducive environment for teaching and learning. It should not be beside a factory that generates a lot of noise, and could pose health hazards. This will not make the pupil's learning environment conducive. Schools should not be sited near markets.

Classrooms

Apart from the site, the classroom should have wide windows and be cross-ventilated. The ceiling should be high enough to enable adequate air circulation in the room. The provision of tables and chairs should match the age of the pupils so that there will be no danger to their health with the use of in-appropriate wrong sizes of furniture. Adequate instructional materials should equally be provided.

Libraries

These are essential for education and efforts should be made by the school administrator to establish a good library in the school. The library should have adequate text books, and instructional materials, for both staff and pupils. Children should be trained to acquire reading habit through their regular use of school and class libraries. The collection in the library should cover all area of the curriculum content that are relevant to the immediate society.

School Health Clinic/Sick Bay

There is need for this to meet emergency medical needs of children while at school. The school may not be able to build a school clinic by itself, but should make provision for first aid drugs in a box on the shelf at a corner of the classroom. This would be useful and handy in case of emergency.

This can be useful for the treatment of minor ailments and in offering first aid to injured pupils or staff. It may not be possible to employ a permanent health staff due to lack of funds but there should be a member of staff trained and assigned to this.

Recreational Facilities

The school playground should be located away from the classrooms and offices. Arrangement should be made for the maintenance of the playground where there are facilities for indoor games. The rooms should be opened only when it is time for games. Adequate play materials should be provided at early childhood education centres, because play is one of the most important activities for children learning at this age.

School Transport

 Some schools own vehicles purchased at times at the instance of parent-teachers association. These are to be used for conveying children from home. The control and use of such vehicles is the responsibility of the school administrator.

Self-Assessment Exercise
Identify various services that should be provided in early childhood education.

3.2 Record Keeping in Early Childhood Education

Education laws require that every educational institution keeps and operate school records. There are other records not required by law, but they are kept because they provide a useful source of information not only for the school but also for other members of the community.

3.2.1 The Importance of Keeping Records

- School records provide useful information on the activities going on in the school.
- School records keep and provide scholastic achievement of pupils' general behaviour and overall academic performance in all the school subjects.
- They serve as a source of information for inspectors of education that come to the school.

3.2.2 Types of Records in Early Childhood Centres/Schools

The following are the main types of school records to be found in most schools:

Admission Register

The register shows the list of all pupils enrolled each year into the school. It also shows their age, date of enrollment, admission numbers and home addresses.

Attendance Register

This register shows the class attendance each day. The register is usually marked twice a day by the class teacher. The information regarding the number of pupils present as well as the number absent on any day must be submitted to the head teacher to enable him to keep the school daily attendance notice board up to date.

The Log Book

This is a daily record of the significant happenings which takes place when the school is in session. It is kept by the head teacher and all important entries should be briefly signed and dated. Events such as change in staff, dates of opening and closing the school term, examination, visits by dignitaries and special occasions can be entered into the log book. If it is properly kept, the log book serves as a historical record of the school.

Cumulative Record

This is a continuous record or combination of record, which contain comprehensive information about each pupil and which provide a summary of the pupils career in the school. A cumulative record card shows full particulars of the progress of each pupil.

Scheme of Work

Work record shows the plan of work to be covered by each class during the term and the school year. It is also the work envisaged for the school year. It is usually contained in a prescribed syllabus. It is the responsibility of the class teacher to breakdown the syllabus for each class into topics to be covered each week. The scheme of work should be drawn up before the school year begins.

Record of Work

This shows the teachers plan of work in each subject area and the actual work covered weekly. Entries are usually made at the end of each week. The head teacher is supposed to ensure that all entries are correctly made. The record of work is helpful when a teacher leaves the class and another takes over.

Official Correspondent Files

The head teacher must keep several files for all official correspondence connected with the school. Files must be opened to cater for all the school official correspondences e.g.

General circulars from the state ministry of education
Correspondence with local authorities
Confidential reports
Confidential or personnel files.

Stock Book

This book shows a careful record of the supply of equipment and inventory of school property.

Minutes of Staff Meeting

This is a full record of staff meetings, discussions and decisions. One of the staff is nominated to take minutes of the staff meetings.

The Supervisory Notebook

The supervisory note book may be considered both as a control and an evaluative instrument of the head teacher. The records in the book should be accurate, concise and realistic. It forms an important guide to the head teacher in his/her day to day activity.

Health Record Book

As children are bound to be sick occasionally, it is important to keep a health record book which shows the names of the sick pupils, the treatment given and for how long.

Apart from the above records, it is also advisable to have the following in schools:

- A copy of school syllabus or programmes of study
- A copy of the National Policy on Education
- A copy of education laws or edicts
- A copy of the school calendar.

Self-Assessment Exercise
List seven records and give the reasons for keeping these records in the school.

4.0 Conclusion

The unit above discusses the various services and records in schools to ensure maximum functions as well as helping in achieving the set goals.

5.0 Summary

In this unit, you have learnt about service provision in schools and records to be kept by the teacher and head teacher in schools.

6.0 Self-Assessment Exercise

What are the purposes of record keeping in schools?

7.0 References/Further Reading

Akinbote, O. (2001). "Administration in Primary and Secondary Schools". In Ladipo S.O. & Ogunsaya, M. (Eds). *Principles and Practice in Education*. Oyo: Andrian Publication Series.

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Unit 5 Behaviour within an Organization 1 -Motivation

1.0 Introduction

An organization is a social unit with a network of relationship among individuals and activities. As a result of interaction, there is bound to be different types of behaviour. Behaviour is not accidental within an organization; it is as a result of human interaction.

The head teacher/administrator in school is daily faced with a variety of problems in the school associated with the teachers as well as pupils. This creates anxiety and curiosity in the mind of the teacher/headmaster on how to understand the underlying factors which explains the behaviour of pupils as well as teachers. Thus, the basic question which we will deal with is "why" as it relates to behaviour, what are those factors which motivate individuals for action?

2.0 Objectives

At the end of this unit, you should be able to:
• define motivation
• explain the functions of motivation
• identify the theories of motivation that are useful in early childhood institution as an organization
• list the techniques for motivating employees/staff
• enumerate hints on motivating employers/staff.

3.0 Main Content

3.1 Concept of Motivation

Historically, motivation comes from the Latin word "movers" which means to move. Thus, we may say the literal meaning of motivation is the process of arousing movement in an organism. The movement is produced and regulated through the release of energy within the tissues.

Every layman and scholar has their definition of motivation. Usually one or more of the following words are included in the definition. These are; desire, want, wishes, aims, goals, drive, motives and incentive.

Here are some of the definitions:

Berelson and Stainer defined it as 'inner state that energises, activates channels behaviour towards goals.' Sandford and Wrights-man described motive as 'restless, a lack, a year, a force once in the grip of a motive the organism does something'.

Bernard says motivation refers to all these phenomena which are involved in the stimulation of action towards particular objective, where previously there was little or no movement toward those goals.

According to Maslow, motivation is constant, never ending, fluctuating and complex and that it is an almost universal characteristic of particularly every organized state of affairs.

The key to understanding motivation thus lies in the meaning and relationship between needs and drives that aid goals. Motivating staff is one of the simplest yet most complex of an administrator's functions.

It is simple because people are basically motivated or driven to behave in a way that they feel leads to reward, but complex because what one person considers an issue might not be so considered by another person. It might even be considered useless. But whatever motivation is, it is the "bottom line" of administration. Administrators get things done through other people and if they cannot motivate the employees/staff they may not be successful enough in administration. Performance is considered to be a function of ability and motivation.

3.2 Functions of Motivation

Motivation Energizes and Sustains Behaviour

Motive energizes the behaviour of an individual and arouses him/her for action. Motive not only energizes the behaviour but sustains interest and behaviour for a longer period in the activity. Motive or drive (two terms that can be used interchangeably) are set up to alleviate needs. Drives are action oriented and provide an energizing thrust towards goal accomplishment.

Motives Direct and Regulate Behaviour

It is often described as guided, directed and goal oriented. The motivated behaviour is in specific direction. A goal can be defined as anything which will alleviate a need and reduce a drive. Thus attaining a goal will tend to restore psychological or physiological balance and will reduce or cut off drive.

Behaviour is Selective

Under motivated condition, the behaviour of an individual does not move in haphazard way. It is directed toward a specific goal which the individual set for himself/herself.

Self-Assessment Exercise
1. Define motivation.
2. What are the functions of motivation in an organization?

3.3 Theories of Motivation

There are several theories of motivation but only two will be discussed because of their relevance to organizational structure. These theories are:

*   Abraham Maslow's Theory of Hierarchy of Needs
*   Frederick Herzberg Hygiene's Theory of Needs.

Abraham Maslow's Theory of Needs

Maslow developed a hierarchical order of needs from physiological to self-actualization needs. These needs are physiological, safety, love, esteem and self-actualization. The order of these needs starts from basic survival lower order needs to higher order needs.

- Physiological need (lowest)
- Safety needs
- Love needs
- Esteem needs
- Self-actualization (highest).

3.3.1 Abraham Maslow's Theory of Hierarchical Needs

Physiological Needs
This is the lowest level and is the most basic needs we all have e.g. food, drink, shelter and rest.

The Safety Needs
When the physiological needs are successfully fulfilled, the safety needs become activated. They become the need which the person tries to satisfy, the needs that motivate him/her. These are the needs for protection against danger or deprivation and for security.

The Social Needs
These are the needs for belongingness and love. These are needs of intimate relationship with other members of the society, being accepted as a member of any organised group, needing a familiar environment as family circle. These needs are dependent on the fulfillment and satisfaction of previous categories of needs.

The Esteem or Ego Needs
Esteem needs are divided into two categories, these are needs relating to: (i) self-esteem, self-respect, self-regard and self-valuation. (ii) respect from others, reputation, social success and fame.

Self-Actualization
This is the highest and ultimate need. This is the need for self-fulfillment, the need we all have to become the person we feel we have the potential of becoming.

3.3.2 Frederick Herzberg's Hygiene Theory of Needs

According to Frederick, man has two different set of needs. One is the "lower level" set needs. It derives from man's desire to avoid pain and satisfy his basic needs. These include such things as feeding, clothing, shelter as well as the need for money to pay for these things.

The other is a "high level" set of needs. This set of needs relates to the unique human characteristics, the ability to achieve a difficult task, to obtain prestige and to receive recognition.

The above mentioned theories are very useful. They help explain what motivates people and they help to see what sort of needs the administrator can focus on satisfying. When it

comes to administration, the administrator needs some specific techniques in applying these theories.

3.4 Techniques for Motivation

Three techniques have been identified. These are:

* Management by Objectives (MBO)
* Job enrichment
* Kick in the pants (KITA)

1. Management by Objectives (MBO)
Management by objectives means managing with the objectives of the organization in mind. This consists of 5 basic steps:

Set the organization's goals

Establishment of an organization wide strategy has to achieve these goals: Clear and attainable and specific goals help channel energies in specific direction and the subordinate will know the basis on which he will be rewarded.

Joint Goal Setting

Establishment of short term performance targets between administrators and subordinates. Allowing subordinates genuine participation in establishing their own goals can increase their commitment to these goals and thereby their performance. It can make them feel more involved and thus appeal to their higher level needs.

Performance Reviews

Organize frequent performance review meetings between the subordinates and the administrators.

Set Checkpoint

Establishment of major checkpoints to measure performance.

Feedback

Discussions often take place between the administrators and their subordinates at the end of a defined period to assess the results of their joint efforts. Feedback that is specific, relevant and timely help satisfies the needs of workers because they know where they stand.

2. Job Enrichment
Opportunities for growth on the job are a good motivator for staff. One way to do this is through job enrichment. That the administrator recognizes his staff's job makes it more interesting and challenging. This is done by giving the staff more autonomy and allowing them do much of the work and duties done by the superior.

Kick in the Pants

A kick in the pant either positive or negative is a useful way of getting someone to do what you want them to do. More pay, fringe benefits or threats do motivate the staff to do more.

3.5 Hints on Motivating Employers/Staff

- Let the staff know that you consider them valuable and capable individuals. The need to treat people with respect and honesty is a very important element in motivation. Maslow refers to it as the need for esteem and self-actualization, while, Herzberg calls it recognition.
- Make sure the subordinate has tools to work with. No matter the amount of reward if the staffs do not have materials to accomplish the task, they would not be motivated. If there is need for training, ensure that they get it. In addition, make sure that the organization has a structure and the support staff needed.
- Avoid dissatisfiers on the job. Ensure that salary and working conditions are adequate, accurate, as they are necessary motivators.
- Set fair, achievable goals and communicate them: Staff work better when they know what the goals are and that the standards for evaluation are consistent and fair.
- Never belittle or criticize your staff in front of others.
- Let your people know how they are doing. Feedback improves performance and morale.
- Use group dynamics. The administrator should improve the social and emotional climate of the organization.

Self-Assessment Exercise
Mention theories of motivation that are relevant to an organization.

4.0 Conclusion

Motivation refers to those inner forces which energize and move individuals to behave the way they do. The external environment such as the reward system and leadership that can exert on this drive and make people behave in different ways are impacted by motivation.

5.0 Summary

In this unit, you have learnt about:

- concept of motivation
- functions of motivation
- theories of motivation that is useful in an organization
- techniques for motivating the staff/employees
- hints on motivating the staff or employees.

6.0 Self-Assessment Exercise

How can the administrator motivate the employees.

7.0 References/Further Reading

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