

University of Nebraska - Lincoln

## DigitalCommons@University of Nebraska - Lincoln

---

Educational Administration: Theses,  
Dissertations, and Student Research

Educational Administration, Department of

---

Winter 2021

### Raw and Pure Education in the Society

Iwasan D. Kejawa Ed.D

University of Nebraska - Lincoln, ikejawa@mdc.edu

Follow this and additional works at: <https://digitalcommons.unl.edu/cehsedaddiss>



Part of the Accounting Law Commons, Adult and Continuing Education Administration Commons, Art Education Commons, Bankruptcy Law Commons, Business Organizations Law Commons, Community College Education Administration Commons, Community College Leadership Commons, Curriculum and Instruction Commons, Curriculum and Social Inquiry Commons, Disability and Equity in Education Commons, Early Childhood Education Commons, Educational Assessment, Evaluation, and Research Commons, Educational Leadership Commons, Educational Technology Commons, Education Law Commons, Elementary and Middle and Secondary Education Administration Commons, Family and Consumer Sciences Commons, Health and Physical Education Commons, Higher Education Administration Commons, Life Sciences Commons, Medicine and Health Sciences Commons, Operations Research, Systems Engineering and Industrial Engineering Commons, Other Educational Administration and Supervision Commons, Physical Sciences and Mathematics Commons, Prison Education and Reentry Commons, Secondary Education Commons, Social and Behavioral Sciences Commons, and the Special Education Administration Commons

---

Kejawa, Iwasan D. Ed.D, "Raw and Pure Education in the Society" (2021). *Educational Administration: Theses, Dissertations, and Student Research*. 341.  
<https://digitalcommons.unl.edu/cehsedaddiss/341>

This Article is brought to you for free and open access by the Educational Administration, Department of at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Educational Administration: Theses, Dissertations, and Student Research by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.







**Table of Contents**

**Introduction .....**

**Attaining Education Leadership.....**

**The Integrations of Formal Education.....**

**Removal of Impropriety in Leadership Education.....**

**Anthology of Professional Etiquette.....**

**Technology Planning in education.....**

**Concepts of Education and Improvements.....**

**Sustainability and Transformation.....**

**The Roles of Adults in Education.....**

**Leadership Principles, Strategies and Approaches.....**

**Learning Theory in Education.....**

**An Integral Part of Learning.....**

**Aging Affecting Intelligence.....**

**Societal Factors of Education.....**

**The Learning Methodology.....**

**Will of Power.....**

**Education as Leadership Embroidery.....**

**Leadership Education Prowess.....**

**Prudence, Virtue and Ethics of Leadership Education.....**

**The Era of Leadership Education-----**

**Encouragement of the Educators to take Charge.....**

**The Indulgence of Politics into Leadership Education-----**

**Organization Behavior in Leadership Education-----**

**Table Contents (cntd)**

**Page**

**The Furlough of Education Leaders.....**

**Increasing Leadership Motivational**

**Self-Awareness-----**

**Functionality of Education-----**

**Leading For Innovation and Diversity-----**

**Culture, Experience and Talent-----**

**Echelon of Leadership Education-----**

**Proficiency and Constraints -----**

**The Traits of Leadership in Leadership Education-----**

**Leadership Education for Many-----**

**Education Empowerment-----**

**Success in Education-----**

**Team Approach in Education-----**

**Organized Education Research-----**

**Management and Governance-----**

**Educational Monarchy of Illusions-----**

**Behavior towards Education-----**

**Improvement of Learning-----**



**Positive Leadership in Education**-----

**Issues of Higher Education**-----

**Fallacy of Success in Education**-----

**Education of Professionals**-----

**The Power of Education**-----

**Table of Contents (cntd)**

**Page**

**Changing Entities in Education**-----

**The Prowess of Education**-----

**Leadership Etiquettes in Education**-----

**Empathy of Sophistication in Education**-----

**Management of Infrastructure in Education-----**

**Positive Self-Concepts in Education-----**

**Motivational Strategies in Education-----**

**Committed Efforts in Education-----**

**Education through Motivation-----**

**The Purpose of Education-----**

**Positive Education-----**

**Education Performance Enhancements-----**

**Availability of Educational Resources-----**

**Relationships in Education-----**

**Appropriation of Education Misalignments-----**

**Misconceptions of Education Ideology-----**

**Process of Empowerment in Education-----**

**Responsibilities in Learning Environments-----**

**The World of Challenges in Education-----**

**Manifestations of Education-----**

**References.....**

**Epitome-----**

Thanks to my entire Family and all those  
**that contributed directly and indirectly**  
**to the publication of this book**



increased in the number of institutions providing online distance education to the society, it is becoming an alarming issue as to whether these institutions are reaching or serving a diverse population.

The criteria of providing online distance education are to better serve the entire populace and provide leadership in education. But are these institutions actually reaching the entire population or only a segment of the population is being reached?

Societal factors such as economic maladies and unawareness of technological innovations may prevent the institutions from attaining the goal of serving the entire population with the online distances education, and thus establishing leadership in education. The issue focus is that with the practices and introduction of online education, certain segment of the population is not being catered for. This part of the population that is left out of reach is the group of minorities who could not afford the cost of technologies attached to online education. Also another segment of the population that is not reached by online education is the group who is not aware of the innovated online distance technological education.

Even though there have being an increased in the use of technology in recent years, only certain segment of the population still could afford to own computers. According to the article in Computerworld magazine, titled "A surge in the use computers", by Papadomous Ladino, more than twelve million computers were sold in the United States in the past years, and the majority of the buyers

were the middle class. It was also mentioned that most people use their computers for business and personal “chores” or pleasures

With the improved technological innovations, many more institutions are introducing the online distance education into their curriculum. But with the costs associated with the purchase, services and internet set up and maintenance, many individuals could not still afford the online distance education.

As years go by, distance online education through the internet is growing and expanding globally. The distance education and training are becoming integrated as a whole unit rather than separate entities. More interdisciplinary abilities are now required and the new generations of students and educators are bringing diverse perspectives about life, work and family.

The driving forces for not reaching a diverse population of students with distance on education may be attributed to economic reason and the high increase in tuition fees and the still expensive computers. The majority of individual students is poor and could not afford to own computers after meeting all other college expenses. Tuitions and the costs of internet services and owning computers posed a great deal of problem to students who will like to participate in distance learning education.

If universities or colleges can synthesize an appropriate strategic planning method for technology and distance learning education, there may well be explosive growth and evolution of innovations. There is presently competition among universities on the provisions of online distance learning education. According to research performed by Cetron and Davies Inc., educational

institutions will face much tighter competition with the online distance learning based on new available technologies. We should be aware that those who adopt state-of-the-art methods will prosper and those who ignore them will eventually fail, (Cetron & Davies Inc.). It is possible if the universities can lower tuitions and try to offer free computers and internet services to distance education students, then the institutions will be able to reach a diverse population of students across the globe.

The issues of reaching a diverse population of students with distance learning education and establishing leadership in education are vital and critical to universities or colleges since we do not foresee tuition costs to be decreasing, and technology is only going to continue to grow and impact the society. In order to avoid problems, good strategies and techniques are needed for planning, implementation and maintenance of technology. Without the appropriate planning and methods, the universities online distance learning education programs may suffer. If the universities are to cut tuition costs and provides each student with a personal computer and a free internet service, the institutions may be able to satisfy their vision and mission of reaching a diverse population of students.

## ATTAINING LEADERSHIP EDUCATION



It should not skip our mind that enrollment, distance education, information technological infrastructure, partnerships and financial resources are common problematic issues facing many of the educational institutions in our world. These issues are vital in order to stabilize the political and economical embroidery of the institutions.

In the textbook of Timothy J. Galpin (1996), "The Human Side of Change", he fully enlightened us that for an organization to undergo a redesign phase, the modalities of both the political and economical dwellings of the organization should thoroughly be examined and aligned. He further, stressed that strategic change is characterized by the initiation efforts and the broad use of analytics.

Building team infrastructure is a mandatory solution to some of the problematic issues facing the colleges or universities. This team infrastructure will have to include external organization partnership relationships. According to Fullan (2001) and Galpin (1996), new relationships are crucial, but only if they work at the positive task of establishing greater career or program coherence and the addition of both political, sociological and economical resources. According to both authors, using teams during a change effort to alleviate problems is really not a new concept. It has been one the rudiments of solving problems and making a change in ages, not only in our time. However using teams and partnership relationships effectively can mean the difference between successful change and failure. As it is often said, 'With many hands, a mountain can be moved'; this is to say that if we all pull together, success and power can be realized or accomplished overwhelmingly.

In order to involve the maximum number of incumbents during a process of change, improvement teams must be set up at all levels of the college/organization, from students and top management through frontline employees. Student organizations and government should always be included in the development and decision making of the colleges, as indicated by Schenkat, R. (1993) in "Quality Connections: Transforming Schools through Total Quality Management". This is a way to realize the characteristics of participative democratic management.

Teamwork is one of the ingredients of attaining success and power which are the main results of what an organization is seeking. Success in terms of monetary value is attached to private, public profitable organizations and in terms of dignitary and ethical values, to private, public non-profitable organizations. In this scenario, the success of the colleges will have to dwell on the dignitary and ethical values of the institutions even though there are instabilities of political and economical stance within the colleges. Economic and political instabilities can be overturned by consensus. Some of these consensuses will have to do with increased enrollment, increased both internal and external partnership relationships and increased team efforts.

Engaging in research will surely enable institutions to predict and to achieve its optimum goals and visions. According to Fullan (2001), environmental scan or research is in form of knowledge building which the "The capability of a company or organization as a whole are to create new knowledge, disseminate it throughout the organization, and embody it in products, services and systems"

(p. 80). In the case of some of the Colleges, the products are the graduated students, the services are all the efforts that are rendered to make the colleges, the communities and the students prosper. Scanning is a way to accumulate data, acquire knowledge, emulate and predict solutions to certain predicament. In our case, the predicament is the economical, academic and political position of the college that requires strengthens. According to Fullan (2001), "There is an explicit and intimate link between knowledge building and internal commitment on the way to making good things happen". Fullan is trying to make us understand that for an organization to succeed there must be routinely environmental scan in form of knowledge building. The basis of environmental scanning and knowledge building to be performed by the colleges/organizations in question should be coherence making, and rely on the internal and external economical, social, ethical, philosophical and political entities or information within the organizations as stressed by Fullan (2001).

Classroom lectures were integral parts of early education. As far as adult education is concerned, learning experiences are the basics fundamentals for adult learners. According to various adult education authors, adult learners perform most while experiencing the actual situations. On the job training plays a vital role in educating the adults of today in our society. As history has shown, education of adults can either be formal or informal. In the early days, education of adults is conveyed through the reading of newspapers to an audience of adults; and this served as a means of education in a conservative manner.

The early development of televisions and other educational memorabilia have made adult learning experiences more enlightened, since these had made adult education more prolific and exuberant in a sense. Television is actually a means of communicating actual experiences to adult learners by visualizing the actual situation; and this is an integral part of the learning processes according experts on learning experiences of adults.

Unlike formal education, where the theoretical aspects of the subjects are stressed, experiences of the actual situations are more useful to the adult learners because they are able to explore various practical aspects of the subjects. Since adult education takes place in many places, even in churches, streets and at home, adult learning needs not to be formalized. There is no need to setup a formal classroom course for adult education because on the job experiences and the daily chores of adults are ways of accumulating knowledge and ideas in all adults' life. This is not to say that formal education will not be an

asset to adult education, but to substantially convey that adult learning experience is sustainable and congenial to education.

Workplace learning is an informal way by which adults learn best. It is a combination of on the job learning experiences and actually performing the required job functions. Principally, describing workplace learning experiences and environments as 'informal' and that 'informal learning' occurring in workplaces constrains understanding how learning occurs through workplace and consequently, the development of workplace pedagogy. The unqualified description of environment as being either 'formal' or informal' suggests a situational determinism. Instead, learning is proposed as being interdependent between the individual and the social practice.

It is inaccurate to describe workplace learning experiences as 'unstructured' or informal. Norms, values and practices help shape and sustain activities and interactions within workplace, as in social practices, such as homes or educational institutions

(Goodnow, 1996). Moreover the structuring of learning experiences in workplaces is often inherently pedagogical as they are directed towards the continuity of the practice through participant learning.

The potential value of education from workers was undermined by relative inaccessibility (Stubblefield and Keane, 1994). Massachusetts labor leader Seth Luther in 1836 asked how education could play a major role while many worked a thirteen hour day. It may be justified as stressful but this in actuality is a way of

achieving the necessities of educational materialism. Thomas Skidmore (1829), a New York labor leader soon suggested that the “stress on education as they call it” was misplaced, “for the purpose of diverting the people from the possession” of basic material necessities.

Besides apprenticeship training, many workers had in early days, informal education in workshops. In the early nineteenth century, the small shoemakers’ workshops of New England “buzzed with opinion on political, social and religious reform (Stubblefield and Keane 1994). It was even said that preachers in Randolph, Massachusetts, read drafts of sermons to shoemakers in order to get pointers beforehand. New York stonecutter and sculptor John Frazee traced his tendency to think philosophically to shop talk (Laurie, 1989, p37).

## **REMOVAL OF IMPROPRIETY IN EDUCATION**

Education is a way one can attain or improve his ability to lead and survive in the society of ours. Without educational training of the mind, it may be impossible to realize the importance of adaptability of living in the environment. Without education, It may also be difficult to embellish the use of both the mental and physical attributes possessed by individual beings.

What really is education? Education is the training of the mind to perform desire functions or to perpetuate the modality of obtaining an end or result. Every daily activities of individual in the society are a form of education because one learns from his actions one way or the others.

The impropriety sanctions imposed by the society on education is to be viewed by educational establishments as the main reasons affecting lack of interest in adult education. It is perceived by the society at large that once one has attained success or obtained all the necessary rudiments of living, then it is less important to further educate the mind. The sanctions or believes that education is only for the incapable or non-successful individual is an incarnation or insults to education, especially adult education.

Society should view education as a way to improve knowledge. We should realize that knowledge comes from learning and learning comes from trying. Even though one has reached the highest peak of his life or career does not mean that one does not have to learn or educate the mind. Since education

is perceived by the philosophers such as Plato, Socrates and Darwin to be the usage of the

mind to obtain reality to solve problems, all institutions must be equipped with all the technologies to improve education at all levels.

We should all view education as the path to knowledge, empowerment, prosperity and success. Leaders evolved through education – leaders are made through education. For example, without education, either formal or informal, we may not be able to read, hold a good conversation or write well. Education is a vital commodity to the well being of individual in the society of ours.



## THE ANTHOLOGY OF PROFESSIONALISM

Professionalism can be viewed as the act of conveying the knowledge attained through education, experience and practice. Education, experience and practice result in empowerment of individual professionals. Education creates a foundation for the success of professionals. The education of the mind may be formal or informal. The combinations of formal and informal education are the major fundamentals of professionalism.

The education obtained through informal education is the day to day observations or scanning of the environment or societal activities of the population. Informal education may be classified as knowledge or education obtained out of the classroom or without the congregation of people. It is the education acquired through exploration of various paraphernalials of possible educational documentations or situations. The formal education obtained by many professionals are classrooms-based, these may be through seminars or conferences or attending schools. Professional education depends on the awareness of the basic needs of individual. The professionals should undergo the rigor of both formal and informal education if they are to possess the superb skills required to function in the society. Practical knowledge may have to be immersed in the training of professionals. The main purpose of educating the professionals is to update their skills because of changes in the society: Thus, this justified the purpose and the need for strategic education planning.

## TECHNOLOGY PLANNING IN EDUCATION

Technology planning is based on what constitute technology in the modern society. There is a correlation between what is technology of the past, the present and the future. In today information age educational products are base on knowledge, values and pragmatic approach.

Educational products management is of great importance as well as information management in the society. The past and present terms are reciprocity of the global markets.

The retention of educational products serves the purpose of conservatism and pragmatic values and approach. The changes of educational products and information are preserved in our institutions. These changes are pragmatic to the management of the institutions or societies. The information age is a co-existence of values and desire. The philosophical entity is composed of resources and performance. The composition of information is the entity of educational products in the global market. The consistency of educational products is based on the magnitudes of the information obtained from the past and present.

Models and consistencies are aligned with extensive extenuation of objectivity in technology. With the extenuation of objectives, there are subjectivities to innovations. The past may be subjective to the development of the modern. Educational products and information are inter-changeable commodities in technological society. The aspect of globalization is empowered through development of many external entities.

The configuration of external foreign entities, such as tools of the past era may result in commonwealth of technology. Technological posterity serves as the philosophical view of the modern. There is prosperity from modern ways because of the convenience the technological innovations portrayed. Information are internally and externally exposed and stored technologically. The value of information is the logical dwelling of philosophical abstracts of technology.

The transcendence of technology depends on innovations of both the present and past era in order to attain sophistications of adaptability. This presents the future with lasting and endurance of educational tools in our institutions. Technology is adeptly the invigoration of educational expertise in our society. The combinations of know how, when and why would be attributed to the development and enhancement of technology tools and their awareness.

We must adhere to the improvements of the previous and the modern as well as gear or prepare towards new developments in our institution or society.

## CONCEPTS OF EDUCATION AND THEIR IMPROVEMENTS

Education is through motivating and satisfying the needs of adult learners. It is to my beliefs that mind works wonders, and that it can be substantiated with the fact that everyone can learn from each other in order to achieve the ultimate goal of each individual. Education is a conglomerate believes of exploring individual minds. It is a security of physical, psychological and social well beings of individual.

The technological world plays a role in this development. It can be said that education will have to be based on strategic planning. In the early stage of adult education, it has been noted through history that ideas and inventions can be obtained through exploration and individual abomination. Adult education is the foundation of the continuity sustainability and transformation. Group of individuals can be successful as learners.

Adult learners can achieve their needs through critical innovation of the mind regardless of their role in society. Everyone is an adult learner since the adult educators do not have control over what is to be learned in our classrooms. The society and individual determine what they want to learn`. The circumstances surrounding adult education and its mode of delivery may be due to affordability and security. These in turns affect the volatility and the flexibility as adult learner.

To eliminate doubts and worry, learners' needs must be justify by the prosperity of societal factors. The incumbents as learners must have the resources of attaining their goals. Since learners have various goals and needs, society or

organization must always embed or include scenarios and standard of accomplishments with their expectations.

The modalities of learning comprised all entities of understanding processes of humans. The dexterity of the mind can be explained through all means of communications. Both internal and external modes of communication must be justified by the learners.

The learning processes not only consist of spiritual processes, but all physical environmental and technological means. As an adult the learning modes changed as one progresses through the channel of dwelling of living. The society must realized that learning yield success only if what is learnt, is applied substantially through the minds of the educators and the learners. Adults learned mostly under the assumptions that they already possessed the preliminary process of life within the society. As mentioned in one of the seminar sessions in Tucson, Arizona, U.S.A, we as humans tend to follow with a can-do attitude. Acquiring self knowledge always demand self reflection. There is absolutely no way we can get to know ourselves if we don't take some quiet time to meditate. Contemplation is another way one tends to learn. Most adults are willing to open to ideas and will try untested approaches and accept risk of learning. When people are at their personal best, their projects involve creative thinking and beyond-the-boundaries thinking because of the atmospheric conditions accord to them during the process of learning.

“Even though adult learners have gone through a process at an early stage, we must realized that nothing is done perfectly the very first time, not in schools,

not in sports, not in games and certainly not in communities”, as Kouzes and Posner (1995) say in the Leadership Challenge. We must also understand that as adults’ knowledge evolve through changes, they tend to search for learning opportunities to resolve the changes, the opportunities that will meet the current changes and the foresee changes. Changes may depend on the learning materials of the present and the past.

Adults change may involve physical, psychological and social changes depending on the environmental changes in our society and schools. Adult education rests on the hands of the beholder. Adult educators and adult learners must come into agreement that all adults are life-long learners. As life-long learners we as adults tend to learn as we progress through life based on needs and consequences

derived from the pasts. As adults, mistakes are made and we all learn from our mistakes which are forms of education processes.

It is to my belief that adults mind work wonders through motivations. Adult learners need motivation because there is a need to motivate them to learn and this can be achieved through transformation and sustainability. Actually the longevity of adults is based on the resources available to them. Adult learners’ adaptation is the objectivity of their consciousness. It should be noted that contemptuous circumstances can be resolved through education.

Educating the mind is prolific, and all adults including the educators should be involved in the learning process. Learners and educators must learn the rhetoric

of education as a process whereby we all learn together, including the adult educators.

Community, identity, stability are the characteristics of the methodology of education in the society. As it is often conveyed in parabolic ways, stability is required of any individual if he or she is to succeed in the society. And in order for individual to portray a positive identity within the society, educational stability will have to play a vital role in acquiring knowledge. As I often say to some of my students

at the Palm Beach school districts in Florida, 'Knowledge and success come from learning and experience while learning and experience are respectively derived from trying and doing'. Without stability and knowledge it may be impossible to acquire knowledge and success. Individual may quest for knowledge, stability and success at early stage of their educational career, but the thirst or longing for knowledge, success and stability may be suppressed at a later stage of their life as there seem no justifications for learning and acquiring experience.

The possibility of attaining all learners' individual goals may rest solely on the individual and the society at large.

The learning process depends on the motivational level of the individual which may encompass the ingredients of success. The ingredient of success in the society may determine notions of knowledge, experience and success. Education as an art to prowess may be the basis for integrity in the society as a whole. The power of success is achievable through knowledge and experience. The initial educational attributes of individual suffice as learning takes place.

Knowledge based on experience at an initial stage may result in learning activities of the present.

Learning enterprise may be a mode of which individual survived in the society. Accumulation of wealth may have to depend on the knowledge and experience of individuals in the society. Learning and success may result in amenity of wealth. The essence of educational training is the preparedness of individual to stability and success. The essence of education must be addressed to the problematic situations of individual in the society.

The circumstances surrounding propagation of learning is not solely materialism, but on the gratitude of knowledge. The standard which knowledge and materialism is attained is repertoire of educational establishments. In rationalizing the commonwealth of training individual, the society may have to institute transformation and sustainability education. The extenuation of objectives may depend on current and past activities. The educational solitudes may result in self actualization of goals and thereby create self awareness.

The technicality of learning may be justified by the scope of activities in the society. Education of the literates may be different from that of illiterates in the society. Literacy does not mean everything is known, there are lessons to be learn from everyday activities in the society. Illiteracy of the mind is tolerable in certain aspect of learning and it may be eliminated by once awareness of the problem.

The integration of learning may depend on the theme that individual need to know the anthology of surviving. Stability projects the purpose of learning new





## SUSTAINABILITY AND TRANSFORMATION IN EDUCATION

Summer institutes are all about transformations and sustainability. It may be perceived that education in today's world need to be organized such a way that learners are able to explore all avenues and opportunities available to them. In a summer institute one can learn that education is a conglomerate of the beliefs that all need to learn new ways of surviving as one proceeds through life, socially, psychologically and physiologically.

Summer institutes experiences may be very enlightened; it may convene learners and educators from different works of life which is very stimulating to learning or education. From the summer institutes, learners may need to be sustained in an atmosphere that is very versatile and adept to educational activities.

The locations of the establishments where the seminars are to be held should be exciting and glamorous for learners to have great practical learning experiences. It may be the first trip of some learners or educators out of their jurisdictions as part of educational learning experiences. The friendships and the camaraderie that existed during the seminar of summer institutes may actually be very genuine, and may last for ever or for a very longtime. It may be learnt from these institutes that anything is achievable, and that learners may be able to adapt to changes physically, socially, psychologically and educationally so to speak. Learners must

be able to sustain and transform their activities whenever the situations warrant them.

The introductions of individuals and the detail of their jobs, involvements in their communities, and educational profiles may be very educational and justifiable to the social status of all the seminar attendees. One may be able to know who the adult learners and educators were, and how they reached the pick echelon of their careers. The information obtained from different sources may be very useful to the attendees because the information may help individuals plan their education toward better careers.

The seminars may be very educational and informative, especially the career resources advisement session. One can learned that there are open career opportunities in the field of education at all higher educational institutions, including the community colleges. One can be made aware that career opportunities also exist at the corporate organizations level for education degree holders.

We may learn from the institutes that adult learned differently; that the purpose of education is for adults to feel absolutely good about themselves as individuals contributing to the well being of the society. The feelings that people can learn anything may be instilled in the minds of seminar attendees. Summer institutes may actually provide the right resources for learners to get a good training in making decision about life. One may learn that education is a process of social change; that in order to grow intellectually there is a need for literacy.

All in all, summer institutes may be great experiences for everyone involved.  
The networking and the friendships made may eventually be lasting.

## THE ROLES OF ADULTS IN EDUCATION

### LEADERSHIP

According to the dictionary adults means “grown-up” or someone who has reached puberty stage. The society in a way has attached puberty to mean those who have attained the psychological, physiological and sociological embroidery of life according to Bates (1994). Education of all adult learners should be designed and formulated to society perception.

According to Bates' view, even though adult learners have been found to involve themselves with learners with learning new ideas per say for different situations and perspectives, the justification of the learning lied on the rudiments of what is expected of individual adults in the society. These perspectives and situations may be due to job advancement, pleasure and love of learning. It is also true that learning for most adults does not rest solely on reward but merely on the necessities of life.

Motivational enlightens may be the sole propriety essentials of adult education according to Knowles (1980). It has been established that, not only does the needs of individual adults need to be met, but that of the society as a whole. The accountability to oneself rest on the society as whole, so is the sustainability and transformation of one's activities. Educating the adult is a substantial globalization of security well being of individual adults.

Bates (1994) further stressed that adults who are motivated to seek out a learning experience do so primarily because they have a use for the knowledge and skills being sought. "Learning is a means to an end and not an end itself. As mission of an adult has become more complex and more significant, its role has gradually changed for the better. For many years it was assumed that principle and techniques used in educating adults would help adults learn. But this is not true as to the conceptions of many adult educators. The teachers of classroom are actually solely considered as teachers of adults and it was taking for granted that any reasonable well educated person could assumed the role of educator and know how to do a good job.

Adult education plays an import role in the development of a society. As the society changes, so are the people within it. The lives of the inhabitants undergo ethical changes as adult learner progresses through educational activities. The education acquired during childhood is definitely not enough for adults to "sail" through adulthood, according to Bates (1994), more knowledge is required since society is not prone to changes for the benefits of individual adults.

Adult education is absolutely necessary to survive the efficacies of the well being of individual adults in the society. Through education of adults, there can be pathways for political, social and economic stability in the society.

The objectivity of the institutions and the communities alike according to Bates (1994) depends on the social norms of educational facilities and institutions. Adult education as portrayed by society can be engaged in all sorts of forms of

activities. It is certain that response to changes must be dominantly recognized. Both the society and individual educators and learners must be aware of fact that the spontaneous adaptabilities and objectivities of the characteristics of consciousness rest on longevity of humans. As human being evolved through life, the ability to learn new ideas and assimilate the ideas may often increases. According to the great philosopher, Darwin, the most dominants and successful persons are those with response to changes. The adult learners often turned to education in response to changes in their life.

The perseverance of adult institutions and its objects or facilities depends on the society conceptions and perceptions of education and its contents. What is it that is to be learned and thought our institutions? The tasks must be obliterated in some forms or ways. The incumbents as adult learners must recognize the security and motivational needs of the communities and the society as whole.

There is a controversial view as to who are really the educators of adult in our society. Since there is always a change in the adaptability and objectivity of all individual adults, the educators could really be anyone who is capable of the intensity to changes. As stressed by Knowles (1980), the adult learner have control over what they want learn, the educators do not have control over what is to be thought, therefore it is lifelong learning experience for both the learners and educators.

The bondage between adult learners and educators is a sophistication prerogative of who is really learning and educating. It is assumed that both the learners and educators learned from each other. The experiences of each individual adult rely on the substance of the needs of the society. The well being of the society depends on the orientation approach to the needs and security of individuals in the society. Communities and society often actively seek education quality to the full benefits of the inhabitants, so as to enlighten individuals in the society. With exploration of the described processes, successes and leaderships may emerge.

This memorabilia has been discussing the facts surrounding the methods of providing leadership education to adults in our communities. The real purpose of adult education is for someone to feel absolutely good about oneself. Education is the right resource for adults to get a good training in making decisions about their life. The methods of educating the adult learners in our communities can be enumerated as follows:

Community development can serve as a format for learning. Community development is closely related to action project as a format for learning. As stressed by Malcolm Knowles in his book, an increasing number of adult educators are coming to see total communities as their classrooms – as laboratories for learning and to see their educational objectives as being not only to help individual learn to deal more effectively with their life problems, but to help communities as organism learn to deal more effectively with their problems, and to see the process of community problem solving as a



vehicle to accomplish both educational objectives. In the words of one of the pioneers in shaping of community development as a format for learning, Dr. Howard Y. Mollusk of the University of Michigan, stated as the follows: . . . .The adult educator is primarily interested in community development as means of educating the community and the people who live there. ...

Another way of providing such education is the formation of clubs and organized groups. The striking thing about clubs is that almost all of them have the education of their members as a central objective, according to Malcolm Knowles. As part of a comprehensive program of adult education, the clubs format for learning has several unique advantages. Because it is less formal in structure and has larger social or fellowship component than most other formats, it is the method of reaching adults who might otherwise shy away from educational experiences.

The acquisition of knowledge can be achieved by reading-discussion program; for example great books, lecture-discussions, motion pictures, exhibits and tours. The refinement of certain skills, such as communication skills, group participation skills, leisure-activity skills, leadership abilities and human-relations skills in general can be furthered by providing opportunities for members to practice these skills and receive supportive feedback on their performance.

With the provision of orientations, conventions and leadership conferences, adults in our communities are able to learn more effectively; they are also able to assume more responsible positions within the community establishments.

Conference or convention is one of the backbones of informal adult education in our country today according to Knowles. It will be necessary to understand the various educational purposes a conference can serve; among the possible functions a conference can perform are summarized as follows:

A) Presentation of Information. B) Inspiration. C) Exchange of Experiences. D) Problem Solving and; E) Commitment to Action.

One way of promoting leadership education among adult learners are featuring festivals, exhibits and fairs in our communities. The essential feature of this format for learning is the display of ideas, products, or processes. It is an effective format for reaching people who don't read publications, listen to broadcasts, or attend meetings, for the purpose of giving information. The exhibit is basically a stationary sequential display, while the fair is a non-sequential mixture of exhibits and activities, and the festival a moving display.

## IN EDUCATION

The potential leadership principles, strategies and approaches vary from individual to individual and from organization to organization. Some of these principles, strategies and approaches can be enumerated as follows:

Team Approach: This is an important aspect of leadership principles and strategies. Establishing a coordinated team infrastructure is a value instrument to leadership approach according to Galpin (2003).

As pointed out by Galpin, as a general rule, the breadth of a team structure across an organization should be determined by the breadth of the vision for change. A typical change process Infrastructure will have to be Steering committee leader, steering committee members, Improvement team members, Integration team leader and Improvement team leaders. Working as team enables the leader to make successful and accurate decisions. It also alleviates any misunderstanding between the leader and member the organizations.

Affiliation: Leadership may be based on relationship power that requires employees' involvement and motivation. Leaders who use relationship power build a more committed workforce, elicit stronger loyalty from people. The leader also create a more motivated and high-performing team that strives to reach its goals and achieve results.

Creativity: Leaders must be creative in all aspects of his or activities. Creativity which is the first key attribute of change leaders must include openness to the creativity of others. Certain actions demonstrate leaders' creativities, such as developing innovative

training processes and offering new incentives that demonstrate that a change is different and important.

Culture: Applying cultural screen to the principle of leadership is a vital point. The best way to apply cultural screen process is to choose first, a recommended change, for example, the implementation of a new financial system. Second is to identify any aspect of implementing what is associated with the outcomes.

Communications: One of the principles, strategies and approaches to leadership issues is communication. Effective communications must be established among employees in both lower and higher echelon.

In a prosperous organization, cultural diversity does exist. The leadership approach is based on cultural diversity, communications and relationships. As it was explained in Fullan (2001) and Galpin (2003), Leadership in a prosperous or successful organization relied solely on teamwork and partnership.

## LEARNING THEORY IN EDUCATION

Adult education is a process in which adults acquire knowledge or skills through cognitive learning experiences. It is an extension of what has been learned in childhood. Rather than following a specific theoretical approach, adult learning is based on the practical approach of learning methods. The adults themselves determine what it is they want to learn; it is not the adult educators who determine what is to be learnt. The adult learners learn or try to acquire more knowledge about a situation because of the economical, sociological, psychological and physiological impacts that can be derived from learning the process at a certain time. This is to say that adult education is primarily based on the sociological and economical changes in the society. It is also based on the psychological and physiological changes of individual adults.

More adults try to acquire new knowledge or brush up the old skills due to changes in their life or environmental changes. The reasons why adults learn may be due to the socio-economical conditions of our society. According to Merriam and Caffarella,

(1999), in their book titled, "Learning in Adulthood", even self-directed learning rarely occurs in splendid isolation from the world in which learner lives; it is intimately related to that world and affected by it. As it was pointed out earlier, what adults want to learn, what is offered to them and the ways in which adults learn are determine by the adults themselves and to large extent by the nature of

the society at any particular time, Ross-Gordon (2002). It can also be said that the nature of society at any particular point in time determines the relative emphasis exerted on adult learners. One may articulate that adults will try to acquire knowledge about their environment since there are always innovative processes that take place in the society. I think that as we grow older, we tend to learn more, and there is always a call for more education because of the changes in our lives.

## AN INTEGRAL PART OF LEARNING IN EDUCATION

“Popular rhetoric suggests that everyone, can improve his or her life situation through learning”, Vella (2002). The majority of adults learn to survive in the world of today because without new knowledge of both the socio-economical, technological innovation of today’s market, nothing would be possible. Without the economical and technological knowledge of today’s world, many adults would have a hard time to succeed both economically and sociologically.

There is always a question that comes up when addressing the topic of adult learning; Do adults really learning differently from children? The answer to this question is not far-fetch. Over thirty years ago Malcolm Knowles (1968, p. 351) proposed “a new label and a new technology” of adult learning (Andragogy) to distinguish it from pre-adult schooling (Pedagogy). As Knowles (1980) pointed out, andragogy which means the art and science of helping adult learn is quite different from pedagogy which means the art and science of helping children learn – as a person mature, his or her self-concept moves from dependent towards one self-directing human being, Merriam (2001). It is further stressed that an adult accumulates a growing reservoir of experience which is a rich resource for learning, Merriam (2001).

From my point of view, the readiness of adults to learn may be closely related the developmental tasks of his or her social activities. Adults actually are motivated to learn by internal factors rather than

external ones, Knowles (1980, pp. 40-50). The rewards of acquiring new knowledge are the basis of adult learning. The satisfactions attained from learning may depend on how well a subject is delivered and how motivated the learners were.

Adult learners surfaced from different types of predicaments. Some adult learners are either seeking new skills or trying to improve the old ones. Some adult learners are also either raising young family or catering for the old ones especially elderly ones. By looking at the adult learning perspectives, different situations call for different learning experiences. Many adults may have turned to learning because of the situations they face in their life. For example they may have been displaced from work or for example an accident may result an individual to learn how to speak or walk again.

#### AGING AFFECTING INTELLIGENCE IN EDUCATION

Intelligence can be defined in so many ways. From the perspective of literary observer, intelligence is often referred to as “being Smart” – that is being able to act intelligently when dealing with everyday life situations.

According to Merriam and Caffarella (1999), there is also another definition of intelligence that many adults may have carried with them since their elementary school days: intelligence is a specific measurement of their ability to learn. The intellectual functioning in adulthood is very intriguing and useful for educators of adults in our society today. The concept of intelligence has really



become more complex and multifaceted over the last two decades, often causing confusion as Merriam and Caffarella pointed out in their textbook, "Learning in Adulthood" (1999). At least there are two theoretical perspectives, those of information processing and psychometric tradition that have driven the study of intelligence according to the process orientation of Piagetian and Neo-Piagetian thought, Knowles (1980).

Does intelligence really decline with age? The responses to the question are really mixed and may be often controversial. According to Merriam and Caffarella (1999), the classic school of thought says that intelligence enters a process of irreversible decline in the adult years; others say that intelligence is relatively stable in the adult years, with substantial intellectual changes occurring only very late in life, and primarily in abilities that were less central to the individual's life experience and thus perhaps practiced. Some say there is no decline of intelligence in adulthood until one is close to death. In fact, some intellectual functions, no matter what testing procedures are performed, seems to increase over the course of the years. The response to whether intelligence declines in later adulthood is not clear-cut.

According to the studies performed by Thorndike, Bregman, Tilton and Woodyard (1928, pp. 178-179), it was concluded in their studies that "in general, teachers of adults of age twenty-five to forty-five should expect them to learn at nearly the same rate as they would have learned the same thing at twenty. There is no decline in adult learning ability at the age twenty to forty-five but other

studies (Jones and Conrad, 1933; Miles and Miles, 1932) found that this may not be so at later age – the rate of learning tended to decline at age forty-five and over.

As it is often perceived, we tend to learn more by everyday observations and experiences as we grow older but we may tend to lose control of what was learnt if we don't follow up on what has been learned, Knowles (1980). The proverb that says "you cannot teach old dog new tricks" actually hunts both the adult instructors and adult learners themselves as they set forth on new ventures. The powerful myth that adults lose their ability to learn as they age does prevail, although for most part it has not been substantiated in the literature, Merriam (2001). As I always say to myself, 'The longevity of human is the homogeneity of his or her body, and the spontaneity of his or her adaptability is the objectivity of his or her consciousness.' This is actually to say that as we grow older, our body tends to deteriorate whereas our mind and intellect or conscience tends to grow along according to our adaptability in a positive direction.

## SOCIETAL FACTORS OF EDUCATION

The objectivity of institutions and communities alike depends on the social norms of educational facilities. Adult education as portrayed by society can be engaged in all sorts of forms. It can take place at any time and anywhere within our society. It is certain learner response to change is dominantly recognized. Both the society and individual educators alike are the predators of life long learning. The preference of both the individual depends on the substance of society connotations. The society connotations are the entities that project benefits for individuals within an educational environment.

It is more or less an attained goal of the society that justified the well being of individual adult learners and adult educators. The educational facilities are the sole proprietary of the society. It is to the advantage of individual in the society to have all the life endeavors. Education can serve a purpose for adult learners and educators alike. The absolute predicament of individual being depends on the social, economical and political aspects of the community and society. The physiological and psychological aspects of reaching maturity rest on the individual.

Nevertheless the institutions of higher learning constitute what is to be perceived as conglomerate of values. Individual must engaged in all sort of activities within the establishments of educational facilities. The established scenarios are those with the functionality of the purpose of achieving the ultimate goals of the community as well as the society.

It is to the justification of the institutional communities to see that all individual adhere to the socio-economic problems of the society.

### THE METHODOLOGY OF LEARNING

Many adults learn by Quantum thinking, which means by looking at the world in a new way, based on the century-long work of physicists and scientists who moved beyond classical or Newtonian mechanics to the new paradigm of quantum physics, Vella (2002). Adult learners also try to learn by participation – actually the observer is part of what he or she observes. Each person's perception of any given reality is different depending on their context and culture. As Vella put it in his book, "Learning to listen, learning to teach", (2002), 'we often evoke the world we perceive'.

Learning as we all know demands energy; we should always remember that many principles and practices of dialogue education, which is one of the adults' methods of learning, are designed to raise and sustain the energy of learners. The energy exerted on learning by adult learners enables them to profoundly assimilate the content of what is learnt.

Adults actually try to learn in safe environment. Safety is an issue when discussing learning methods of adults. We have to create a safe context for learning that is appropriate for adults and have to challenge them accordingly; by doing this we will see that their knowledge will rise, Wlodkoski (1999). We have to provide a site for learners to explore the uncertainty of any skill or theory, providing a safe place for thinking that is needed if their learning is to be relevant to their unique context. Safety enables the teacher to create an inviting setting

atmosphere for adult learners. Adults have shown that they're not only willing but also ready and eager to learn when they feel safe in the learning environment. Trust in the competence of the design and skills of the teacher enable the learners to feel safe, Vella (2002). I think that trust in the feasibility of the objectives and relevance of these objectives also makes adult learner feel safe.

Adults learn through experiences and by making decision in their lives. The power of learning can be straighten and be more profound when adult learners feel that they are respected as subjects or decision makers of the learning event. Respecting learners as subjects or decision makers of their own learning is a principle that involves the recognition that adults are indeed decision makers in large part of their lives, Vella (2002).

Adults learn by celebrating together in a big way. Teamwork plays a vital role in enhancing and motivating adults to learn, Wlodkowski (1999). Teamwork is a principle of adult learning as well as an effective practice. An approach naturally invites people to work in teams is the dialogue approach. Team may be composed by the adult learners themselves or they may be composed by the teacher's putting similar or different people together.

## THE WILL OF POWER IN EDUCATION

The concept 'will to power' strictly extends beyond leadership considerations and is generally associated with the philosopher Friedrich Nietzsche. Governance and Management is an incarnation of the bewitchments of the led. It is assumable that will is ubiquitous, but free will is a rarity. It follows that governance and management will is a form of life in which 'will to power' enters into complex domain of conflict, reconciliation, and resolution.

In other words, governance and management is the creation, organizing, managing, monitoring, and resolving values and conflicts – where values may be defined as concepts of desirable motivating force. To be without a mission or will would actually be to be without power. Will to power creates an enormous oblivious means of achieving an end. Will to power values the strategic means of traditional practice of governance and management. In an institution or organization, the will to achieve success rests solely on governance and management with strong support from clients, employees and some external congruent.

The ability to succeed in achieving the mission of an establishment or institution depends on the values conveyed by its clients, employees and external communities. These values are executed through the participation of individuals in governance and management and this may be directly or indirectly. Values are conceptually perceived by governance and management which are then conveyed to clients, employees and external congruent for implementation. Governance and management values of an institution or organization are inter-

connected with its external congruent where values are considered to be perceived as an integrated success of employees and its clients. This is based on the facts that governance and management tried to attain a consensus between its external congruent, clients and employees or members. This consensus is indeed a will to power in governance and management. The qualities and values of governance and management are **rational perceptions, ethical values, desirability** and **philosophical entities**.

@@  
@@  
@@

## EDUCATION AS LEADERSHIP EMBROIDERY

Education often serves as a leadership cover against improprieties of leading the way to chaotic situations. Many people in the society believed that leadership skills are innate, but this is not always the case. Leadership skills can be learned through rigorous training. As leadership skills can be learnt, they can also be unlearnt if they are not put to practice or not updated as one proceed through the stages of life.

Adult education is an important aspect of providing leadership education to people, especially adults, in the society. Adult education is a stage where what was learnt in childhood is improved upon and where new skills are acquired or learned. If one is to lead successfully in the community, he or she will have to learn new skills and also update his or her old skills every now and then.

Education must be considered as a way of living our lives in the society. In order to live our lives and to lead ourselves and others, we need to be educated to do so. Everyone must be aware of the leadership bible as previously expressed at the beginning of this book. As it was iterated previously – leadership is the same in education, technology, politics and business. Leadership always has the same principles and strategies that were discussed previously in this book.

Everyone in the society is a leader some way or the other. Although this is a controversial issue but it can be substantiated. In order to lead successful, a leader must collect information from his or her followers and also from other



leaders and listen to their advice. He or she will have to use his or her initiatives and judgments

to make a decision or lead the way. When looking at this immensely and thoroughly, the leader is not the only one leading, he or she is leading with his people. The leader's followers can also be considered as leaders because they do contribute their own quotas to the leadership principles and strategies in some ways. With this, we can imply that the leaders are followers and that the followers are also leaders one way or the other.

### LEADERSHIP EDUCATION PROWESS

Leadership is somehow an elongated educational means of achieving prosperity and power, but it is a well to do way of attaining success. The leadership processes and strategies are usually based on the strengths that build the foundations of a group or community involves in management and governance. The governance and management of an organization or community can be straightened by thoroughly examining and improving the education of its leaders and members.

The leaders in the community can attain ultimate powers by listening to the people and adhering to the law of the community. Leaders would be able to exercise power and control, if and only if the leadership principles and strategies are explored and enforced in positive ways.

Adult education will play a vital role in providing leadership education to people in the modern society. Adults are more experienced in leading the way to success because they are more matured and most of adults are opened to new

ideologies. Adults are also willing to update their old skills in a safe, secured and sound environment. Educating the adults to assume leadership roles in the society is a means by which the society can cure its socio-economic maladies. Leadership education should be introduced to adult learners at all levels of the departments in our institutions. Many Adult learners and educators should be delegated to assume leadership in their specializations. As education is a conglomeration of various subjects, so is leadership. Leadership can be said to comprise the execution of strategies and decisions by a group of incumbents in an organization or community. Educational leadership is a process where a driver steers the passengers in a safe way to their desired destination or destinations. It is a way of leading the flocks to success with little or no glitches.

## PRUDENCE, VIRTUE and ETHICS IN EDUCATION LEADERSHIP

Ethical leadership emerges where leaders consume and make respective decisions based on ethical values of the people in the community or organization. Virtue leadership is when leaders lead through moral virtues of the decisions and concessions of the people. Prudence leadership may be termed as leadership where the leaders make a firm decision without the reports of the members or people not considering the decisions made by the members. This is where the decisions of the people or members are overruled or vetoed.

Actually, the tension between moral dwellings and the demands of leadership achievements made many in the society to despair the relationship between prudence, ethic and virtue leadership. The ethic, virtue and prudence leaderships often focus upon the obligation of a leader to achieve moral self-mastery, adhere to the context of a situation via deliberation and careful judgment to explore concrete outcomes that are positive and durable. Leadership entails ethics because leaders have responsibilities. The persons in position of leadership make a difference. They must bring about changes in behavior that would not occur without their presence and actions. Leading is not always linked to official authority – leadership opportunities, in fact, exist throughout political and organizational life.

Individuals, organizations, communities and institutions rely on leaders to accomplish tasks. Colleagues, fellow citizens, and subordinates depend on a leader; and they are vulnerable to the consequences of the leader's actions.

These people rely on the competence of the leader and his or her promises. Citizens often depend on leaders to protect their security, welfare, and basic interest. Colleagues and other officials depend on leaders to enable them to perform their work. Leaders who hold office are responsible for respecting the reliance, vulnerability, and the dependence.

Prudence leadership encompasses foresight, openness to experience and reason, timing, linking means and ends, exploring durability and right outcomes, and building community. Prudence does not, however, encompass all public ethics – it does expand the range of moral embroideries available to leaders. Leadership may be aligned by the responsibility to others and by the lack of problems posed by hostile and threaten situations, but it does differ from everyday morality in a way.

The awareness of prudence as a shaping and active virtue connected to foresight and dynamic judgments justifies that prudence does not reduce to caution or conservatism. Prudence should be understood as shaping answers within constraints which queries the importance of the circumstances and necessities as the overpowering moral force.

Leadership prudence may deeply inform ethical leadership. Starting with the obligation for self-mastery, leadership prudence often generates checklist of concerns that responsible leaders have moral obligation to be responsible for in their judgments or decisions.

Leadership prudence is not simply a disposition of character to act, or a narrative of exemplars, but a virtue linked to moral responsibilities of overall

leadership to discern the prudential aspects of a situation. Leadership prudence intellectual content arises from full dimensions of excellence of achievements. The nature of achievements generates a family of justifications for actions which carry moral weight and to which leaders have obligation to attend. The justifications provide guidance for a leader and standards of judgments for others to assist or criticize actions of the leaders. These justifications may be enumerated as follows:

Disciplined reason and openness to experience and knowledge.

Foresight and attention to the long term.

Deployment of power and resources.

Timing, momentum, and direction.

The proper alignment of means and ends.

The durability and legitimacy of outcomes.

Building and sustaining community.

With the implementation of these justifications, if leaders account for all or each of the justifications, then they have lived up to part of their ethical responsibilities as leaders; if they fail, they are then guilty of moral negligence and irresponsibility. It should be noted that leadership prudence does not cover all morality and neither does it guarantee success. It is possible that negligence leaders can succeed accidentally, by luck or by the incompetence of others and prudence leaders can fail. Leadership prudence flows from responsibilities of leadership and power, and provides a necessary but not sufficient ground for ethical leadership.

## THE ERA OF LEADERSHIP EDUCATION

The knee era of providing leadership education in all directions of our life is now. Leaders should embrace all activities affecting the well being of the society. This is an era where there is a call for positive or “rocky” leadership in our society. The political, social and economical maladies occurring in our midst are due to lack of leadership training or education in all specialties at our institutions. It is time now to be aware of these setbacks. Institutions should provide people, especially adult learners the opportunity to reach for the stars. Opportunities to be provided should be in terms of economic, political and social supports.

In order to produce the best leaders for today and tomorrow, we must ensure that faculty or educators are competitive. We have to vie for enormous or sufficient faculty endowment funds, since these kinds of fund are the jewels of any educational institutions, as they enable the best educator or faculty to have the resources to complete ground breaking research and teach with enthusiasm and cutting edge leadership tools.

The leadership era is absolutely the time to create an environment of excellence by letting organizations and educational institutions have environment and facilities projects of all sizes. Smaller environment projects that can be funded with Colonnade level donations, such as laboratory and conference equipments and other capital projects are very important and should be

established or encouraged. This is the time to support innovations to change the world around us – this is the era of leadership challenge.

## ENCOURAGEMENT OF THE EDUCATORS TO TAKE CHARGE

The educators, especially the adults in our society should now take charge of leading the flocks to the promise land of success and prosperity. For this to happen, leadership educational programs should be established at various levels of our schools and organizations. Educators are trained professionals and managers; they should have substantial control over their personal, professional lives and the life of the institution as a whole. Although, educators must be allowed greater leadership responsibility, they should not carry these burdens alone. To increase the ability to serve as leaders, leaders need partners, encouragements and education, so that their skills and knowledge can be enhanced. Leaders as learners and their family are educators' most important partners. Other partners include universities, libraries, museums, other community organizations with educational missions, and businesses.

Organizations and educators should find common ground – working with the community to provide high quality leadership development or education. Educators and organizations should form long-term, genuinely collaborative relationships. Such cooperation could fulfill the obligation of each of the educational, cultural, or private organizations to the public. Rich resources should be made available to support all educators and learners. Every community should enhance or create long-term partnerships for educators, leadership development or training. Moreover, the federal government should establish a national institute for educators' leadership development.



## THE INDULGENCE OF POLITICS INTO LEADERSHIP EDUCATION

The political system in our society should imperatively be indulged in leadership education. If a political system is embraced by leadership education at all levels, then we would be able to have leaders with a broad education, which would in turns embellish performance in all their endeavors. Politics and leadership education have a momentum in accomplishing the social and economic objectives of our lives. Leadership education may serve as the backbone of the political system.

With leadership education, the community will be able to function in all avenues of its economic and social needs by yielding well rounded leaders; the leaders that would be able to apply knowledge of various entities and experiences. In leadership education, politics must play a big part. Conversely, in politics, leadership education must play a bigger part.

## EFFECTS OF ORGANIZATION BEHAVIOR IN LEADERSHIP EDUCATION

The behaviors of organizations with that of political establishments and educational institutions are intermittent. The behaviors of organizations dependent on each other. If we are to create a solid foundation for the

betterment of the society, then organizations behaviors with that of political establishments and education establishments should be prone to obstacles. The behaviors of all organizations should be one that can be of benefits to all in the society. As often say to people, "Life is like that of a fish in the ocean and a bird in the air, life takes you everywhere or anywhere."

If all organizations are to create a rapport between each other, then everyone in the society will find it not antagonizing to belong to any of the establishments in the society. If we do not create a rapport between each other, then some of the inhabitants in the society would exempt themselves from belonging to any establishments or organizations. We would create a chaotic society which would create a bad atmospheres or situations for the present and future generations.

All organizations including political and educational organizations should be prepared to assume an equal role in the management of the society at large. As an old saying, "What comes around goes around" and "What goes around comes around." Everyone may find themselves in any atmosphere or situation.

If we are to function as a whole, then everyone in the society would be able to live their lives as they please without antagonizing each other. The behaviors of all organizations should be partisan and democratic. Not only would it be of benefits to us all at the moment but also in the future.

## THE FURLOUGH OF EDUCATION LEADERS

The majority of leaders provide everlasting umbrella or cover to the followers or the society in its entirety. The furlough of a leader could be regarded as a way to mend the gap of their leadership and the works of others – others may either be followers or leaders. It is actually during the leave of absence of a leader that new ideas do surface and rare decisions are made quickly and implemented to avoid being opposed by the absent leader, if he or she is to return to office, and by future new leaders. Leadership education is to learn to accumulate all the necessary ingredients of governing from the people, and to implement new ideas regardless of the obstacles that may be encountered during the process of leading the flocks. Leadership furlough is nevertheless the time to reflect and to document all the fruitful and unfruitful decisions made during the leadership process. It allows the present and future generation of leaders to learn from the mistakes made by former leaders and to improve and embellish their fruitful decisions and accomplishments. New leaders arise from old generation of leaders and its followers within the furlough of leadership. A great number of people in the society should be prepared to assume leadership

roles before furlough of a leader. Everyone is capable of leading, thus providing opportunities to lead in the society of ours should be economical, social, political, and democratic. Conservatism does not play an enormous part in leading the people in our society.

## INCREASING LEADERSHIP EDUCATION MOTIVATIONAL SELF-AWARENESS

Leaders in our society should increase their motivational self awareness. Industry, schools and business are filled with well-designed, efficient instructional programs that are not very motivating. Part of the predicament is efficiency itself. Motivation takes people-to people skills and time. Actually, like an excellent conversation, it cannot be rushed. The best way to see motivational strategy is an investment. It pays dividends but often not immediately.

Also what motivates people is often beyond the inherent structure of the knowledge or skill they are learning, leaders have to plan for motivation in its own right. It cannot be taken for granted. A motivational Framework for Culturally Responsive Teaching can be used as an organizational aid instructional leadership planning. It is a systematic way of applying motivational strategies throughout a learning sequence.

Perception of one's role as a leader should be viewed as generally incompatible with the roles that are authoritarian and directive but very effective with those that are collaborative, egalitarian, and consultative.

## THE FUNCTIONALITY OF EDUCATION

As discussed in the beginning of this book, the general purpose or the function of education is to acquire or improve one's knowledge in order to be able to cope with life in the society. Education equipped individuals with all the machinery to survive both socially, psychologically, economically, politically and physiologically in today's society. Everyone needs an education of some sort; To survive and to serve in the community either as leaders or inhabitants, educating our minds becomes an important aspect of life as a whole.

Education takes various forms: professionals and non-professionals. Professional education is mostly classroom-based and hands-on while non-professional education is only classroom-based without hands-on or practice. For a leader to properly serve his or her community, he or she must be professionally trained in order to embellish his or her leadership performance. Professional education can often be referred to as leadership education – It can take place at any stage of life – at early age or adult life and anywhere.

To better prepare, leadership education or professional education should start at an early part of one's life. As adult learners, one would have accumulated substantial experience in order to assume leadership in the community. The path to surviving in today's world is educating one's mind. Education plays an important role in our day to day dwellings – for example, one learn to take care of oneself both physiological, psychological, socially, economically and politically; All of these are the functions of education which must be addressed when talking about professional or leadership education.

## LEADING FOR INNOVATION AND DIVERSITY IN EDUCATION

Every leader's mission is to manage or lead for innovation and diversity.

Innovation can abruptly be defined as an amendment that creates new dimension of performance. If leaders are to manage for innovation and diversity, then the end result of leading in a diverse and sophisticated environment will absolutely be rewarding.

If we are to construct innovation into how an organization or society is structured, how we use teams, and how we find ways to work together, then innovation becomes a natural part of the culture, the work, the mind-set, the "new dimension of performance. At the same time, we must practice "planned abandonment" and give up programs that may work today but will have little relevance in the future.

One of the toughest questions in today's world is - How do we or leaders help people to cope with their deepest differences? Every leader must foresee the impact of aging, richly diverse population on the families, work organization, services, and sources of every community. According to the media, governance amid diversity is the world's greatest challenge today. The media has reminded us of the grinding reality that no single entity-whether public, private, nonprofit-can restore our communities to health or create a healthy tomorrow for all our citizens. Nevertheless, but in the partnerships that are surfacing across all three sectors, one can see remarkable openness and end results. To achieve an

ultimate goal of a better world, we need thousands of more such partnerships. Leaders should understand that all of us are learning from one another.

It is leadership duty to identify the critical issues in which a community or organization can make a difference, then to build effective partnerships based on mission, vision, innovation, and diversity to address those issues. Everyone needs to remember that he or she can do little alone and yet much together. To be effective, leaders should look beyond the walls organizations or agencies – work to form a cohesive community that embraces all its inhabitants – aware that there is no hope for a productive unit within the walls if the community outside the walls cannot provide the healthy energetic members or people that are essentials in the competitive world of today.

## CULTURE, EXPERIENCE AND TALENT IN LEADERSHIP EDUCATION

Culture, experience and talent really count in providing leadership and investing in leadership in an organization or community. When the majority decides whether or not to back an organization or community, they look for three things – the marketability of the organization, the capacity to deliver its mission or product, and the ability of the founder to sustain excellence and grow new leaders; all these commonalities are important in investing and providing leadership in a community or organization.



Leaders who are able to manage talent possess four traits which are enumerated as follows:

First of all the willingness to take risks; and even some founders have with that. It is absolutely right that everyone fears failure, fears moving into new dimensions or frontiers; and that fear only gets worse in bigger organizations. But successful leaders have great confidence. They know how to operate in a discomfort zone. They are not afraid to employ people who are smarter than themselves, especially to complement an acknowledged weakness.

Second, leaders should be good communicators. This means that early on they must be able to communicate their marketability position to everyone – the board, the potential customers, the members or employees and the press. If a leader lacks these presentation skills, then he or she should be referred to the best leadership trainers in the business.

Third, most successful leaders are decisive. Their faced with making a lot of decisions quickly, but as discussed earlier on, these leaders learn the fine distinction between decisive and authoritarian – a skill in which relative inexperience leader is most telling. An organization or community needs set of assumptions in which to base its business plan, its mission or product strategy and its organizational strategy. These assumptions would definitely give the leader, when lost in the fog of decision making, an avenue to remember the fundamental that drive the organization or community.

Fourth and somehow the most important one is intellectual honesty. From the minute we decide to be members or customers of a company or organization, we should always air our concerns with the leaders. We should be frank to pinpoint the weaknesses of the leaders, not to demoralize the leaders but to help them grow. Without open, ongoing exchange among members, employees and leaders or managers, you get cheerleading, not leadership

## THE ECHELLON OF EDUCATION LEADERSHIP

It should not skip our mind that in order to achieve the highest education, one must be patient and adamant to the changes in our society. To achieve a better leadership role and to be successful, one must also be thoroughly groomed or educated in all aspects of economic, politic, social, psychological, physiological concerns in our community or society of today.

In order to reach the highest echelon of education, one must embellish leadership performance and to attain the highest performance in education, one must try to obtain an education of some sorts. The higher the education performance, the more positive leadership quality emerges. Better education leads to better leadership which results in better performance of the incumbents involving in leadership. Reaching the highest education may provide leaders with a better understanding of the environmental and economical issues of today. Obtaining a higher education or updating one's skills will certainly elevate one's progress in the chain of command.

Education can surely serve as the path to successful leadership performance. Leaders should ultimately pursue an education of unity and abomination. It should be realized that unity is power and that education play a role in the unity of our people. In order to reach the highest leadership performance, education must play a path – education for better tomorrow or future should be a priority of our leaders. Without a better education there will be no realization of good quality leaders in our mist. Education is very important to

realize better lives in the society. The echelon of education and leadership should be limitless. Education should lead to the prosperity of our leaders and in turn lead to civility of the society.

To be successful; creativity, prosperity and civility must play a part. Since leadership depends on the types of education obtained, leaders must create avenues of obtaining very good education. Education of the future generation depends on the present. In layman's language or literally speaking, one must use past information and foresee future information to justify that of today and the present and today's to justify that of tomorrow or the future.

## THE PROFICIENCY AND CONSTRAINTS OF LEADERSHIP EDUCATION

Leadership proficiency and constraint rest on the education obtain before assuming leading roles in organization. The proficiency may also depend on the present leading roles of a leader. The proficiency of leaders may be determined by how he or she makes decisions and how he or she interacts with people in the organization or community.

Proficiency in education may be realized in a nutshell by the combinations of all educational entities with good leadership qualities.

The constraints in education may be due to budgetary reasons and inactivity of the members in the organization. Leadership may have to be provided substantially to support and eliminate in education. Constraints may be due to different types of maladies that are determined the leaders. In order to reduce constraints to the minimum, one must adhere to the technological innovations. Education may be proficient if there few constraints that distort the leadership performance. Leadership constraints may be resolved by providing better education to the leaders and members of the organizations.

The challenges of today and tomorrow demand new ways of leading organizations, building collaborations and establishing communities. The biggest mistakes that leaders make in trying to manage are not focusing on the performance. Leaders must keep performance results and continually increase the number of people taking responsibility for their own change. As a leader, one is faced with both decision-driven and behavior-driven change

## THE TRAITS IN LEADERSHIP EDUCATION

We should know that leaders exist at all levels of an organization as it was previously stated in this book. At the edge of an enterprise, leaders are accountable for less territory. Leader's visions may be more basic; the number of people to motivate may be too. Leaders excel at seeing things through fresh eyes and at challenging the status quo. They are energetic and seem able to through or around obstacles.

It is true that people who provide great leadership are also deeply interested in a cause or discipline related to their professional arena. The most notable trait of great leaders however is their quest for learning. They are exceptionally willing to push themselves out of their own comfort zones, even if they have achieved a great deal. These leaders continue to take risks even when there is no obvious to do so. They are also open to ideas and people. Often they are driven by goals or ideas that are bigger than what any individual can accomplish.

Most leaders invest tremendous talent, energy, and caring in their efforts, yet few see the results for which they hoped. There is a good reason why organizations should transform themselves. It is imperative that today's leaders don't have much practice at large scale change. Institutions need effective leadership, but there is nowhere the need is greater than in organization that is seeking to transform itself. The transformation of an organization depends on the kind of leading structures or frames attributed to its leaders or managers. Leaders must be competent and conversant with practices of effective leadership

principles. All capable leaders must possess positive management traits that can lead to optimum organization performance, so as to attain an organization mission and vision.

## EDUCATION LEADERSHIP FOR MANY

Leadership is for many and not many are for leadership. There are two level at which leadership is for many: one is obvious and one is fundamental. At the obvious level, the ideas invite all of us to practice becoming better leaders, whether we are rank-and-file employee, head of a committee, departmental head, manager, principal, or high-ranking executive.

The other, more fundamental is that internal commitment cannot be activated from the top. It must be nurtured up close in the daily of organizational behavior, and for that to happen there must be many leaders around us all. Large organization can never achieve perfect internal commitment, but with good leadership at all levels they can generate a great deal of it, and this will feed on itself.

Recently, when Henry Mintzberg was asked, what organizations have to do to ensure success over the next fifteen years, he responded: "They have got to build strong core of people who really care about the place and who have ideas. Those ideas have to flow freely and easily through organization." It is not a question of riding in with a great new chief on great white horse but how far will the rides take. Because as soon as that person rides out, the whole thing may collapse except someone can do again. So it is a question of building strong institutions and leaders, and not creating heroic leaders.

Strong institutions have many leaders at all levels. We have those in a position to be leaders of leaders, such as the chief executive officers, who definitely know that they do not run the place. They know that they are cultivating



leadership in others. These leaders must realize that they are doing more than planning for their own succession – they must know that if they “lead right,” the organization or society will outgrow them. Therefore the ultimate leadership contribution is to develop leaders in the society or organization that can move the society even further after he or she leaves.

## EDUCATION EMPOWERMENT

Educating the mind is an important aspect of living our lives, and all us of as learners, both young and old should engage in the learning process. All learners must learn the rhetoric of education as a process whereby we all learn together, including the educators.

Community, identity, stability are the main characteristic of the methodology of education in the society. As it is often conveyed in parabolic ways, stability is required of any individual if he or she is to succeed in the society. And in order for individual to portray a positive identity within the society educational stability will have to play a vital process in acquiring knowledge. As it is often said, Knowledge comes from learning and experience while learning and experience are respectively derived from trying and doing. Without stability and knowledge it may be impossible to acquire success. Individual may quest for knowledge, stability and success at early stage of their educational career, but these entities may later be suppressed at a later stage of their life as they perceive there is no justification for learning and experience.

The possibility of attaining all the individual goals may rest solely on the individual and the society at large. Learning process depends on the motivational level of the individual which may encompass the ingredients of success. The ingredients of success in the society may determine notions of knowledge and experience.

Education as an art to prowess is the basis for integrity in the society as whole. The power of success is achievable through knowledge. The initial

educational attributes of individual suffice as learning takes place. Knowledge that is based on experience at an initial stage may result in learning activity of the present and the future.

Learning enterprise is a mode of which individual survived in the society. Accumulation of wealth may have to depend on learning, experience and knowledge in the society; learning, experience and success inevitably juxtaposed the amenities of wealth. The essence of educational training is the preparedness of individual to stability and success. It must be addressed to the problematic situations of individual in the society.

The circumstances surrounding propagation of learning is not solely materialism, but on the gratitude of knowledge. The standard which knowledge and materialism is attained is repertoire of educational establishments. In rationalizing the commonwealth of training individual, the society may have instituted transformation and sustainability in the evolution of education. The extenuation of objectives may depend on current and past activities. The educational solitudes may result in self-actualization of goals and thereby create self-awareness.

The technicality of learning may be justified by the scope of activities in the society. Education of the literates may be different from that of illiterates in the society. Literacy does not mean everything is known, there are lessons to be learn from everyday activities in the society. Illiteracy of the mind is tolerable in certain aspect of learning.

The integration of learning may depend on the theme that individual need to know the anthology of surviving. Stability projects the purpose of learning new ideas in our world. The determination of success rests on stability and knowledge.

Education of the mind is congenial to the cognitive approach of learning environment. It is believe that constant attention to the mind may gear up the learning process. Educating the mind is a process whereby all activities are concentrated on the purpose of achieving positive results. All learners may have to yield to proliferation of the audacity to learn new ideas to attain success in the society.

Knowledge and success are products of learning. This means that education results in knowledge and success is attaining one's goal (vision or mission). The purpose of learning is to know what is not known and to improve what is already known. When one achieves any of these, success comes into play. Therefore, the society dwells on education because "The rudiments of living are the necessities of living on earth." One may reiterate that knowledge is power as it is often said by people because one's you acquire knowledge, no one could take it away from you, this means the knowledge never "die" no matter how people try. This is to say that "One can extend life because infinity is the way of life."

## SUCCESS IN EDUCATION

We expect success from whatever that we do or engage in. It is possible for us to internally like something and feel positive towards it. It is also possible to have very good academic concept and still not expected to succeed. Some persons might simply decide that, there is not enough time to explore the avenues of success. For adults, time is a critical issue because of their many other roles and responsibilities in the society.

The decision to invest time in learning activities should be important as the decision to invest on efforts. Sometimes we do not understand the necessity to do well in our involvements and this confusion lead to discouragement in our activities.

Sometimes materials are so new and different to us that many of us have difficulty seeing ourselves as potential performers in necessary learning tasks. But this may be justified if we all include traditional materials of education.

There are so many different means why we might not expect to succeed; and when we don't have expectations, we can probably consider it in our best interest to enthusiasm. If we do we would expect greater pain and disappointment if we fail. For people not to try something they do believe they can do is usually not very intelligent and is often relentless.

When the expectancy for success is minute or low, we tend to protect our well-being by remaining withdrawn or negative. Educators often view this as apathy or resistance, but for us it is well mainly protection and even more to do with realistic doubt than passion. In these instances our demonstration that

learning a task is strongly position to achieve success is significantly positive influence on our attitudes. Positive attitude toward learning is a significant way by which success can be attained in all involvements or endeavors. A negative attitude toward education or learning creates a barrier between the knowledge to be obtained in order to achieve success.

## TEAM APPROACH IN EDUCATION

One of the approaches to achieving success is building team and relationship with people. The use of teams during a change effort to alleviate problems has been in existence for many years; it is really not a new concept. However using effectively, team and relationship as change efforts can mean the difference between successful change and failure. To further explain, involving the greatest number of people during a change process, improvement teams should be set up at all level of an organization, from top management through frontline employees. As I always say, 'With many hands, a mountain can be moved'; this is to say that a mission can be achieved if we all work as a team. In order to prosper we must involve the maximum number of people both externally and internally to realize the characteristics of participative democratic management. One cannot attain success alone. As the saying goes, "It takes two to build the world around us. The problem of lack of relationship with others can be solved by utilizing the expertise of two or more individuals. We should encourage ourselves to always adhere to the philosophy of teamwork in order to be successful

Teams should be well organized and well-coordinated. By building teams and relationship one will be able to access the knowledge of others thus creating opportunities for increasing relationship with the outside world.

The team must be able to share knowledge about others known to them. Information as to who knows what or who of personal connections to others within may be discussed and information must be disseminated to the public so

that relationship can be established. To elaborate further, from an enabling perspective, Knowledge that is transferred from others should be thought of as a source of inspiration and insights locally and not a direct order that must be followed. Information from the teams becomes knowledge only when it takes on a “social life”.

Knowledge lies in its databases than in its people. People are able to spread knowledge accordingly. To build team is to build knowledge because according to experts “Knowledge is people”. It is important that we name knowledge as a core value and establish mechanisms and procedures that embody the value in action





Governance and Management is an incarnation for the bewitchments of the led. It is assumable that will is ubiquitous, but free will is a rarity. It follows that education governance and management is a form of life in which will of power enter into a complex domain of conflict, reconciliation, and resolution. It is obligatory that education governance and management find a way to settle the bewitchments of the led.

In others word, education governance and management are the creation, organizing, managing, monitoring, and resolving values and conflicts in education – where values may be defined as concepts of desirable motivating forces. To be without a mission or will would actually be to be without power. Will of power creates an enormous oblivious means of achieving an ends. Will of power values the strategic means of traditional practice of education governance and management. In an institution the will to achieve success rest solely on education governance and management with strong support from clients, employees and some external congruent. These segments are the core of education governance and management. What these groups think or say determine the success of an institution and the people. The proprietors of society must have stability and conscience to enforce and obey rules and regulations to the escalations of success. There must be understandings of predicaments which may prevent ones from achieving success in the society. These predicaments must be elaborated and justified or resolved in manners that would be of great benefits to the society at large in order to achieve success. The incumbents of people

involved in decision makings must be groomed or trained in all aspects of humanity so as to understand the predicaments of achieving success.

The ability to succeed in achieving the mission of an establishment depends on the values conveyed by its clients, employees and external communities. These values are executed through the participation of someone in education and this may be directly or indirectly. Values are conceptually perceived by society which are then conveyed to people for implementation. Education values of an institution are inter-connected with its external congruent where values are considered to be perceived as an integrated success of people. This is based on the facts that people tried to attain a consensus between its congruent. This consensus is indeed a will to power in education. The qualities and values of education are rational perception, ethical values, desirability and philosophical entities.

The rationality of education hinders the achievements of success if individual rationality of people within which it embodies, is not exposed and compensated for their efforts. The bewitchments of education should be ameliorated by the people of the society to obtain success. Amelioration of activities of the management and governance in education will allow institutions internal and external congruencies to achieve success.

Philosophical entities or views are the promptness of success. When one air or tender its views in a philosophical way, then we may realize the purpose of knowledge. The longing for knowledge may stimulate internal and external congruencies of every society. The reasoning of the society determines its

existence. When we have positive rationality, then success would be encountered in our doings or performances. What we do with our life may be intercepted by people in the society since one has no control over its involvements in the society. The society may be said to be at large.

### EDUCATIONAL MONARCHY OF ILLUSIONS

Everyone in the society has dreams. In order for one's to attain one's dreams, one may have disillusion and illusion sometimes, that is, one may be "doubtful." Educating the mind will actually yield to realization of one's dreams. As it is often said by most people in the society, if one puts his/her mind to achieve something, one will actually come through. The training of the mind is a process of learning in the society of ours. One must realize that the process of life is like that of fish in the ocean, a bird in the air and animals on land; life takes someone anywhere or everywhere.

Education is an identity; what you learned stick with you for the rest of your lifetime. It is embroidery of life achievements. What is learned is learned and the aftermath is the rejuvenation of what is known or learned.

The issues of learning relay the economic features as well as the functionality of an individual. The aspects of political and corporate dependency should be made available in other to succeed and achieve the optimal solutions in an economy or in life. The externality of entities surrounding motivational approach is in accordance to the perception of individual as he or she is relating

to the negative or positive mannerism of the entire populace. Some of these entities can be classified as socio-economic, ethical, political and technological entities that keep emerging as educational trends in the society.

The establishment of ethical prowess lacks certain circumstantial environmental evidence of progressive socio-economic and technological functions. The relationships between the external factors are well documented but not adequately executed. There seems to be a room for improvisations of issues concerning ethical, economical, sociological, political, philosophical and technological functions. In education and generally in life all issues need be thoroughly addressed in order to adhere to human endeavors. As it was stressed by theologians, "All things were created and humans were created to perform improvement of the processes".

Learning as it relates to affirmative action is not adequately encouraged in all our institutions of learning. In all establishments education and economic prowess play a vital role in sustaining the integrity of individual. Scanning of the environment is a way to perform an improvement, to better attained an overall picture of a situation, or an issue. The diversity of students as well as faculty, teachers and staff should be prioritized as it is in many establishments in the society. According to various texts on cultures, diversity plays a major role. A mountain cannot be moved alone, but with many hands; that is, the impossible can made possible with many people at work. Team work is an important aspect of achieving a goal.

Not breaking through the barrier cultural differences is detrimental and deterrent to the educational awareness of many individual. Again there is emancipation of individualism in the global society.

The education of individual must be elaborated eloquently and freely so as to meet the needs of the society. Political aspect of the education is ultimately demanding the economic freedom of individual and educators. The socio-economic factors as to its relationships to external environment are diminishing. The positive outcomes of the economic issues may lead to the production of high or qualified professionals. As it was mentioned in my previous writing there are confrontational issues that affect education as a result of environmental external conflicts. Some educational institutions and corporate institutions are lacking the substance or knowledge of achieving and producing well balanced professionals. And this is the basis of tumultuous economy.

In other to be successful we must have knowledge, positive attitudes and the understandings of the environment in which we exist. The illusions of not know the ingredients of success is what prevent individuals from attaining their goal of succeeding in the society. These detriments are the justifications of not succeeding in our endeavors. What we are involved in would pave ways to successful outcomes if we all try to think intuitively in all of our involvement.

One may say that achieving success in all our engagements or involvements in life may be illusive to the perceptions of individual involved in making decisions about our lives. The monarch of determining what is right for individual is the intuition of the society we live in. The society is what portrays individualism. This

means that society makes us what we are. There are set of rules, therefore, one has little or less control over his or her actions.

## BEHAVIORS TOWARDS EDUCATION

The behaviors of individual within political establishments and educational institutions towards learning are intermittent. The behavior of individual is dependent on one another, and it is what actually determines the means of success. If we are to create a solid foundation for the betterment of the society, then individual behaviors with that of political establishments and education establishments should be prone to obstacles. The behaviors of individual should be one that can be of benefits to all in the society. As often say to people, "Life is like that of a fish in the ocean and a bird in the air, life takes you everywhere or anywhere."

If individual is to create a rapport between each other, then everyone in the society will find it not antagonizing to belong to any of the establishments in the society. All of us in the political and educational environment should be prepared to assume an equal role in the management of the society at large. As an old saying, "What comes around goes around" and "What goes around comes around." Everyone may find themselves in any atmosphere or situation.

If we are to function as a whole, then everyone in the society would be able to live their lives as they please without antagonizing each other. The behaviors of all us should be partisan and democratic. Not only would it be of benefits to us all at the moment if we maintain good relationship, also if we do not create a rapport between each other, then some of the inhabitants in the society would exempt themselves from belonging to any establishments or organizations. We would



create a chaotic society which would create a bad atmospheres or situations for the present and future generations.

Individual behaviors must always have consequences, and if they have success we should reflect on the reason for their success. Cognitive psychology is the attrition theory of humans to the response of physical being and soul searching.

## IMPROVEMENTS OF LEARNING

There are so many ways in which to improve education in tumultuous economy. The most innovative ways are through technology and artificial intelligence. The traditional scientific ways are opaque but may sometimes rely on innovative artificial intelligence and technology. The modernization of the society places traditional scientific methodologies in the dark perspectives.

There has been connotation of improvements of education of the people in the society. The improvements of learning comprised the etiology of understanding the predicaments of living in the society. Natural resources are being put to use in all means by recollection and projection of innovations. Human behaviors and functions are conglomerations of successes and failures. That is human behaviors depend on humans' successes and failures. Immoralities result in failure and moralities result in success, so are abnormalities and formalities.

It should not skip our mind that outdated traditional way of education, information technological infrastructure, partnerships and financial resources are common problematic issues facing certain segment of the society. These considerations are important in order to stabilize success. Strategic change must be characterized by the initiation efforts and the broad use of analytics.

As it was mentioned earlier, building team infrastructure will be a mandatory solution to some of the problematic issues facing the society today. The team infrastructure must include external education institutional partnership.

It has been one the rudiments of solving problems and making a change in history of education, not only in our time. The use of teams and partnership

relationships can mean the difference between successful change and failure. As we must know, if we all pull together, working towards a common goal then success and power can be realized or accomplished overwhelmingly.

Improvement teams must be set up at all levels of the echelon, from professionals to top educators through frontline learners to realize goals and vision; and also to embellish performance. The society should always be included in the development and decision making at all institutions of learning, organizations and the government. This is a way to realize the characteristics of participative democratic process.

Learning is one of the ingredients of attaining success and power which are the main results of what establishments are seeking. Success in terms of capital liquidity is attached to private sectors, and public establishments in terms of dignitary and ethical values. The success of education has to do with the dwelling of dignitary and ethical values of life even though there is lack of stability of political and economic stance within the society. The economic and political instability can be overturned by consensus. Some of these consensuses are realized with increase in education awareness of the society and increase in both internal and external partnerships and relationships, and increase in team efforts.

Research surely does enable institutions to predict and to achieve its optimum goals and visions. Research is a knowledge building which allows the capability of institutions to create new knowledge, disseminate it throughout the appropriate body and encompass it in services and systems. Research has been a way to accumulate data, acquire knowledge, emulate and predict

solutions to certain predicament. In many cases, the problems are economical, academic and political situations that require strengthening. There is an explicit and intimate link between knowledge building and internal commitment on the way to making good things happen. For an individual to succeed there is routinely study in form of knowledge building and educational reinforcement. The basis of study and knowledge building are forms of research. One must rely on the internal and external economic, social, ethical, philosophical, psychological and political entities in making decisions.

We must adhere to the improvements of the previous and the modern, as well as gear towards new developments in our society. Education serves as a purpose for improvements of knowledge and the physical perspectives of the wellbeing. The institutions of higher learning undergo changes in the light of technological or scientific innovations and the call for in depth knowledge of the circumstances. Thus education is a continuous and infinitely eloquent subject in our institution and in our society as a whole.

## POSITIVE LEADERSHIP IN EDUCATION

Education often serves as a leadership cover against improprieties of leading the way to chaotic situations. Many people in the society believed that leadership skills are innate, but this is not always the case. Leadership skills can be learned through rigorous training. As leadership skills can be learnt, they can also be unlearnt if they are not put to practice or not updated as one proceed through the stages of life.

In a tumultuous economy, education is an important aspect of providing leadership to people, in the society. Adult education in particular is a stage where what was learnt in childhood is improved upon and where new skills are acquired or learned. If one is to lead successfully in the community, he or she will have to learn new skills and also update his or her old skills every now and then.

Education must be considered as a way of living our lives in the society. In order to live our lives and to lead ourselves and others, we need to be educated to do so. Everyone must be aware of the leadership bible, so to speak, as previously expressed at the beginning of this book. As it was iterated previously – leadership is the same in education, technology, politics and business. Leadership always has the same principles and strategies that were discussed previously in this book.

Everyone in the society is a leader some way or the other. Although this is a controversial issue but it can be substantiated. In order to lead successful, a leader must collect information from his or her followers and also from other leaders and listen to their advice. He or she will have to use his or her initiatives

and judgments to make a decision or lead the way. When looking at this immensely and thoroughly, the leader is not the only one leading, he or she is leading with his people. The leaders' followers can also be considered as leaders because they do contribute their own quotas to the leadership principles and strategies in some ways. With this, we can imply that the leaders are followers and that the followers are also leaders one way or the other.

Success could be attained with the provision of positive leadership. There should be a thorough examination of leadership principles within the society. The real purpose of success is for someone to feel absolutely good about oneself. Education is the right resource to get a good training in making decisions about their life and to be successful. The methods of achieving success in our communities and as individual can be enumerated as follows:

Community and individual development can serve as a format for learning. Community and individual development are closely related to action projects as formats for learning. As stressed by Malcolm Knowles in his book, an increasing number of people are coming to see total communities as their classrooms – as laboratories for learning and to see their educational objectives as being not only to help individual learn to deal more effectively with their life problems, but to help communities in its entirety to deal more effectively with their problems, and to see the process of community problem solving as a vehicle for accomplishing both educational objectives. In the words of one of the education pioneers in shaping of community and individual developments the majority of the people in the

community is primarily interested in development as means of educating the people who live there.

Another way of having successful education is the formation of clubs and organized groups. The striking thing about clubs is that almost all of them have the education of their members as a central objective. As part of a comprehensive program of education, the clubs format for learning has several unique advantages. Because it is less formal in structure and has larger social or fellowship component than most other formats, it is the method of reaching several inhabitants who might otherwise shy away from educational experience.

The acquisition of knowledge can be achieved by success of educating the people in the society. The refinement of certain skills, such as communication skills, group participation skills, leisure-activity skills, leadership abilities and human-relations skills in general can be further improved by providing opportunities for the inhabitants or citizens to practice these skills and receive supportive feedback on their performance.

With the provision of orientations, conventions and leadership conferences, people in our communities would be able to learn more effectively; they would also be able to assume more responsible positions within the communities. Conferences or conventions are backbones of informal and formal positive leadership. It will be necessary to understand the various educational purposes of getting together or a conference can serve; among the possible functions of getting together may enumerated as follows:

A) Presentation of Information.

- B) Inspiration.
- C) Exchange of Experiences.
- D) Problem Solving and;
- E) Commitment to Action.

One way of promoting success among people is featuring festivals, exhibits and fairs in our society. The essential feature of this format for learning is the display of ideas, products, or processes. It is an effective format for reaching people who don't read publications, listen to broadcasts, or attend meetings, for the purpose of giving information. The exhibit may be basically a stationary sequential display, while the fair may be a non-sequential mixture of exhibits and activities, and the festival a moving display.

### ISSUES OF HIGHER EDUCATION

There are so many issues involved in education at the majority of today so called educational institutions. These issues pertained to common strategies that arise in our society. Actually we must focus on the application of leadership skills and potential strategies to address contemporary education.



During course of study, it has been discovered that emphasis in developing an increased awareness and understanding of the nature of the issues are profound to education in our society today. In order to attain success in all our endeavors we must explore the leadership strategies that can be implemented to address the issues within organizational context. We must identify and analyze issues affecting education that require leadership responses. We must be aware of how to conduct research and resource analysis. We must be able to recognize the usefulness of research in planning and implementing change strategies. We must be aware of the dynamics of planned change and how to apply change agent strategies to address issues. We should attain the knowledge to understand the range of leadership competencies and skills needed to meet challenges.

There are issues that prompt up every now and then in society, and participating in leadership roles will eventually allow us to utilize all that has been learnt. The many issues of strategies involved in education may be used in solving some of the issues confronting our institutions and organizations.

The concepts of building teams and partnerships are of great interest. These concepts would always be used in any action plan that may be developed, and they may certainly be used in solving major issues confronting education. With implementations of action plan strategy, it may in the future strengthen the strategic management planning of updating leadership and management skills in solving vital issues confronting education.

One of the ways that were of value to education is “Environmental Scanning” or any research. Research provided the foundations and basis of solving issues confronting education in our society today. For an organization to succeed in achieving its vision or mission, an environmental scanning or research must take place or be explored.

Another section of learning experience for success is communications. We must be aware that effective communications are the “nutshells” or strategies of solving issues confronting our society. A well thought communications strategy will be needed and this strategy would have to start with the process of strategy change. Messages will have to be linked to strategic purpose of the change initiatives. Communications as stressed must be realistic and honest between all.

Another thing that is believed particularly useful and valuable in terms of the author experience is “Team Building of Infrastructure for Effective Change”. It made us aware that besides establishing the need to change and developing a vision of what success will look like, building team infrastructure to create change should be one of the first tasks management undertakes. It was advised, that management should start identifying the team structure and members as early in the change process as possible. Teams must consist of the steering committee, the integration team and improvement team. With the improvement team, the typical team must include team leader, management, employees, ad hoc team members, and a facilitator. Members of the improvement teams should have a working knowledge of the process being changed.

To be successful in education of the mind, we must justify that the online education is in fact similar to being in the classroom, which is a traditional form of education. The online is as effective as that of the classroom education. Chat sessions are just like instructions delivered in a classroom mode. The notes and lecture modules posted are valuable instruments in achieving success; these are indeed similar to actual handouts in the live classroom. Online education must be an experience worthwhile.

## FALLACY OF SUCCESS IN EDUCATION

In order to attain success at the optimal levels, we need to pave the optimum performance. The myth of successful education is actually relayed in the mission and vision of every institution.

Attaining success depends on the strategies laid out in the materials of goals setting (mission and vision) and achieving the results of those goals. Goals are included or embedded in the mission and vision of every institution. The education of individual is part of the mission and vision statement since education is derived from learning and learning comes trying. Education is the knowledge of learning what is most important in life - this also applied to any institution of learning.

Success can only come about from knowledge and education. In order to acquire knowledge and success, education or learning must first takes place. Without education of some sort, there will be no knowledge and success. As it has been mentioned earlier in this book, education can takes place anywhere and in any forms. What really matters is the knowledge. Education, knowledge and success are intersected. They both cross the same pathways.

Achieving success may be misleading at times because success is not at constant rate. Education is means of learning if we are to achieve success and education is also not at a constant rate.

Education varies from time to time. What one learns at certain point of life may have to be improved by learning new ideas, that is either by refreshing old skills

or learning new skills. As it has been mentioned before in my books, this is referred to life as long learning.

Educating the beginners and the professionals is a fallacy of success because learning comes at a point in time. Who really need an education? This is a controversial topic. One needs to be educated as one progress through the life stages. Education or the process of learning is both for the young and the old. Old habits may have to be unlearned to compensate for new habits. Actually to achieve success, only bad habits should be unlearned and the good habits improved upon by updating old skills and learning new ones.

As mentioned earlier free will is rarity; there is always some stigma attached to ones being successful. Sometimes we have to forgo or involve ourselves negatively. Negativity sometimes results in positivism after adjustments and performances of functions or activities.

One has to work, perform and endure the rigor of life. In a biblical sense, God gave us the ingredients of success. We must then find ways to use what is given to us to better ourselves. In other to be successful, we therefore must work, perform, live our lives and endure the rigor of refining what has been given to us by God. For example, in the early biblical days there were no automobiles or aircrafts, but humans are able to use all the resources available to them to successfully develop the means of transportation. This is just an example.

The computer technology is also another example. Along the way, there are consequences or prices paid for being successful. Therefore, free will is rare. The will of power rests solely on the understanding of the cohorts of the society

or organization. The behaviors and the engagements of the activities of the society determine its successfulness.

## ACCUMULATION OF WEALTH BY INSTITUTIONS

The accumulation of wealth may lead to success in monetary terms, but without proper education the wealth may result in failure as one trend through the stages of life. It is not only money that makes someone happy or successful. Happiness is a result of being successful and successfulness is a result of being happy. Both success and happiness are intertwined. They both have related causes.

One may be happy and not successful and one may be successful and not happy. The ultimate goal in life is for someone to be happy and successful monetarily and health wise. The education of the mind plays an important role in achieving happiness, success and good health.

Once we are healthy and happy, then we are successful. We must protect ourselves from being unhappy, unsuccessful and unhealthy by having or equipping ourselves with all the ammunition of education entities. Educational entities comprised of the economical, sociological, political, psychological, physiological, technological and scientific embroideries of life.

The educational entities are what constitute survival motives in the modern society. Education of the past, the present and the future evolves from one another and are inter-related with each other. In today world, wealth is based on knowledge, education, values and pragmatic approach.

The educational approach is what constitutes management tools of the past and present. Wealth management is of a great importance as well as education of individuals in globalization.

The retention of wealth and knowledge amenities serves the purpose of conservatism and pragmatic values and approach. Changes may have to be preserved in our institutions for exploration. These changes are pragmatic to the management and wellbeing of individuals in the society. Education is a co-existence of values and desire. The philosophical entity composed of resources and performance.

The composition of wealth is the entity of educational products in the global market. The consistency of educational products is based on the magnitudes of the information obtained from the past and present. Models and consistencies are aligned with extensive extenuation of objectivity in education. With the extenuation of objectives, there are subjectivities to innovations. Educational products and information are inter-changeable commodities in technological society. The aspect of globalization is empowered through local development of external educational entities. The adaptability of external local educational entity serves as philosophical globalization of education.

The configuration of external foreign educational entities, such as tools of the past era results in commonwealth of technology. Technological and scientific posterities serve as the philosophical view of the modern society. As a result of technological and scientific innovations there is a prowess in the dark of perspective and convenience. Information and educational products are internally and externally displayed and stored technologically or scientifically. Values of educational information or products are the logical dwellings of philosophical abstracts of technology and science.



Accumulation of wealth depends on the innovations of both present and past era entities in order to attain sophistication and adaptability. These present the future with everlasting and endurance of educational tools in the society.

Technology is adeptly the invigoration of educational expertise in our society.

The combinations of know how, when and why are attributed to the development and enhancement of situations and products, and their awareness.

## EDUCATION OF PROFESSIONALS

The production of well qualified professionals to meet the demand of the growing population is a vital issue in our society today. There is a short fall in meeting the production of well qualified professionals. The demand for well qualified professionals in the society calls for more and rigorous education of every individual in the society. Due to the shortages of well qualified professionals and increased demand by the community/society, there should be an increase in the enrollments of learners at several institutions in the society. In order to satisfy the demand of the society and to meet the demand for good quality education, we need well qualified professional educators.

Professional education is an important aspect of living and achieving success in the society. There is a justification for producing the best professionals, including educators to satisfy the demand and the needs of the society. The education profession consists of both the economical, sociological, psychological, physiological and technological functionalities to meet the increase elevation of discoveries and innovations in the professional arena. The focus is on the production of well qualified professionals and also the attraction of well educated professionals to serve as educators. Overview of the development of professionals must be thoroughly examined and aligned with its production.

There have been so many scientific, technological, political and socio-economic developments in recent years concerning effects of the production of well qualified educators and non-educators. According to the article in one of the

professional journals titled: "Surged in the Number of Professionals;" it was stated that the recent increased in the mal-practices lead to the withdrawal of many professionals from practicing, thereby causing an increase in unemployment.

The Professional Education has an impact on how successful we are. There is an impact in the increase in education of professionals in today's society as a result of increased enrollments of learners and unemployment. There is a need for well qualified professionals, in other to meet the demand of the population. Environmental scanning provides the basic elements surrounding producing good professionals, and increase in enrollment of learners and its impact on education.

According to research performed by the Time Magazine, on professions in America, the issue of producing and attracting well qualified professionals depends on having a well-balanced mixed education, socio-economic and political preparedness. There is call for professionals as the aging overall population increases and as the enrollments of learners increase. The overall population is not at a standstill, there is always an increase in the population of the infants, adolescence, adults and elderly in our society. This calls for the production of well educated professionals, including educators.

Extrapolation in education may hinder the successful production of professionals in a way if we do not take into considerations proper admission criteria into professions. There may be certain hidden qualities of students or

learners, therefore the basis of admissions to professions should be greatly examined or carefully looked into.

There will continue to be an increase in the number of enrollment of students or learners in various professions, as long as the population increases, and as long as there is a growing demand for well qualified professionals. We should also be aware that the longevity of humans is the homogeneity of the body and the spontaneity of the adaptability is the objectivity of the consciousness. This is to say that as we live our life, our physical performance diminished and the way we adapt also diminished but our mentality depends on our consciousness. If the professionals are to meet the demand of the society, they must be prepared to be well rounded or mixed education or training of their mind.

If the society does have well trained professionals, then the society will be well placed and this will result in good practices globally, otherwise the society will be in jeopardy or bad situation and mal-practices will continue to rise. If the educational institutions are able to attract well qualified learners and professionals, there will be an increase in the number researches, innovations and applications. In order to use the present available ammunitions of wealth, there is the need for well trained professionals; and the training of professionals and learners can be achieved by encouraging the practitioners to assume teaching professions.

If the enrollments of learners continue to increase, there will be great need for well-trained educators in our society. Also there will be an increase in the number of well qualified graduates to satisfy the increase demand of services by the

population. It should be noted that if we do not have well educated professional educators, there will be chaos in the society because we will be producing incapable professionals and living chaotic lives. Because this may lead to an increase in the number of mal-practices in the various professions which in turns may be chaotic. As a result of all these outcomes, there will be a stigma to professions which will in the long run jeopardize the continuation of enrollment of learners and entrance into a profession. Reduced enrollment of learners may lead to the unemployment all professionals including educators. Also an increase in professional practices expenses may make the practitioners to change professions. It may also be implied that without a balanced well trained educators and learners, technology or scientific innovations of professions will be adamant; that is these innovations will be frozen or be at a standstill.

## THE POWER IN EDUCATION

Lengthen of power strictly extends beyond leadership considerations and it is generally associated with education and management. Power is an incarnation of the bewitchments of the led. It is assumable that power is ubiquitous, but mere power is a rarity. It follows that education power is a form of life in which elongation of power enters into complex domain of conflict, reconciliation, and resolution.

In others word, power is the creation, organizing, managing, monitoring, and resolving values and conflicts – where values may be defined as concepts of desirable motivating force. To be without a goal or desire would actually be to be without power. Elongation of power creates an enormous oblivious means of achieving a goal and desire. Elongation of power may value the strategic means of achieving success. In society, to achieve success rests solely on elongation of power with strong support from the inhabitants or citizens.

The ability to succeed in achieving the mission of the society depends on the values conveyed by its citizens. These values are executed through the participation of individuals be directly or indirectly. Values are conceptually perceived by leaders which are then conveyed to individuals in the society for implementation. The values of the society are inter-connected where values are considered to be perceived as an integrated success of people in the society. This conception is based on the facts that we tried to attain a consensus between members of the society. And this consensus is indeed the elongation of power

within the society. The qualities and values of power are rational perceptions, ethical values and desirability.

## CHANGING ENTITIES IN EDUCATION

Even though we are satisfied with a situation, changes still need to be made in order to better our life. Satisfaction is a process where one is content with a situation, but a situation depends on several other situations. There at times when one is satisfied with a situation, one may still need to change that situation by changing the entities that are attached to the situation or justified with the situation.

In the society, changes must be made, so as to realize the goals of existence. As it was stated in one of my books: *Reaching the Heights*: “Resources have been made available to human beings through creations; it is up to us individuals to refine the resources.” For instance we have brain and mind, thus it’s up to individual to stimulate or train the brain and mind to use them accordingly. Through education we are able to meet the process of changing entities in our society.

Education is the key to success; without education nothing could be realized or achieved. If we do not learn the rhetoric of taking care of ourselves, then we will not be in existence. We need to wake up and keep going if we are to achieve success in this world.

Changes of entities do not necessitate the change of entire procedures. We can make changes by updating the traditional ways of doing things, through innovations and research this may be realized by education which is stimulation and training of the brain and mind to acquire knowledge. It is also possible to make an entire change of situations or traditional ways of doing things through



research and innovations. Thus changing of entities or situations is vice versa. For instance, we can make an innovation to a marriage vow by asking the couples to mix water and red wine together and tell each of them to drink the mixture. This will signify that they are both joined together and that they may not be separated until death comes their way because it is very difficult to separate water from wine or red wine by human. The only possible thing that can be done by human is to immerse or put certain things or chemicals into the mixture to turn the mixture back to water or something else. (that is performing fermentation: a scientific process whereby a color solution is turn to colorless solution (water))

## THE PROWESS OF EDUCATION

Leadership is somehow an elongated educational means of achieving prosperity and power, but it is a well to do way of attaining success. The leadership processes and strategies are usually based on the strengths that build the foundations of a group or community involves in management and governance. The governance and management of an organization or community can be straightened by thoroughly examining and improving the education of its leaders and members.

The leaders in the community can attain ultimate powers by listening to the people and adhering to the law of the community. Leaders would be able to exercise power and control if and only if the leadership principles and strategies are explored and enforced in positive ways.

Adult education will play a vital role in providing leadership education to people in the modern society. Adults are more experienced in leading the way to success because they are more matured and most of adults are opened to new ideologies. Adults are also willing to update their old skills in a safe, secured and sound environment. Educating the adults to assume leadership roles in the society is a means by which the society can cure its socio-economic maladies. Leadership education should be introduced to adult learners at all levels of the departments in our institutions. Many learners and educators should be delegated to assume leadership in their specializations. As education is a conglomeration of various subjects, so is leadership. Leadership can be said to comprise the execution of strategies and decisions by a group of incumbents in

an organization or community. Educational leadership is a process where a driver steers the passengers in a safe way to their desired destination or destinations. It is a way of leading the flocks to success with little or no glitches.

## LEADERSHIP ETIQUETTES IN EDUCATION

The leaders in our society should imperatively be indulged in education the people. If leadership process is embraced by education at all levels, then we would be able to have leaders with a broad perspective view of our needs in the society, which would in turns embellish performance in all endeavors. Leadership etiquette has momentum in accomplishing the social and economic objectives of our lives.

With leadership etiquette, the society will be able to function in all avenues of its economic and social needs by yielding well rounded and educated leaders; the leaders that would be able to apply knowledge and experiences. With leadership etiquette, politics play a big part. Conversely, in politics, leadership etiquette would have to play a bigger part.

The behaviors of leaders with that of political establishments and educational institutions in which they belong are intermittent. Behaviors of Leaders depend on each other's. If we are to create a solid foundation for the betterment of the society, then leadership behaviors with that of political establishments and education establishments would be prone to obstacles. The behaviors of all leaders should be one that can be of benefits to all in the society. As often say to people, "Life is like that of a fish in the ocean and a bird in the air, life takes you everywhere or anywhere."

If all leaders are to create a rapport between each other, then everyone in the society will find it not antagonizing to belong to any of the establishments in the society, and therefore attained some kind of success in their endeavors. If we do

not create a rapport between each other, then some of the inhabitants in the society would exempt themselves from belonging to any establishments or organizations and thereby not succeeding. This would create a chaotic society which would create a bad atmosphere or situations for the present and future generations.

All organizations, including political and educational organizations should be prepared to assume an equal role in the management of the society at large. As an old saying “What comes around goes around” and “What goes around comes around.” Everyone may find themselves in any atmosphere or situation.

If we are to function as a whole, then everyone in the society would be able to live their lives as they please without antagonizing each other. The behaviors of all leaders should be partisan and democratic. Not only would it be of benefits to us all, but would ease and eliminate the confusions in the society.

The majority of leaders provide everlasting umbrella or cover to the followers or the society in its entirety. Good etiquette could be regarded as a way to mend the gap of their leadership and the behaviors of others – others may either be followers or leaders. Leadership is to be learned to accumulate all the necessary ingredients of governing from the people, and to implement new ideas regardless of the obstacles that may be encountered during the process of leading the flocks.

Leadership etiquette should absolutely be used to reflect and to document all the fruitful and unfruitful decisions made during the leaders’ absence. We should allow the present and future generation of leaders to learn from the mistakes

made by former leaders and to improve and embellish their fruitful decisions and accomplishments. New leaders arise from old generation of leaders and its followers within the absence of a leader. A great number of people in the society should be prepared to assume leadership roles during the absence of a leader. Everyone is capable of leading, thus providing opportunities to lead in the society of ours should be economical, social, political, and democratic. Conservatism does not play an enormous part in leading the people in our society.

Leaders in our society should increase their motivational self-awareness. Industry, schools and business should be filled with well-designed, efficient instructional programs that are very motivating. Part of the predicament should not be efficiency itself. Motivation takes people-to people skills and time. Actually, like an excellent conversation, it cannot be rushed. The best way to see motivational strategy is an investment. It pays dividends but often not immediately.

Also what motivates people is often beyond the inherent structure of the knowledge or skill they are learning, leaders have to plan for motivation in its own right. It cannot be taken for granted. A motivational Framework for Culturally Responsive Teaching can be used as an organizational aid instructional leadership planning. It is a systematic way of applying motivational strategies throughout a learning sequence.

Perception of one's role as a leader should be viewed as generally incompatible with the roles that are authoritarian and directive but very effective with those that are collaborative, egalitarian, and consultative.

Culture, experience and talent really count in attaining success and investing in leadership in a tumultuous society. When the majority decides whether or not to back an organization or community, they look for three things – the marketability of the organization, the capacity to deliver its mission or product, and the ability of the founder to sustain excellence and grow new leaders; all these commonalities are important in investing and providing leadership in a community or organization.

Leaders who are able to manage talent possess four traits which are enumerated as follows:

First of all the willingness to take risks; and even some founders have with that. It is absolutely right that everyone fears failure, fears moving into new dimensions or frontiers; and that fear only gets worse in bigger organizations. But successful leaders have great confidence. They know how to operate in a discomfort zone. They are not afraid to employ people who are smarter than themselves, especially to complement an acknowledged weakness.

Secondly, leaders should be good communicators. This means that they must be able to communicate their marketability to everyone. If a leader lacks these presentation skills, then he or she should be educated accordingly.

Third, most successful leaders are decisive. Their faced with making a lot of decisions quickly, but as discussed earlier on, these leaders learn the fine distinction between decisive and authoritarian – a skill in which relative inexperience leader is most telling. The society needs set of assumptions in which to base its plan, its mission and strategy. These assumptions would

definitely give a leader, when lost in making decisions, an avenue to remember the fundamental that drive success.

Fourthly and somehow the most important one is intellectual honesty attribute. From the minute one decides to be member of organizations, one should always air our concerns with the leaders. One should be sure to stress the weaknesses of the leaders, not to demoralize the leaders but to help them grow. Without open, ongoing exchange among members and leaders you, get cheerleading and not leadership.

#### EMPATHY OF SOPHISTICATIONS IN EDUCATION

The empathy of sophistications in achieving success can be resolved in our life if we take time to rejuvenate our intentions. It has come to past that the experience of difficulties may be due to misunderstanding of our world.

When one is satisfying the intricacies of experience, then success is achievable. Education of the mind is actually a way of satisfying the intricacies of experience. The sophistications encountered along the way of one's life may contribute to one's stability, thus making ones goal less achievable. When we realized our goal, then we are said to be successful in our endeavors.

The sophistications of understanding other people's feelings or experiences are what prevent us from attaining success. In other words, we must seize to have empathy, since empathy sophisticates or jeopardizes the realization of our



missions or visions in life which are to be successful in what we do. Not eliminating the difficulties of understanding one another is detrimental to achieving success and it is the determinant of the failure of successful education. Learning the rigors of life relies on the education of the mind as already specified and elaborated in various educational materials and texts.

In order to be successful learning must take place. Without learning, absolutely no one can attain success in his endeavors. We must realize that occupying our time with positive activities are forms of learning to be successful; while engaging in negative episodes will not yield success.

It should come to light that evolution is a process of learning. We must learn to make creations live up to our advantage. What was created in life must be made better in order to live our life in prosperous and convenient ways. In a biblical sense, we must find ways to better what God has given us, and in order to do this education or learning comes into the picture. Those that learn the bad ways of disrupting the works of others will not succeed in life. As I often say religiously, 'those with derogatory powers of divinity are children of God's fire and those with sacred are children of God kingdom.

## MANAGEMENT OF INFRASTRUCTURES IN EDUCATION

In a turbulence situation or society, the management of infrastructure must be thoroughly examined and aligned at all facets. The educational aspects must be explored and innovations provided technologically. Institutions must be made aware of all options of innovative processes. There should be no back-lash or finger-pointing if we are to succeed in governing and managing tumultuous situations.

Improvements of the ways things are done should be common grounds with decisions makers. It is when things are improving that innovations take place. New ideas give birth to technological innovative infrastructure. During the cause of improving a product, new ideas suffice as a result of information and product management.

Industries should engage in training and education of the people at all level of the corporate echelon. In a tumultuous education environment or economy, it is the best practice to have well trained or educated personnel to propel the vitality of our resources. Resources from all sorts of avenues should be realigned with proper education to achieve success. Education serves as means of achieving success in all our endeavors. One should be aware that success is not only on monetary or wealth terms. It is that satisfaction of inner soul or inner feeling so to speak. It is the realization one's goal or vision. One can be successful without money or wealth if one realized what he or she wants to

achieve in life. Each of our resources is made possible through educating the mind.

The human resource efforts of all our educational institutions or industries should be maximized to attain optimum performance; and the costs of production or yielding outputs should be minimized to embellish profits if we are to succeed in turbulent situation or environment. We should be aware that costs of yielding outputs depend on human resource efforts and qualities of education. In order to minimize costs, we should find ways to fund educational establishments and our corporate industries and reduced tuitions and eliminate loans. One suggestive way or method is to increase taxes of households with two more children and those with higher education degrees or well to do individuals and the so called millionaires and billionaires.

This may indirectly also solve other economic and social problems. One of the problems it may solve is over population because people may feel reluctant to have many children. And this may in the long run solve the economic and social issues such as inflation, unemployment and congestion of the populace on our hands today and the foresee future.

The management of infrastructure of educational facilities also plays an important role in achieving overall success in a tumultuous education environment. We must make sure that all amenities are put into place in educating our citizens. Education depends on economic and political situations of the society. Without economic and political stability of a community, educating

the inhabitants will be strenuous and nearly impossible. Education, economic and political stabilities of a community or country are intertwining.

In a tumultuous education environment, economic and political turbulence should always be resolved so that success can be achieved in educational areas. Improved economy and stable politics will eventually lead to perfect education of the inhabitants, and a perfect education will also improve the economic and political situations in the long run.

#### POSITIVE SELF-CONCEPT IN EDUCATION

To achieve success in a tumultuous education environment, one must develop a positive self-concept toward learning. It is believed that the greatest evil befall someone is that he or she should come to think negative of himself or herself. Some learners may not have negative attitude toward educators, but they may have negative attitude toward themselves. Learners may believe that their capabilities to perform a task and succeed at it are inadequate or weak. Someone of such negative beliefs is often refers to have a "poor self-concept". The person's motivation to learn is often reduced or diminished.

It is common that among adults, self-concept may be situation-specific. A person might feel quite physically adept but very incompetent in academic situations. This kind of difficulty also exists within the academic self-concept. A learner may feel quite superior in English and very inferior in Mathematics. Adults constantly modify their self-concepts in specific areas of learning, which means

that during instructional or training session we have a great chance to positively affect a person's self-estimation.

Nevertheless, we must have cautions, adults especially have a firmer and more fully developed self-concept than do children. It is not common for us as adults to harbor doubts about our personal learning ability. We often underestimated and underused our capabilities to no avail. Sometimes our family members may reinforce our self-doubts by questioning our abilities or need for certain learning or education. Many learners are prone to this source of anxiety later in old age periods and adulthood.

Regardless of the state of one's self-concept, especially that of adult's, on entering learning situation, we can provide the experiences from which each one can derive self-confidence as a learner or student. The basic fundamental for acquiring a positive self-concept for learning in any area is realistically seeing one-self as a successful learner from one's own perspective.

People, especially adults are inclined toward autonomy in many aspects of their daily lives; the following methods to escalate their sense of personal causation while learning should effectively complement this tendency. People as learner plan and set goals for learning. Planning validates the individual as the originator and guide of the process. To the appropriate extent, the learners makes choices about what, how, with whom, where, and when to learn something. A choice is the essence of responsibility. It permits the learner to feel ownership of the learning experience. Learners can choose topics, assignments, with whom to learn, when to be evaluated, how to be evaluated and so forth.

People as learner may also use self-assessment procedures. When learners appraise mistakes and successes while learning, they experience a concrete sense of participation in the learning act. Sometimes learner can get the feelings that mistakes are created by the educator more than committed by the learner. Self-assessment procedures can prevent this misconception because all is in the hand of the learner. Also, self-assessment procedures give the learner a sense of control from the beginning to the end of the learning experience. When a person can determine for himself or herself that whether she is really learning something, then he or she will feel more responsible for that learning.

Educators should help the learners to identify strengths while the learners learn. For instance, the educator may say, "You have a number of assignments to choose from, but it seems to me that you have a real talent for explaining things well and could probably give a very interesting oral presentation. What do you think?" A learner who knows and takes advantage of personal assets while learning will feel real sense of power and confidence.

People as learners logs personal progress while or during learning process. This allows them as learners, to feel the personal growth concretely as it takes place. Successful would be learners, to participate in analyzing potential blocks to progress in learning. For example, the educator may question: "What do you think the difficulty may be?" or, "In your estimation, where do you think the confusion begins?" By getting involves in solving problem, the learners feel more committed to its resolution and are more aware of their roles in the learning

process. This is an added bonus for educators because some people especially adult learners frequently know better where problem in learning are occurring.

When it is advisable, learners must make a commitment to learning task. Actually this accentuates the learners' personal choice. It may eliminate denial or withdrawal of personal responsibility for learning. When one asks a learner, "Are you sure you're going to do that you're going to try?" and one receives a sincere affirmative answer, then one knows he or she is helping invigorate the learner's sense of self-determination. This kind of technique must be used sparingly and with care forethought. It seems if it lacks integrity, it may become a mere manipulation and an insult to the learner. It is advised that one should be cautious.

The purpose of these positive self-concept methods is to show that the majority of responsibility for learning is under the control of the learners. For someone, especially adults to feel "I can do it" when it comes to future learning, he or she must have felt "I did it" during previous experiences in learning.

## MOTIVATIONAL STRATEGIES IN EDUCATION

In tumultuous education environment, learners must be highly motivated.

There are various strategies in motivating people to learn successfully. It is common to motivate people to learn by physically rewarding them with materials or money, but this is not the best solution. There various other ways to motivate people to achieve success. These strategies of motivating people to succeed can be enumerated as follows: People should be encouraged to learn the best way they can. This type of strategy can be used with a group or an individual.

Encouragement is any behavior on our part by which we show people that we respect them as individuals; that we trust and believe in their learning efforts to learn; and that learner can learn. People who perceive that educator's or instructor's respect is contingent only to learning performance may feel dehumanized. Such criterion for acceptance by educator or instructor denies one's other worthy qualities and makes the person into a "thing" that learns without feelings or dignity. The primary foundation for encouragement is our caring about and acceptance of the learner. Acceptance and caring create the context in which we chose the ways to show confidence and personal regards for learners' efforts and achievements. These ways include the following:

- 1). Giving recognition for efforts.
- 2). Minimizing mistakes while the people are struggling.
- 3). Emphasizing learning from mistakes.



- 4). For every learning task, demonstrating a confident and realistic expectancy that learner will learn.
- 5). Showing faith in the people capacity to learn.
- 6). Working with people at the beginning of difficult task.
- 7). and affirming the process of learning.

One other motivational strategy is to promote the learners' personal control of the context of learning. This is very important because learners need to be successful and feel encouraged, but for people to build confidence as learners, people usually need to realize that their own behaviors are most responsible for their learning. This is especially the case for people with individualist values; they are more compelled to feel a sense of personal causation in the process of learning-that they mainly control how, what, and what they learn regardless of the educator's perception. At first, this may seem obvious: if a person studies, pay attention, and practices, of course the person will feel responsible any successful achievements. However, when we remember that educators or instructors are the ones who usually establish requirements, issue assignments, give tests, generally set standards for achievements, often control the learning environment and sometimes pressure the learners' involvements, it is not too surprising to understand how a learner could come to believe that it is the educator who is most responsible for their achievements. Even when a person is successful, he or she may feel very dependent as a learner and consequently bound to the demands and directions of the educators for future learning. Somehow, in this

way, a person feels like a zombie while learning and not develop self-confidence as a learner.

In order to motivate people to learn, using the strategy where learners have access to prompt feedback or response is essential. Prompt feedback during learning leads to stronger feelings of personal control and responsibility. This is absolutely one of the reasons computer-assisted instruction is fantastic for increasing motivation. The computer has the mechanical ability to give immediate feedback or response. The learners have moment-to-moment awareness of their progress in learning. This constant back-and-forth dialogue between the computer and the learners give the learners a strong sense of control in learning process. In so many instances, the computer conveys to the learners it will not respond until the learners respond first. The learners' personal control is undeniable.

In comparison, the longer it takes for someone to know if a response has had an effect, the more difficult it can become to know whether that response at all had any effect. For example, imagine having a conversation with person who waited at least a minute or longer to answer or respond to any of the question you asked him or her. It is likely that you would wonder you were actually heard.

It should be noted that anything educators, particularly, instructors can do to ensure that best possible pace of accurate feedback or response will concretely or immensely help to emphasize learners responsibilities.



## COMMITTED EFFORTS IN EDUCATION

Efforts are made to realized results or outcomes, be they negatives or positives. Committed efforts are those which are firmly implemented to realize a goal no matter what the situations or outcomes may be. This is based on the facts that in the society we have nothing to lose in managing our lives. All attempts or efforts have to do with risk management to attain goals whether they are committed efforts or not.

Committed efforts to obtain success in all endeavors or dwellings do not eliminate risk management but assure success because the determination exerted to succeed relies on the risk factors of the attempts or efforts. When all attempts or efforts are considered or made, then the risk factors of making mistakes impose greater chances of succeeding. There are always obscurities or obstructions along the paths or means of our endeavors, but we must keep trying. If we fail one time or numerous times, there is certainly going to be a time that we will succeed because the world is built on failure and success. There are no perfections in everything but compromise. Everything is builds on skepticisms or per say.

It should be clear that what you realize from what you do is what matters. Realizing an outcome is the recognition of all the efforts or attempts. We must substantially and accurately acknowledge our success to the capability of all efforts and knowledge. This makes it clear that all itineraries or housekeeping should be analyzed, concluded and implemented.

Some people may be discouraged when they realized how much extra time it takes to master the subjects that are being taught. However, people attitudes can easily be influenced positively when the following three conditions are guarantee:

- 1) the qualities of instruction that will help people learn if they try to learn.
- 2) The concretes proof of evidence that people's efforts make a difference.
- 3) The continual feedback regarding the progress of learning.

In addition, it helps the educators to realize that some people know certainly how much time and effort it takes to achieve success in a particular subject or involvement. When these three stated conditions are present from the very first beginning of a subject, people have much better chance to attain success. Successes are attained at large when these conditions are explored thoroughly in context.

### EDUCATION THROUGH MOTIVATION

Learners can achieve their needs through critical innovation of the mind regardless of their roles in society. Everyone is a learner since the educators do not have control over what is to be learned in our classrooms. The society and individual determine what they want to learn. The circumstances surrounding education and its mode of delivery may be due to affordability and security. These in turns affect the volatility and the flexibility as learner.

To eliminate doubts and worry, learners' needs must be justify by the prosperity of societal factors. The incumbents as learners must have the resources of attaining their goals. Since adult learners have various goals and needs, society

or organization must always embed or include scenario and standard of accomplishments with their expectations.

The modalities of learning comprised all entities of understanding processes of humans. The scrutiny of the mind can be explained by all means of communications. Both internal and external modes of communication can be justified by the learners.

As it was expressed earlier, learning processes not only consist of spiritual processes, but all physical environmental and technological means. The learning modes changed as one progresses through the channel of dwelling of living. The society must realized that learning yield success only if it is applied substantially through the minds of the educators and the learners. We learned mostly under the assumptions that we possess already all the preliminary process of life within the society. As mentioned earlier on, we as humans tend to follow with a can-do attitude. Acquiring self-knowledge always demand self-reflection. There is absolutely no way we can get to know ourselves if we don't take some quiet time to meditate. Contemplation is another one of the ways adult tends to learn. Most adults are willing to open to ideas and will try untested approaches and accept risk of learning. When people are at their personal best, their projects involve creative thinking and beyond-the-boundaries thinking because of the atmospheric conditions accord to them during the process of learning.

Even though learners have gone through a process at an early stage, we must realized that nothing is done perfectly the very first time, not in schools, not in sports, not in games and certainly not in communities. We must also understand

that as adults evolve through changes; they tend to search for learning opportunities; opportunities that will meet the current changes and the foresee changes. The future changes may depend on the learning materials of the present.

Changes may involve physical, psychological and social changes as opposed to environmental changes in our society and schools. Education rests on the hands of the beholder. Educators and learners must come into agreement that all people are life-long learners. As life-long learners we tend to learn as we progress through life based on needs and consequences derived from the pasts. As mistakes are made, we all learn from our mistakes which are forms of education process.

It is to my beliefs that minds are wonderful through encouragement. Actually the longevity of learners is based on physical resources available to them. Learners' adaptation is the objectivity of their consciousness. It should be noted that contemptuous circumstances can be resolved through education.

Both learners and educators should engage in the learning process. The learners and educators must learn the rhetoric of education as a process whereby we all learn together, including the educators.

Community, identity, stability are the main characteristic of the methodology of education in the society. Stability is required of any individual if he or she is to succeed in the society. In order for individual to portray a positive identity within the society, educational stability will have to play a vital role in acquiring knowledge.

The possibilities of attaining all the individual goals rest solely on the individual himself and the society at large. The learning process depends on the motivational level of individual which encompasses the ingredients of success. The ingredients of success in the society determine the notions of knowledge and experience. Education is an art to prowess as the basis of for integrity in the society. The power of success is achievable through knowledge. The initial educational attributes of individual suffice as learning takes place. Knowledge which is based on experience at an initial stage may result in learning activity of the present and future. Learning enterprise is a mode of which individual survived in the society. Accumulation of wealth has to depend on the knowledge and experience in the society; learning and success inevitably juxtaposed the amenities of wealth. The essence of educational training is the preparedness of individual to stability and success. Education must be addressed to the problematic situations of individual in the society.

The circumstances surrounding propagation of learning is not solely materialism, but on the gratitude of knowledge. The standard which knowledge and materialism is attained is repertoire of educational establishments. In rationalizing the commonwealth of training individual, the Society may have to institute transformations and sustainability in the evolution of education. The extenuation of objectives may depend on current and past activities. The educational solitudes may result in self-actualization of goals and thereby create self-awareness.



The technicality of learning may be justified by the scope of activities in the society. Education of the literates may be different from that of illiterates in the society. Literacy does not mean everything is known, there are lessons to be learned from everyday activities in the society. Illiteracy of the mind is tolerable in certain aspects of learning.

The integration of learning may depend on the theme that individual needs to know the anthology of surviving. Stability projects the purpose of learning new ideas in our world. The determination of success rests on stability and knowledge.

Education of the mind is substantial to the cognitive approach of learning environment. It is believed that constant attention to the mind may gear up the learning process. Educating the mind is a process whereby all activities are concentrated on the purpose of achieving positive results. All learners may have to yield to proliferation of the audacity to learn new ideas to attain success.

Education is absolutely necessary to survive the efficacies of the wellbeing of individuals in the society. Through education, there can be pathways for political, social and economic stability in the society.

The objectivity of the institutions and the communities alike depends on the social norms of educational facilities and institutions. Education as portrayed by society can be engaged in all sorts of forms. It is certain that response to changes is dominantly recognized. Both the society and individual educators and learners must be aware of the fact that the spontaneous adaptabilities and objectivities of the characteristics of consciousness rest on the longevity of

humans. As human being evolved through life, the ability to learn new ideas and assimilate the ideas increases. According to the great philosopher, Darwin, the most dominants and successful persons are the most response to changes.

Learners actually turned to education in response to changes in their life.

The perseverance of institutions and its objects or facilities depends on the society conceptions and perceptions of education and its contents. What is it that is to be learned and thought in these institutions? The tasks must be obliterated in some forms or ways. The incumbents as learners must recognize the security and motivational needs of the communities and the society as whole.

There is a controversial view as to who are really the educators in our society. Since there is always a change in the adaptability and objectivity of all individuals, the educators could really be anyone who is capable of the intensity to changes. Some learners have control over what they want to learn, the educators do not have control over what is to be thought, and therefore it is lifelong learning experience for both the learners and educators.

The bondage between learners and educators is a sophistication prerogative of who is really learning and educating. It is assumed that both the learners and educators learned from each other. The experiences of each individual depend on the substance of needs of the society. The wellbeing of people in the society depends on the orientation approach to the needs and security of individual.

Communities and society often actively seek education quality to full benefits of the society, so as to enlighten the individuals in society. In this process, leadership prospects emerge.

It should not be forgotten that to be successful, one has to compromise. The led and those that are being led must contribute their individual quotas to the decision makings, same goes for learners and educators or leaders. This is to say that there must be probing actions of everyone involved. Leading is a template of success. Every connotation of actions **MUST BE** analyzed to the best ability of the leader.

## THE PURPOSE OF EDUCATION

Education is through motivation and satisfying the needs of humans. The scientific world is part of an elongated human development. This can be substantiated with the use and evolution of TECHNOLOGY. Educations of the entities that comprise the need to achieve the ultimate goal of TECHNOLOGY are important issues of today. Education is a conglomerate believes of individual mind.

The TECHNOLOGY world plays a role in development education. It can be said that TECHNOLOGY is based on strategic planning. It must be noted that through history that ideas and inventions are obtained through exploration scientific artifacts. Education is the foundation of the continuity sustainability and transformation. The group of individual learners can be the soul of success of education. We can achieve our needs through critical innovation of the mind regardless of our role in society. Everyone is a learner since we do not have control over what is to be learned. The circumstances surrounding education and its mode of delivery may be due to affordability and security. These in turns affect the volatility and the flexibility of learning.

To eliminate doubts and worry, education needs to justify the prosperity of societal factors. The incumbents involve must have the resources of attaining their goals. Since we have various goals and needs, society or organization must always embed or include scenarios and standard of accomplishments with their expectations.

The modalities of learning comprised all entities of understanding processes of humans. The dexterity of the mind can be explained through all means of communications. Both internal and external modes of communication can be justified in the development of intelligence.

The learning processes not only consist of spiritual processes, but all physical environmental and technological scientific means. The learning modes changes as one progresses through the channel of dwelling of living. The society must realized that learning yield success only if it is applied substantially through the minds of the individuals. Individuals learned most under the assumptions that they possess already all the preliminary process of life within the society. We, as humans tend to have assumptions that we can do everything. Acquiring self-knowledge always demand self-reflection. There is absolutely no way we can get to know ourselves if we don't take some quiet time to meditate.

Contemplation is another one of the ways we tend to learn. We are willing mostly to open to ideas, and will try untested approaches and accept risk of learning. When people are at their personal best, their projects or activities involve creative thinking and beyond-the-boundaries thinking because of the atmospheric conditions accord to them during the process of learning.

Even though we have gone through a process at an early stage, we must realized that nothing is done perfectly the very first time, not in schools, not in sports, not in games and certainly not in communities. We must also understand that as humans evolve through changes that humans tend to search for learning opportunities. Opportunities that will meet the current changes and the foresee

changes. The future changes may depend on the learning materials of the present.

Changes may involve physical, psychological and social changes as opposed to environmental changes in our society and schools. Education rests on the hands of the beholder. Education and science TECHNOLOGY are intrigues in our mind as important aspects of life as we progress through life. Education and science TECHNOLOGY are based on needs and consequences derived from the pasts. We all make mistakes; we must learn from our mistakes which is a form of making progress.

Education and Science TECHNOLOGY are based on the homogeneity of physical resources available to us as human. Our adaptation is the objectivity of our consciousness. It should be noted that contemptuous circumstances can be resolved through education. Educating the mind IN ENSENCE is prolific; we should engage in the learning process. Education is a process whereby we should all learn together regardless of who you are.

Community, identity, stability are the main characteristic of the methodology of education in the society. As it is often conveyed in parabolic ways, stability is required of any individual, if he or she is to succeed in the society. And in order for individual to portray a positive identity within the society, educational stability will have to play a vital ROLE IN acquiring knowledge. As it is often said, Knowledge comes from learning and experience while learning and experience are respectively derived from trying and doing. Without stability and knowledge, it may be impossible to acquire success. Individual may quest for

knowledge, stability and success at early stage of their educational career, but these entities may later be suppressed at a later stage of their life.

The possibility of attaining all the individual goals may rest solely on the individual and the society at large. The learning process depends on the motivational level of the individual which may encompass the ingredients of success. The ingredient of success in the society may determine the notions of knowledge and experience. The power of success is achievable through knowledge. The initial educational attributes of individual suffice as learning takes place. Knowledge based on experience at an initial stage may result in learning activity of the present.

The essence of educational training is preparedness of individual to stability and success. It must be addressed to the problematic situations of individual in the society. The circumstances surrounding propagation of learning is not solely materialism, but on the gratitude of knowledge. The standard which knowledge and materialism is attained is repertoire of educational establishments. In rationalizing the commonwealth of training individual, the society should apply transformation and sustainability in the evolution of education and science. The extenuation of objectives depends on current and past activities. The educational solitudes may result in self-actualization of goals and thereby create self-awareness.

The technicality of learning may be justified by the scope of activities in the society. Education of the literate is different from that of illiterates in the society. Literacy does not mean everything is known, there lessons to be learn from

everyday activities in the society. Illiteracy of the mind is tolerable in certain aspect of learning.

The integration of learning may depend on the theme that individual need to know the anthology of survival. Stability projects the purpose of learning new ideas in our world. The determination of success rests on stability and knowledge.

Education of the mind is congenial to the cognitive approach of learning environment. It is believe that constant attention to the mind may gear up the learning process. Educating the mind is a process whereby all activities are concentrated on the purpose of achieving POSITIVE results. Everyone must yield to proliferation of the audacity to learn new ideas to attain success in the society.



## POSITIVE EDUCATION

In ORDER TO ATTAIN SUCCESS IN ALL OUR ENDEAVORS WE MUST HAVE POSITIVE ATTITUDES IN ALL OUR UNDERTAKENS TO ACHIEVE HIGH PERFORMANCE; CONSIDERABLE AWARENESS SHOULD BE PLACED ON BETTER EDUCATION. Education of the citizens plays an enormous role in justifying the economic success of individuals and the overall society.

Education is the pillar of all good things. Without education we would go nowhere in accomplishing our ultimate goals. As it was mentioned earlier in this book and in all my writings, we all learn every day; be it from our mistakes or from one another, which are forms of education. We should possess an attitude that education is for everyone; that education is a life- long learning process and that it can take place anywhere within the society of ours. It should be noted that we all learn from each other; In terms of the amount of prior knowledge and experience that one have, the difference between those who know a great deal about what they are experiencing and those who know very little is very important. A person can be an expert in a variety of areas from growing peanuts to flying aircrafts or skiing. According to Sternberg, in one of his books; "Perhaps the most fundamental difference between those who know much (experts) and those who know little (novices) is that experts bring more knowledge to solving problem, and they do so more effectively than novices." Additionally, the so call experts are able to be able to solve problems faster and in more economical way. In removing the obstacles of tumultuous situations in order to achieve success, we must involve experts or those who know much about a situation, those who

have self-monitoring skills, and those who are able to view and solve problems at deeper and immense levels than novices or those who know little.

To realize success, we must heed to the beliefs that nothing is impossible to accomplish. There is no end to educating the mind. Nearly all our activities involved some kind of training of the mind that is educational. Our attitudes toward learning or engagement in positive activities determine the success of individuals in a tumultuous environments or situations. The behavioral approach to learn and the awareness of the necessary rudiments to be successful in turbulent situations must be implemented in all organizations, including educational settings.

#### EDUCATION PERFORMANCE ENHANCEMENTS

In order TO EMBELLISH OR ENHANCE PERFORMANCE OF INDIVIDUAL IN THE SOCIETY, ALL AMENTIES OF EDUCATIONAL PROPRIETRY MUST BE TAKEN INTO CONSIDERATIONS. BOTH TECHNOLOGICAL ENTITIES: SOCIAL AND ECONOMIC ALIGNED CONDITIONS MUST BE THOROUGHLY EXPLORED ACCORDINGLY. The performance of individual depends on how the economic and education infrastructures are managed. Individual's performance can be enhanced by utilizing all the resources available.

The optimum improvement of our knowledge would lead to enhancement of performance through education or training of our mind – formally or informally. Performance enhancement can be obtained or realized in any establishment and

by individual person with positive utilization of knowledge through training and education. The educational resources are what improve the economy and social well beings of the society. We should not forget that social conditions of individuals depend on both the economic and education resources available to them. Without proper education and stabilize economic climate, social climate and political climate, the society would be or remain un-inhabited or unlivable.

Education or training serves as an enhancement to high performance of every individual in the society. Education or training provides coverage to what life has to offer. It would be individual's prerogative to enhance their performances and protect themselves from obstacles in the society. It should be noted that the society dwells on the path of creations and education in order to embellish the utilizations of resources available in the society. Everyone must learn to improve performance to better ourselves or to make life easier for everyone. The obstacles or difficulties encountered in our daily life can be avoided if everyone learns the rhetoric of basic education and high performance enhancements. Education always opens the door or provides an avenue of success to anyone who seeks success in his or her endeavors. Higher performance can be realized in education if the economic conditions attached to training or educations are solvent in capital. Education is for well beings of individual as well for the betterment of society, both socially, economically and politically. Enhancement of education would have to demand high performance improvement in all areas of society or individual involvements or in all activities.

## AVAILABILITY OF EDUCATION RESOURCES

The availability of educational resources is an important aspect of achieving success in a turbulent environment. Education resources must be adequately made available to every ONE in the society to realize the ultimate use of knowledge. Technology as well economical resources if used positively will solve many problems of tumultuous conditions of the society.

The stipends allotted to education would yield or solve the burdens encountered on the way to achieving success in the tumultuous environment if properly utilized. Stipends are not the only means of reaching successful goal; all other resources would also have to be put to use positively. Educators and learners in all facets of establishments, both educational and non-educational environments must have the compromise to learn from each other and understand the rhetoric of education. If success is to be realized in a turbulent condition, one must put his or her knowledge, and ability to optimum use. Past experience will also exemplify the present process of eliminating the obstacles of success. One must always dwell or rely on positive facts and experiences. In a negative environment or negative condition, it may be necessary to adjust or adapt to all the conditions on the journey to success or "the promised land," so to speak.

The indulgence of politics or government in managing and regulating the activities of educational institutions should be minimized to an extent. This is not to say that Government should not be involved in the regulations of educational institutions. Large part of the involvements should be left for individual

institutions or organizations to be implemented, if we are to achieve success in all our endeavors. The control of resources must be shifted to individuals without political interference. Political regulations of institutions or organizations would interfere with their prosperity if it is not diligently managed and minimized with strong uphold.

There should be great support for institutions in terms of capital. Management in every institution should be able to implement all terms of objective.

Management should tremendously be able to use and stabilized the resources provided by the political system. The support from political system must be taken advantage of by every educational and non-educational institution. The support provided by the political systems in form of capital and other resources should be used solely for the benefits of the institutions.

#### RELATIONSHIPS IN EDUCATION

The issue of embracing relationship with external companies or institutions both locally and globally for the provisions of economic success is an important issue in a tumultuous environment. The lack of relationship with external establishments creates unjustifiable prospects of people in the society. Non partnership with external congruence is very antagonizing. Relations with external companies or institutions would surely bring enormous prospects to individual and the society; and it would also encourage friendly companies or institutions to offer helping hands. The recruitment of graduates from University's campus by companies has declined tremendously in recent years.

In the world of higher education, not only are academics of the students very important, the economics, sociology and the ethics associated with well beings of individuals and the educators must be taken into consideration. In order to ensure a very positive economical, sociological and ethical solution, there must be great deal of relationship or partnership with the external congruence within the society.

The external companies serve a purpose in the existence of educational establishments. Without the external companies or organizations there would be nothing to look forward in tumultuous environment or condition. By establishing partnership with companies, individual will be able have many options for prosperity.

It has been a tradition that companies ameliorate with others to increase their exposure, but there has been a decline in affiliations in recent years. To avoid chaos in a turbulent environment and to prosper economically and ethically, educational relationship of individual and corporations must be a priority. Leaders, as well as a general public must be able establish rapports with one another in the society.

Actually companies are now looking to academic institutions to provide research and development of products, including professional graduates, and services for the growing economy. The tests for educational institutions and organizations are the balancing of the social demands with the academic and economic problems already established.

The situation of people having no experience brings about the importance of networking to secure proper avenues of success. It is very important that we create relationship with outsiders, since this will be beneficial, especially to the whole society. With the society in tumultuous conditions, there will be a massive of incapable supply of professionals. Therefore a plan of employment as to where educated professional will fit-in in the society is needed. The creation of partnerships with outside companies, organizations and education institutions within the society would enable professionals to secure jobs, and institutions to obtain grants, and good public relations from the companies and organizations.

If we concentrate on the establishment of relationships with the external congruence then we would be able to achieve success in all our endeavors, and would create a good image for ourselves and the society at large; growth and evolution of innovations may also well be explosive. For example, if we engage in more relationships with private local and external industries to enable employment, research, program development and dissemination of knowledge, then our economic, social and ethics will surpass average.

The benefits are derive from being partners with outsiders may surpass conditions of not. Being a partner with institutional establishments does not necessarily guarantee economic success, neither does it guarantee the realization of our goal, but it is “a stepping stone” or a foot at the door to success. If we establish friendship with external congruence, an advantage may be given to individual when it comes to doing favors or engaging in research, innovations and program development or disseminating knowledge. If we do not concentrate

in creating partnership with outsiders, we may find ourselves in bad situations or remained in tumultuous conditions whereby we would only have few resources for development, and we may not be globally recognized. We may have to fiercely compete for resources in the global market. We should all come to terms that nurturing relationship or partnership is important.

#### APPROPRIATION OF EDUCATION MISALIGNMENTS

The misalignments of the economic conditions of the environment in which we live should be identified and corrected in order to achieve excellence. Identifying misalignments means looking around us, talking to people, getting their inputs and asking, if these are our inner values, then what are the obstacles that get in our way? For example, many institutions may say that they respect and trust their people to do the right thing, but they undermine the statement by doing something else. Misalignments often occur not only because these statements are false: because many institutions believe what people say. Once we observe these misalignments, the institutions must find ways to correct them. The ways institutions do their chores to correct misalignments may differ from institutions to institutions. The people in the organizations or institutions and outside must be given a chance to express their opinion.

Identifying misalignments is a form of doing research to resolve a problem and to arrive at an innovated solution. Asking questions and talking to people around are means of exploration. By exploring ideas of the people we may be able to justify the misalignments that exist in the institutions. Alignments of the misalignments will be of best interest to both the institution and its people. It



should be noted that true alignment means being creatively compulsive. It may be achieved by going to the top echelon of the institution or organization.

Misalignments of an institution can also be achieved at the lower level of an institution if they are not all that sophisticated. This will require very skillful and knowledgeable individuals to do the feasibility study. Sometimes the analysis of the misalignments or obstacles so to speak, may have to be carried out after the feasibility study. Once the misalignments have been detected and analyzed, then a solution to align these misalignments will have to be fetched. Solution to these obstacles may be found by a thorough study of the misalignments or problems. The in depth study of the misalignments should be performed by experts within the institution. But for an organization or institution to pin point the root of the misalignments, it may need the help of external experts. Alignments of problems may be accommodated by making iterations to the misalignments or creating new alignments. To achieve success, misalignments of activities must be aligned accordingly.



Misconceptions of ideas not only jeopardize what it is, but construe what is to be; therefore one should be thoroughly aware of the strategy of conceptualization. We should always think before we leap, this is to say that we should be at our tip toe. One should always plan ahead of time no matter what the situation may be. Misconception of ideas may result in not realizing the goal set forth if we are to act in a pompous mannerism. One may have to cope with the ideas that all things are achievable if an attempt is at least made in a vicarious way to justify our hope. Better things are always hope for by promiscuous refined ideology which may lead to supremacy. Selfless ideas or misconceptions of ideas should not be imposed on individual being.

The futuristic entities in our mist not only relied on conceptualization of the past and present, but unforeseen soul of the beyond. A thorough understanding of conception processes must be underlined or be made aware of for progressiveness of people.

## PROCESS OF EMPOWERMENT IN EDUCATIONAL INSTITUTION

In the today's institution, it should be widely recognized that people bring more than their hands with them to work. Imperatively as mature individuals, leaders of the institutions should make complex decisions concerning aspects of their lives; including participation in the democratic political system of the community. The institutions with traditional power systems have failed to tap the decision-making capacity of their human resources, thereby limiting their productive potential.

It is in best interest of the community that democratic process within an organization is the surest way to guarantee that human resources will be fully committed to the creative resolution of the organizational or institutional problems. The democratic participation deeply fits the higher educational level of todays, and their desire for greater involvement in decision making. Therefore, a democratic institution benefits directly in two of these ways which can be enumerated as follows: (1) by taking full advantage of the creative resources at its disposal and (2) through enhanced motivation of individuals, who gain respect

as they are recognized for their ability to contribute to the success of their organizations and institutions.

Participation increases the commitment of members to the enterprise because of the eloquent motive it brings along to the entire functions of the group or organization. In a sense, participation changes the fundamental nature of the psychological contract between an employee, clients and the external congruent which can be refer to as the community. In view of employees of traditional institutions the responsibilities for seeing that problems are solved is functionally that of the management, whereas when ownership is shared or when stakeholder is at large, these responsibilities are shared by all. Even though the representations are in participative forms, the messages conveyed must be sincere and appropriate for making decisions with external constituent involvement. These create an atmosphere of global responsibility to attain the mission and goals of environmental needs.

The creation, organizing, managing, monitoring, and resolving values and conflicts are values which may be defined as concepts of desirable motivating force. To be without a mission would actually be to be without power. This creates an enormous oblivious means of achieving an ends. Power values the strategic means of traditional practice of ruling. In an institution the power to achieve success rest solely on rulers with strong support from internal and external congruency.

The ability to succeed in achieving the mission of an establishment depends on the values conveyed by its internal and external communities. These values

are executed through the participation of individuals in ruling and this may be directly or indirectly. Values are conceptually perceived by ruling which are then conveyed to internal and external congruent for implementation. The ruling values of an institution are inter-connected with its external congruence where values are considered to be perceived as an integrated success. This is based with the facts that as we govern and involve ourselves in the management and ruling of education in tumultuous environment, we tend to tried to attain a consensus between internal and external congruencies. This consensus is indeed a will to power. The qualities and values are rational perception, ethical values, desirability and philosophical entities.

#### INCREASING COMMUNICATIONS IN EDUCATION

Increase in communications channels will have to be established internally and externally between the institution's leaders and the community leaders and employees in order to increase the establishment of good relationships with external companies at the universities.

Communications of factual performance may lead to a good partnership with the external environment. Communications play a vital role in attaining relationships and partnerships with congruencies. Communications allow institutions to better improve the activities of the institutions so that their objectives and mission can be accomplished. Thus, with this in mind lack of relations with congruencies encountered may be resolved by increasing and improving communications.

Formation of communications can be useful in assisting with message formulation, identifying and setting up delivery channels, and helping to execute established communications events. We should establish communications with external congruencies as to the kind of benefits that will be derived from being involved in such endeavor. The functions of all involved should be descriptive and offer in depth, in order to attain interests. Good communication is one of the important issues in achieving success in a tumultuous environment. By not establishing good communications, it would be difficult to realize the optimum benefits of relationships. Better or good communications yield or produce better or good relationships which evidently lead to prosperous economy or outcome.

## INCREASING RESPONSIBILITIES IN LEARNING ENVIRONMENTS

Responsibilities in learning environments should be increased in a turbulent society. Although there is tough time, we should be able to provide the financial resources to respective institutions to establish relations with all congruencies. This can be achieved by seeking legislative action on the institution's budget. Funds should be set up for the purpose of attracting congruencies to institutions through public relations. The public relations will have to have more funds in other to establish stance publicity of the necessities of establishing relationships.

The increasing relationships with congruencies may have greater impact on success because of activities of institutions, thereby resulting in the notions of embracing compromise. Increasing our responsibilities would lead to achieving success and achieving our goals. The outcomes of our involvement definitely can make educational institution establishments or organizations to alleviate problems encountered within their environment, if we establish relations with one another and assume our responsibilities.



The modalities of life integration in the world are happiness, health, capital or money and people. The educational society would mandate the unsurpassed entities. The unsolved problems of the society are actually the concerns of education establishments. The populace may have to organize an awareness of the problems. To realize the purpose of living in the society we may want to explore the intricacies of education. Education is what is imposed on us from creation. This is something to think about. What is reed from the sowing of education is the successful utilization of our mind. Our successes may be in terms of good health and happiness. We must absolutely seek education in order to ease the challenges of life. As it is often said, "Life is full of challenges." It has come to the point where money or capital is not the sole proprietary of success and happiness. Education will actually increase the chance of living a happier and successful life. This may really depend on individual perceptions as to what is meant by happiness and successful life.

The educational institutions have attached well prepared curriculum to justify the progress of individual in the society who seek to explore life in the utmost way. The success and progress of individual citizens are the goals of all educational establishments in our society. The challenge faced by institutional establishments is to be able to convince the populace that living life is not complete without education of the mind. Education is an important aspect of life itself. In order to survive in the world of ours, education plays an important role.

Challenges can be overcome in education by encouraging and motivating individuals to learn. Encouragement is any behavior on our part by which we

show the learning individual that we respect the individual learner as a person, that we trust and believe in the individual learner's effort to learn and that the individual learner can learn.

### MANIFESTATIONS OF EDUCATION

It is true what they say, that education begins from our homes. What we learned from our homes stay and stick with us for the rest of our lives. Pedagogy is the kind of education which we experienced from childhood but this type of education may be elaborated upon – which may lead to Andragogy education which is the kind of education we go through as adults.

Educating the mind is an important aspect of life. It must start at an early age and continue for the rest of our lives. Pure education is what we learned at schools and raw education is what we experience or learned outside the schools. It is possible that natural performance may result from raw and pure education. One must keep it in mind that education has no limits. We all learn from our environment until death do us part. Every day one learns from his or her actions and other people's actions. The peculiarity of one's action may result in the manifestations of education. We should be aware that education was manifested right from the time we were born and right from creation.

Education properties of the future depend on the past and current trends of education technologies. The past and current methods of education have to be embedded with innovative methods to realize a more complex and sophisticated methods of education. The future methods of distance education will surely surface as more researches are performed regarding the development of innovative

instructional education technologies. The current online distance education will continue to improve as we progress through the computer age. We will be able to find new ways of carrying out or implementing online distance education as a result of committed and dedicated efforts. If we are to succeed in finding new education technologies, we have to resolutely invest in education of the mind and research.

## References

- Argyris, C. (2000). *Flawed advice and the management trap*. New York: Oxford University Press.
- Alden, H. L. (2000). *Teaching and learning in adult education*. New York: Macmillan.
- Avis, J. (1999). The validation of learner experience: A conservative practice? *Studies in the Education of Adults*, 27, 173-186.
- Bassi, L. J., & Van Buren, M. E. (2002, September). The 2002 American standard training development state of the industry report *Training and Development*, 53, 1-27.
- Berguson, M. L. (2005). Faculty on the move: Rethinking faculty support services. *Syllabus*, 15(7), 27-29.
- Bishop, B. (2000). *The Strategic enterprise*. Toronto: Stoddart.
- Bonwell, C. C., & Eison, J. A. (1999). *Active learning: Creating excitement in the Classroom (ASHE-ERIC Higher Education Report No. 1)*. Washington, DC: George Washington University.

Coleman, D. (1995). *Emotional Intelligence*. New York: Pantheon Books.

Cyrs, T. E. (2000). *Teaching and learning at a distance: What it takes to effectively design, deliver, and evaluate*. San Francisco: Jossey-Bass.

Dale, E. (2000). *Building a learning environment*. Bloomington, IN: Follett.

Davies, R. (2003). Team building: An exercise in leadership. *International Journal of Career Management*, 4(3), 23-40.

Desai, M. O. (1985). *Learning as Transformation*. San Francisco: Jossey-Bass.

Dixon, N. (2000). *Common knowledge*. Boston: Harvard Business School Press.

Dyer, W. G. (2000). *Team building issues and alternatives*. Reading, MA: Addison-Wesley.

Erickson, B. L. (2002). Learning styles and intellectual development. In B. I. Erickson & D. W. Strommer (Eds.), *Teaching college freshmen* (pp. 201-228). San Francisco: Jossey-Bass.

Gaff, R. S. (2002). The lifelong learning project revisited: Institutionalizing the vision. *Educational Considerations*, 14(2-3), 2-4

Galpin, T. J. "How to Manage Human Performance. "Employment Relations Today, Summer 1994, pp. 207-225

Hatch, E. K. (2000). Cross cultural team building and training. *Journal for Quality and Participation*, 3, 44-49.

Heller, S., & Yukl, D. (2002). Work motivation. *American Psychologist*, 11, 185-200

Heifetz, R. (1994). *Leadership without easy answer*. Cambridge, MA: Harvard University Press.

Howes, R. J. (2000). Effective learning methodology. *Journal of Adult Education*, 11(7),17-19.

Howey, K. R., & Zimpher, N. L. (2001). *Informing faculty development of technology education*. Trenton, NJ: Ablex.

Isaac, S., & Michael, W. B. (2001). *Handbook in research and evaluation*. San Diego, CA: Edits/Educational and Industrial Testing Services.

Johnson, S. M. (1996). *Leading to change: The challenge of the new superintendency*.  
San Francisco: Jossey-Bass

Joyce, B. (2000). Learning styles and models of teaching. In B. Joyce, M. Weil, & B.

Showers (Eds.), *Models of teaching* (pp. 145-150). Boston: Allyn and Bacon.

Kejawa, I. D. (2004). Education in paradise. Retrieved April 10, 2006, from  
<http://www.valuablecontent.com/articles/7665/1/>

Kejawa, I. D. (2011). *Reaching the Heights*. Bloomington, IN: Xlibris.

Kejawa, I. D. (2010). *Education: Leadership in positive ways*. Pittsburgh, PA: Red  
Lead Press

Kejawa, I. D. (2013). *Achieving Success in Tumultuous Education*. Pittsburg, PA: Red  
Lead Press.

Knowles, M. (1980). *The modern practice of adult education*. Chicago: Follet.

Kolb, A. (1979). *The adult learning theory*. New York: McGraw-Hill.

Langdon, G., Whiteside, S., & McKenna, M. (2002). *Intervention resource guide*. San Francisco: Jossey-Bass/Pfeiffer.

Lather, P. (2001). *Getting smart*. New York: Routledge.

Luthans, F. (2002). *Organization behavior*. New York: McGraw-Hill.

Marquardt, M. (2001) *Action learning*. Alexandria, VA: American Society for Training and Development Press.

Mckeachie, W. J. (2001). *Teaching tips: Strategies, research, and theory for high school and college teachers*. Boston: Houghton-Mifflin.

Merriam, S. B. (2001). *The new update on adult learning theory*. San Francisco: Jossey-Bass.

Merriam, S. B., & Caffarella, R. S. (1999). Three models of adult development. *Human Development*, 39(3), 135-149.

Miller, H. L. (2003). *Teaching and learning in adult education*. New York: Macmillan.

Miller, K. (2004, June 16). *Educating the children*. *The Palm Beach Post*, p. 1A.



Moses, A. G. (2003). The technologies for ages. *Journal of Education Technology*, 9(12), 45-47.

Maurer, R. (1996). *Beyond the wall of resistance*. Austin, TX: Bard Books.

Murray, J. (1999). Faculty development in a national sample of community colleges. *Community College Review*, 27(3), 47-65.

Nicodemus, R. (2004, November). Technology intelligence on the rampage. *Computer World Magazine*, 7, 23-24.

Paris, H., Lipson, N., & Wilson, J. (1999). Toward a critical multicultural pedagogy for adult education. *Adult Education Quarterly*, 48, 171-186.

Resnick, L. (2002). Learning in school and out. *Educational Researcher*, 16(9), 13-20.

Ringstaff, C., & Kelley, L. (2002). *The learning return on our educational technology investment: A review of findings from research*. San Francisco: WestEd RTEC.

Robertson, D. L. (2003). Facilitating transformative learning: Attending to the dynamics of educational helping relationship. *Adult Education Quarterly*, 47, 41-53.

- Rossiter, M. (1999). A narrative approach to development: Implications for adult education. *Adult Education Quarterly*, 50, 56-71.
- Salem, A. M. (2000). Potential usage of technology in education. *Journal of Computing in Higher Education*, 5(4), 9-13.
- Schacter, J. (1999). The impact of education technology on student achievement: What the most current research has to say. Retrieved May 25, 2006, from Milken Family Foundation Web site: <http://www.mff.org/publications>
- Schunk, D. H. (1999). Social cognitive theory and self-regulated learning. In B. J. Zimmerman & D. H. Schunk (Eds.), *Self-regulated learning and academic achievement* (pp. 191-202). New York: Springer-erlag.
- Smith, A. B. (2000). Development and evaluation in adult education. *Journal of Science* , 9(4), 21-22.c
- Stacey, R. (2000). *Strategic management and organization dynamics* (3rd ed.). London: Prentice Hall.
- Statham, D., & Torell, C. (1999). *Technology in public education in the United States*. Retrieved April 10, 2006, from <http://www.tea.state.tx.us/Textbooks/archives/litrevie.htm>

Sternberg, R. J. (2000). Intelligence, wisdom, and creativity: Three is better than one.

Educational Psychologist, 21, 175-190.

Tennant, B. S. (1997). A theory of human motivation. *Psychological Review* 7, 370-396.

Thorndike, E. L., Bregman, E. O., Tilton, J. W., & Woodyard, E. (1928). *Adult learning*.

New York: Macmillan.

Vella, J. (2002). *Learning to listen: Learning to teach*. San Francisco: Jossey-Bass.

Weiner, B., & Kukla, C. (2001) *Theories of motivation*. Chicago: Rand McNally.

Weinstein, K. (2001). *Action learning: A journey in discovery and Development*. New

York: Harper-Collins Press.

Wentzen, R., Wainberger, F., Ford, K., & Feldman, J. (2001). *Motivation: New directions*

for theory, research, and practice. *Academy of Management Review*, 2, 175-208.

White, N., Ringstaff, C., & Kelley, L. (2002). *Getting the most from technology in*

schools. San Francisco: WestEd RTEC.

Winston, P. H. (2001). Intelligence education technologies. *Journal of Scientific World*, 1216-25.

Wilson, A. L. (2002). Adults and continue education. *Journal of Adult Education*, 9(12), 27-29.

Willard, N. (2002, March 27). Filtering the internet. *Education Week*, 9, 30-35.

Woolley, D. R. (1999). Plato: The emergence of online community.

Retrieved May 16, 2006, from <http://thinkofit.com/plato/dwplato.htm>







