

BRANCHES OF PHILOSOPHY

- Philosophy is reflective and critical thinking about our experiences in important life matters like: religious issues, social issues, moral issues, political matters, etc.
- There are four basic branches of philosophy, namely: metaphysics, epistemology, logic and axiology (ethics).

1] Metaphysics

- Metaphysics is made of two Greek words: Meta and physics. Meta means 'beyond' and physics means 'physical'.
- Metaphysics therefore, refers to the study what goes beyond physical world. Metaphysics studies man and the nature of the world in which man lives. It tries to answer questions like:
 - what man really is?
 - how man behaves and why man behaves the way he does?
 - what place man goes to after death?

Metaphysics also discuss abstract and hidden topics like: existence of God, the nature of soul, the mind, etc. It tries to answer questions like:

- how does the mind/soul function?
- what happens to mind/soul after death?
- does God exist? If God exists, how can we know about him?

Thus, metaphysics deals with matters which are within both physical and non-physical world. It deals with issues like:

- existence or non-existence of super humans who control all there is.
- the relationship between human beings and other beings or things.

Metaphysics has four branches: Ontology, Cosmology, Theology and Rational.

A] Ontology is the study of beings, and is concerned with aspect of "to be" or "not to be". [Being is a state of existence]. Thus, living things and dead things have a common thing i.e. being.

B] Cosmology is the study of universe. Philosophers study the universe to explain myths about phenomena on the universe. [Myth is a traditional story to explain belief concerning some phenomena experience]. Hence whatever cannot be explained scientifically will find philosophical explanation. E.g.

C] Theology is the study of supernatural and religious matters. Theology studies God from a point of reason; it deals with the nature of religious belief and the existence of God. It deals with the being of God, the spirits which cannot be perceived but can be thought of.

D] Rational is also known as philosophy of mind. It is the study of 'psycho' which is Greek word for soul.

Rational starts by being aware that man perceives, imagines, remembers, feels, understands and wills.

Rational tries to find the relationship between body and mind. It tries to answer questions like:

- where is the mind and where is the soul?
- does the mind survive the destruction of the body?

Application of metaphysics to education.

- ✓ Knowledge of metaphysics guides study of astronomy and general study of the universe.
- ✓ Metaphysics helps to develop a mind that goes beyond fanatical approach to issues and embraces reason in the face of religious matters.
- ✓ It develops individuals who have tolerance to other people's ideas/opinion.
- ✓ Helps to develop a creative mind able to imagine things and bring the non-existent thing into existence.
- ✓ Metaphysics helps in the identification of:
 - educational objectives
 - content to be taught at various levels
 - methodology to use deliver content
 - appropriate evaluation for holistic person

2] Epistemology

- Epistemology is made of two Greek words: 'epistemo' which means knowledge and 'logia' which means study of something.
- Thus, epistemology is the philosophical study of knowledge.
- Epistemology deals with questions like:
 - What is to know something?
 - How do we establish that you know something?
 - What is the source of knowledge?
 - What is the nature of knowledge?
 - How do you distinguish a true statement from false statement?
 - Do we know the same in all curriculum subjects?
 - What are the types of knowledge?
- Epistemology helps a teacher to understand the following:

- Meaning of knowledge
- Conditions of knowledge
- Sources of knowledge
- How to present knowledge
- Clusters of knowledge e.g. arts, sciences, languages, technical, etc.

Application of epistemology to education.

- ✓ Helps teacher to know the process of acquiring knowledge.
- ✓ Helps teacher/learner to know the sources of knowledge e.g. scientific inquiry, perceived knowledge [gained by our senses of smell, hearing, sight, feel], knowledge gained from systematic reasoning or logic.
- ✓ Enables teacher/student to know various types of knowledge such as empirical knowledge, rational knowledge, sacred knowledge, etc.
- ✓ Enables teacher to choose appropriate strategies and methods in delivery of knowledge to learners. E.g. empirical knowledge encourages scientific methods, while rational knowledge encourages systematic reasoning. [Q & A methods]

3] Axiology

- Axiology is made of two Greek words: 'axia' which means value and 'logia' which means study of something. Axiology refer to study of values.
- There are various values in the society such as:
 - Moral values.
 - Political values.
 - Social values.
 - Aesthetic values
- Axiology deals with questions like:
 - What is good/bad?
 - Is the good of individual the good for society?
 - What makes one beautiful?
 - What is the origin and nature of moral values?
 - What is success?
 - What is the best life for human being?

Application of axiology to education

- ✓ Helps to identify values that are worthwhile to education.
- ✓ Helps to identify appropriate methods to be used in education: experiments, discussion, role play, etc.
- ✓ Helps to identify aims and objectives to be achieved in education.
- ✓ Guides discipline during learning process by establishing rules and regulations.

4] Logic

Logic is science of reasoning, and it studies the forms of thinking involved in concepts, judgments, inferences and proofs concerning their logical structures.

Logic establishes rules and regulations which should be established while reasoning.

Rules of logic nourishes and guides thoughts; help to avoid confusion when people are arguing.

There are two types of logic: a] deductive reasoning

b] Inductive reasoning.

A] Deductive reasoning

Deductive reasoning makes general statement from reality; then arrives at a specific conclusion about the reality.

NB the conclusion is drawn from the general statement. E.g.

A	B
All human beings are mortal.	People from DRC Congo are short.
Mary is a human being.	Kope is from DRC Congo.
Therefore, Mary is mortal.	Therefore, Kope is short.

B] Inductive reasoning

Inductive reasoning starts with a specific statement about a reality.

It ends with a general statement about reality which is inferred or implied, and so it is never conclusive. e.g.

1] Damaris, Alice and Rose are both good long-distance runners and good long jumpers. Margaret who is a good long-distance runner is likely to a good long jumper.

2] Tom, John and Joseph are both good in mathematics and all science subjects. David who is good in mathematics is likely to be good in all science subjects.

Application of logic to education

- ✓ Encourages people to be organized and systematic.
- ✓ Helps in dealing with issues conclusively, i.e. solving problems [moves from assumptions to valid conclusion].
- ✓ Encourages ability to make informed choices.
- ✓ Helps to bring clearer understanding of conclusion.
- ✓ Encourages discovery of new things.
- ✓ Encourages remembering because one can see the connection.
- ✓ Helps in the systematic and logical development of curriculum.
- ✓ It helps the teachers to think systematically and logically during:
 - Scheming
 - Lesson planning
 - Lesson presentation
- ✓ Helps in coming up with teaching methodologies which promote logic such as: experimentation, discussion, debate, brain storming, etc.
- ✓ Logic encourages organized thoughts and memory.

Concept of Education

Concept is an idea, thought, perception or impression.

Education

It's the life long process of acquiring & developing desirable knowledge, attitude & skills.

It's a process because its a development, procedure, route, course of action & its continuing.

Its acquiring because you obtain, gain ,attain, buy, own.

Its developing because you grow, expand, enlarge, widen, build up on.

Knowledge:- State of knowing, cognition, state of awareness that which is believed to be true & can be justified.

Attitude:- It's a way of thinking or feeling or viewpoint, perspective, a standpoint, inclination & approach.

Skill:- Ability to do something well, prowess, mastery, competence, capability, aptitude, & talent.

Education is best presented in different ways due to different aspects.

Formal/ Official education

Its when education is offered in special institutions like schools. Teaching follow referred syllabus, timetables. Specific subjects are taught.

Teaching & learning process is supervised by an external authority. Examination & certificate issued.

Non-formal education

Well organized activities outside the formal structure. The activities are aimed at achieving specific objectives. The chosen activities are delivered in a more flexible way.

Informal education

Learning takes place unconsciously & its not structured. Much of it is learned from the environment.

No certificate awarded.

Leads to change in attitude & behavior.

Criteria of Education according to R.J Peters

Combined traditional & progressive theories.

- Traditional emphasize content.
- Progressive emphasize method

For an activity to qualify as education, the two theories must work in tandem.

He identified 3 conditions for education.

1. The knowledge condition

Education must involve:-

- Process of knowing.
- Memory
- Judgement
- Reasoning
- Remembering
- Conscious mental process

2. Desirability condition

Education must involve the transmission of what is

- Worthwhile
- Valuable
- Desirable

3. Procedural/ Creative condition

Education should lead to:-

- Originality
- Expressiveness
- Imaginativeness
- Ability to apply knowledge acquired
- Using knowledge to solve problem

Criteria of Education according to Njoroge & Bernard

They used dimensions instead of conditions

- Cognitive dimension
- Normative dimension
- Creative dimension
- Dialogical dimension

1. Cognitive dimension

Deals with all forms of education, *formal, informal, non-formal*. Deals with learning & there is no learning without the transmission of knowledge. Knowledge is transmitted through experiences.

Learning is a relatively permanent change in behavior as a result of experience & practice.

Cognitive learning involves concept formation & formal thinking. Its an activity of the minds & leads to knowing & understanding.

2. Normative dimension of Education

Focuses on values that are deemed right, good, desirable, valuable or worthwhile for the society for which education should transmit.

It entails seeing education as a process of transmitting value & norms from one generation to the next.

It focuses on what ought to be or should. Its prescriptive, it recommends what should be transmitted in terms of knowledge, skill & attitudes. Education should inculcate into learners the norms of the society.

3. Creative dimension of Education

Points out the method used in education must be creative & procedural. Creativity is the ability to produce work that is original but still appropriate & useful. It's the ability to come up with new ideas that are new, surprising & variable.

Indicators of creativity are:-

- Curiosity
- Concentration
- High energy to learn
- Risk takers
- Willing to try
- Innovative

Difficulties faced by the teachers are:-

- Lack of enough time
- Nature of the subject
- Nature of the learners
- Lack of encouragement

Possible ways to promote creativity include:-

- Using creative methodology
- Provide resources where necessary
- Avoid criticism
- Broaden evaluation process
- Respect student opinion
- Avoid stereotyping
- Give opportunity for innovation
- Be flexible & create a relaxed atmosphere for learning
- Use technology where available

4. Dialogical dimension of Education

It means 2 people or groups communicating. Dialogue is important because:-

- Help human beings learn to understand, appreciate & respect one another
- Promotes co-existence
- Provides a platform for exchanging ideas
- Fosters interpersonal relationship between students, teachers & parents

Conditions for dialogue include:-

- Equality
- Mutual sharing

Factors hindering dialogue are:-

- Cultural influences
- Some people think that giving learners dialogue is a western concept
- Teachers are afraid of losing control
- Tendency of teachers to use teaching method that puts emphasis on passing exams
- Curriculum is structured, inflexible and too demanding
- Learners personal problems
- School culture
- Family background
- Teacher student relationship

Challenges of dialogue are:-

- Time consuming
- The issue of content. Both parties need to have content
- Learners with different personalities
- Culture
- Learning is not internalized
- Hostile relationship between teacher and the learner
- Lack of self-awareness
- Kills creativity & innovation

We can enhance dialogue by:-

- Promoting group activity & discussion
- Teacher to guide the activities not dominate
- Teacher to use methodology that enhance communication
- Use open ended questions that encourage learner to speak
- Establish a friendly relationship with learners where they'll feel appreciated
- Demolish barriers, fears & stop belittling the learners
- As a teacher make yourself casually available

Types of knowledge

1. Divine/ Revealed knowledge

Passed to mankind from a higher power.

It has certain:-

- Behaviors
- Actions
- Philosophies/ doctrines/ knowledge
- People
- Symbols

2. Rational knowledge

Dependent/ appeals to reason.

Specific rules, regulations or laws

Its fact based

Uses logic

Good on science, research, law & medicine.

3. Intuitive knowledge

Ability to acquire knowledge without inference or use of reason.

Acquire knowledge without proof evidence or conscious reasoning.

Obtained within oneself. It comes from unconscious work of mind. Its considered imaginative or private experiences of the individuals who propose it.

4. Authoritative knowledge

Knowledge from a point of power

Its from an author of a book

From inventors

5. Empirical knowledge

Knowledge from the senses particularly observation & experimentation. It is gained from experience.

Conditions of knowledge

There are 3 Conditions of knowledge.

- The belief condition
- The truth condition
- The grounds condition

The belief condition

It's a psychological state characterized by conviction. it's the first step towards knowing & different from a mere opinion. The belief in something does not mean you know something. This condition is necessary in knowing but not sufficient for knowledge as knowledge goes beyond the psychological state of mind.

The truth condition

It's the actual truth of what you claim. Its independent from the one who claims to know. Knowing therefore is having a belief that is actually true.

The grounds condition

This focuses on the reason or the grounds for knowing something. If one claims to know something, he must be able to justify the claim or give reasons for the claim. A person who claims to know something but is not able to justify does not really know.

Therefore, knowledge is justified true belief.

PHILOSOPHICAL DIFFERENCES BETWEEN THE CONCEPTS OF EDUCATION:

1. EDUCATION AND TRAINING
2. EDUCATION AND SCHOOLING
3. EDUCATION AND INDOCTRINATION

Education and Training

Sometimes people use education and training interchangeably. The following are philosophical differences between the terms:

Education	Training
1] Education imparts our way of thinking and joins individual's mind with a wider system of beliefs. A person is able to respond in different way to situations that confront them. Individual is in a position to handle situations that confront them in an intelligent and intellectual manner.	1] Trained mind responds in a certain pre-determined way and has defined ways of solving problems. An individual is conditioned to respond in a certain manner. A trained person may fail to respond to a new situation or strange situation.
2] Education puts a person in a position of awareness. An educated person is aware of situations and responds if called upon to do so.	2] Training equips a person with techniques of handling particular situations.
3] Education is concerned with an individual's total personality development. The main objective of education is to develop one's personality.	3] Training is concerned with only one aspect of a person's life. e.g. It equips an individual with a psychomotor skill.
4] Education is a long-life process.	4] Training takes a specified period of time. E.g. 2 years, 4 years, etc.
5] Education implies linkage with a wide system of knowledge. A person must have knowledge in a number of subjects in order to be educated.	5] Training involves the development of a particular skill or group of skills or competence in particular in particular area of specialization. There is element of specialization in training. [thorough knowledge in a specific area]
6] Education aims at ensuring that an individual has acquired skills, knowledge and attitude to properly integrate into the community. It prepares a person to be a generally acceptable member of the society.	6] Training involves habits of thought in relation to boss and workmates.
7] Education has in-built value criteria. Therefore, a person cannot be educated if he/she has undesirable qualities.	7] Training is value free or value neutral. E.g. we can have a well-trained thief.
8] Education leads to performance of specific tasks as well as position of awareness.	8] Training leads to acquisition of knowledge and skills for the performance of a specific task.

9] Education puts a person in a position of awareness. Educated person is aware of the situation and can respond in different ways.	9] Training put a person in a position of self-reliance. A person can perform certain task to enable him/her earn living.
10] Education is acquisition of knowledge, skills and attitudes by learners in order to achieve full potential in all aspects of life.	10] Training involves teaching, drilling or discipline by which the power of mind and body are developed.

Education and Schooling

Education	Schooling
1] Education is a long-life process	1] Schooling has defined cycle I.e. Pre-primary, primary, secondary, university
2] Education is progressive based on experience.	2] In schooling promotion from one level to the is based on testing, measuring, classifying and evaluation, i.e. exams
3] Education encompasses formal, informal and non-formal.	3] Schooling mainly caters for formal education
4] Education takes place everywhere, e.g. in church, home, along the road, etc.	4] Schooling involves attendance in an institution. Schooling is structured.
5] Education is available to all.	5] Schooling is available to those able to access education institutions.
6] Education is seen as less prestigious as in case of practical studies and manual worker.	6] Schooling is seen to be more prestigious as in the 'instrumental value of education'
7] In education teaching is not limited to professional teachers.	7] In schooling the role of trained teacher is key/crucial.
8] Education is broad-based and wholesome.	8] Schooling begin and ends with school education.
9] Education is linked to wide beliefs.	9] Schooling is specific subject mastering.

Education and Indoctrination

-Indoctrination is forcefully or coercively causing people to act and think on the basis of an ideology.

-Indoctrination involves teaching someone to accept something without critiquing. It is pushing a certain point of view.

-Indoctrination is making people think in a certain way or have a certain opinion which may be acceptable to others. E.g. suicide bombers are told that their actions are for the greater good.

-The main aim of indoctrination is to make students to adopt beliefs independent of the evidential support which these beliefs may have or lack.

Education	Indoctrination
1] Education uses qualifiers. Statements are supported by specific references and data.	1] Indoctrination uses generalization. "allness" statements. It lacks specific references and data.
2] Education issue are examined from many points of view. Opposition is fairly represented.	2] Indoctrination is one sided. Different or opposing views are either ignored, or misrepresented or degraded.
3] In education there is balance. It presents representation samples from a wider range of available data on the subject. Language used to reveal.	3] Indoctrination, data is carefully selected to represent only the best or worst possible. Language is uses to conceal
4] Education is a process-driven approach to engaging in knowledge and ideas of the world.	4] Indoctrination is result-driven, has aim of instilling in people a set of habits and beliefs that align with an ideology or political agenda.
5] Education provides tools to dissect, analyze and interpret information.	5] Indoctrination narrows the lens through which to see world.

CASES OF INDOCTRINATION IN SCHOOLS

- 1] Adhering to rules and regulation [no questioning]
- 2] Subscribe to religious tradition of the school
- 3] Reciting loyalty pledge
- 4] Indoctrination into some careers
- 5] Government/ministry of education determining what should be taught and who should and who should teach [content, set books of literature]
- 6] Some subjects have to be passed

REASONS WHY INDOCTRINATION IS UNDEMOCRATIC

- 1] What is taught is not defensible by reason.
- 2] Indoctrination disrespects learners. Ignores the fact that learners as human beings are capable of independent thought/ideas/opinion.
- 3] Indoctrination turns people into unquestionable citizens who do what is required by the government.
- 4] The people have no choice in what they learn i.e. Learning not entered voluntarily.

THE INSTRUMENTAL VALUE OF EDUCATION

-The instrumental view of education is that education system should produce people who are marketable, who can get jobs in the labour market.

-Individuals perceive education as a means to a highly paying job and a good material life. People measure social status today against a good level of education and the material gains that accrue from education.

-In Kenya education is seen as an instrument of a good life; where good life means ownership of immense riches and wealth. Education has led to the ideology of materialism and acquisitive spirit. Thus, the ideology of materialism is very strong in Kenya such that anybody who acquires education but does not manage to get a job is considered a failure.

CONSEQUENCES OF EMPHASIS ON THE INSTRUMENTAL VALUE OF EDUCATION

There are several acts and events in our education system today geared towards good academic results, hence a good certificate by whatever means. They may violate the rights of learners and overlook the holistic growth and development of individuals/persons involved. They include among others:-

- 1] Extra tuition on week-ends, week days, after classes, during holidays etc.
- 2] Publication of examination results in daily newspapers.
- 3] Frequent transfer of learners by parents from perceived poor schools to perceived good schools.
- 4] Forced repetition of learners to guarantee very good KCPE or KCSE grades.
- 5] Country wide cheating in public examinations.
- 6] Printing of fake certificates.
- 7] Rapid expansion of private and boarding schools which are perceived to offer the best education.
- 8] Parallel degree programmes have been established to serve the drive to take children to foreign universities for good education.

HOW THE INSTRUMENTAL VIEW/ATTITUDE CAN BE CHANGED

There is need to change the instrumental value of education and instead put more emphasis on **moral** and **virtue**. This will make education a moral enterprise to transmit what is valuable, worthwhile and desirable in the society.

Action for the way forward include:-

- 1] Use of broader forms of evaluation. E.g. inclusion of talents.
- 2] Employment opportunities to be offered **not just** on the basis of certificates alone. Assessment of attitudes, be considered.
- 3] More emphasis to be put on competence-based education. [ability to function in the work place]
- 4] Establish talent academies to guide and develop talents early in learner's life.

PERENNIALISM/TRADITIONAL THEORIES OF EDUCATION

-Perennial approaches refer to traditional theories of education. Traditional theories are also referred to as the perennial theories of education. They are associated with a German philosopher J.S. Herbart.

-They advocate for allegiance to absolute principles. They argue that permanence is more real than change despite occasional social upheavals.

Principles of Traditional Theories of Education

1] Education has a task of to impart knowledge of eternal truth. The truth is the same everywhere.

2] Despite differences in environment human nature remains the same everywhere. Thus, education should be the same for everyone.

3] Education is not an imitation of life but preparation for life. The school can never be a real-life situation, nor should it be. School is an artificial arrangement in which learners become acquainted with achievements of his cultural heritage. Learner's task is to realize the value of his heritage and if possible add to its achievements through his/her effort.

4] Since rationality is man's greatest attribute he must use it to direct his inner nature in accordance with deliberately chosen ends.

5] The students should be taught certain basic subjects which will acquaint him/her with the world's permanence. The student should not be allowed to learn things that seem important at the current time, nor should students be allowed to learn what appeals to him/her at a particular age.

Student should study English language, History, Mathematics, Natural science, philosophy and fine art. This is the basic education of a rational man.

6] Students should study the great works of literature, philosophy, history and science in which man throughout the ages have revealed their greatest aspiration and achievements. The message of the past is never outdated.

Characteristics of traditional education

a] Content-centered

-Education mainly focused on what was to be learned and how it was learned.

b] Teacher-centered

-Learners were not consulted, adults determined what was to be learnt.

Criticisms against Traditional Theories of education

- a] It restricts teaching to classical traditions of great books. It ignored upcoming scholars.
- b] It hindered personal growth by subjecting learners to the same rigorous academic training.
- c] It ignored the affective and unique personal side of the learner.
- d] It fosters aristocracy of intellect. i.e. It creates classes.

Traditional approach cannot be accepted in modern education due to the following reasons:-

- 1] It depresses the spirit of inquiry and curiosity among learners.
- 2] Does not take into consideration students' needs, abilities and interest.
- 3] It ignores activity-based learning e.g. projects, scientific experiments and observation.
- 4] Fails to acknowledge that change and not permanence is the essence of reality.
- 5] Kills creativity and spirit of co-operation.
- 6] It does not promote intrinsic motivation.

CONTEMPORARY THEORIES OF EDUCATION/PROGRESSIVISM

-These theories are associated with John Dewey. They are meant to counter the excessive formalism and emphasis on strict discipline by traditional theories.

Principles of Progressive Theories [Modern Theories] of Education

- 1] Education should be life itself and not a preparation for living. Children should enter into learning situations suited for his/her age and oriented towards experiences that he/she is likely to undergo in adult life.
- 2] Learning should be directly related to the interests of the child/learner. Teachers should advocate child/learner-centeredness in learning.
- 3] Learning through problem solving should take precedence over the inculcating of subject matter. If knowledge is going to be important then we must be able to do something with it. Therefore, knowledge must be part of experience.
- 4] The teacher's role is not to direct, but to advice. Children/learner should be allowed to plan their own development in learning and the teacher should guide the learning involved.
- 5] The school encourages co-operation rather than competition. Love and partnership are more appropriate because human beings are social by nature. Any competition should be for personal growth. Co-operation is better suited than competition to the social and biological facts of human nature.
- 6] Only democracy permits and encourages the interplay of ideas and personalities that is a necessary condition for true growth. School should be democratic, it should promote student government, free discussion of ideas, joined student-teacher planning and full participation in all the education experiences.

Characteristics of the Progressive Approach

a] Method-centered

It emphasis on the experience to be given to the learner.

b] Child/learner-centered

-Education should place emphasis on the learner/child and the individual differences.

CRITICISM AGAINST THE CONTEMPORARY THEORIES

- 1] Individual and social improvement may not be easy to measure. The approach does not specify fixed goal for the child to achieve.
- 2] It is difficult to see the school as a replica of life. Inevitably the school is an artificial learning situation with restrictions and prohibition, different from those experienced in real life.
- 3] It may lead to permissiveness among learners.
- 4] It may be difficult to cater for the individual differences and interest of learner.
- 5] It is difficult to implement where there are limited resources.
- 6] Not every learner knows what he/she wants. Some learners find it hard to make choices.

THE MORAL CRISIS IN OUR EDUCATION SYSTEM

- Moral education help learners to determine reasonableness of an action. Moral person follows the right course of action.
- Moral education and Religion provide a set of principles for making moral judgment. Moral education and religion have been dethroned from the high position in our modern education system.
- Modern school system focuses on science and technology to produce labour force and highly skilled manpower. Modern education is inspired by rules of science, technology and liberalized economy. It tends to encourage neutrality in morals hence moral vacuum in schools leading to moral crisis in education.
- Education places more emphasis on individual's cognitive ability and on securing occupation without regard to feelings. Lesson objectives emphasis on cognitive and psychomotor domains of learning and thus affective domain of behavior is neglected.

SIGNS/CHARACTERISTICS OF MORAL CRISES IN EDUCATION

- | | |
|--|-------------------------------------|
| 1] Teenage pregnancies | 9] Increasing dishonesty |
| 2] Rise in social violence | 10] Rising hate crimes |
| 3] Decline in work ethics | 11] Increasing peer cruelty |
| 4] Increased self-centeredness | 12] escalated corruption cases |
| 5] Surge of self-destructive behavior | 13] Examination malpractice |
| 6] Deterioration of language | 14] Increasing dishonest & mistrust |
| 7] Flouting of rules | 15] Mental depression |
| 8] Lack of peace leads to frustration | 16] polluted minds |
| 17] Great disrespect for parent/teachers and other legitimate authorities. | |

Modern education is in crisis because of technology advancement and communication which is not matched with commensurate attitude development leading to creation of human capital which behaves like machines.

NB Education that stops with efficiency may prove to be the greatest menace to the society.

SUGGESTIONS TO REMENDY THE CRISIS IN OUR EDUCATION SYSTEM

-Indeed, intelligence plus character is the true goal of education. Certain aspects should be modified to address character development in our modern education:-

1] Education model

There is need to adopt a value-based model to address aspects of: creative, experiential, instrumental, material, spiritual, aesthetic, ethical and social

Creative aspect will deal with issues of sense of achievement, learning challenges, creative visualization, exercise of initiative, dynamic problem solving etc.

Experiential aspect will deal with matters of friendship, trust, co-operation, open communication, gratitude, performance feedback, growth of self-esteem, identity

Instrumental aspect will deal with positive work attitude, optimum growth, effective coping, restructuring, change, perceptual etc.

Material aspect will address one's learning potential, status, prestige, influence, power etc.

Spiritual aspect will deal with work, idea of justice, hope, love, compassion, truth.

Aesthetic aspect will deal with perception of beauty, harmony, elegance, pride in one's work, logic, etc.

Ethical aspect will deal with growth of one's moral vision, integrity in motive, imagination, dynamics of caring, equity of means and ends, etc.

Social aspect will deal with self-awareness, empathy, communication

2] Curriculum content

A value enriched curriculum is highly recommended to shape the character of learners. A curriculum based on inherent moral values of the society should be used to address emerging needs of society. Learners should cover not just knowledge and skills but also behavior, attitude and values.

3] Methodology

Role play should be used during learning session to emphasis inherent moral values of society. Role play technique helps learners internalize morals. Learning activities in classroom and outside classroom can be used to pass moral lesson to students besides mentoring programmes.

4] Teachers

Good teachers play an important role outside classroom by engaging in welfare activities to improve communities they live. Such teachers serve as change agents for moral development. The education system obliges teacher to transmit the core values into learning activities. The teacher should also be a role model of the education core values.

5] School organization

The organization of the school institution should change to be a place where:-

- people continually expand their capacity.
- expansive patterns of thinking are nurtured.
- collective aspiration is set free.
- people continually are learning how to work as a team.

Benefits of value enriched curriculum content

- it motivates students to learn because it reflects their real-world experience.
- it helps to realize harmonious development of student personality.
- it helps students to explore existing values through critical examination to improve their thinking and feelings.