

CHARACTER AND SKILLS DEVELOPMENT IN AFRICA: NEED FOR SYSTEMATIC AND SCIENTIFIC PRACTICE

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Abstract

Relevant knowledge exists for the development of Africa but short of its location and practice opportunities. From hindsight, this useful knowledge must be sort for to propel good governance and development practices on the continent. Poor character and capability development is the major challenge. Indigenous knowledge in such habitual or capability developments could have been married and sustained by failed educational legacies in the Africanization programmes of the last century. In continuity, discipline and meritocracy issues had remains a constitutional matter at the highest level to maintain code of good behaviour. While Fanon's ([1952] 1963) intellectual alienation lock's up the African leaving him/her with medicine and law, Lamarck's theory liberates the Indian with science and engineering onto the global market (Jena, 2011). Educational change and practice may share common linkages with other world of work that is unrecognised in capability and will development. That sort of relationships have not been explored, experimented and practiced to enhance professionalism, creativity and innovation. Proper planning, coordination and collaborative educational policy and practice is the way to build the individual and the administrative capability for African and Africa development.

From the Ghana experience, in the opinion and value wind in Ghana and Africa, educational quality remains chronic illness. A number of issues such as fallen standards of education, talk about the gap between education and industry, and education being bookish without relevant skills and other curriculum and other matters fill the air. Such developments, pose the not readily comprehensible abnormality question of the African (Fanon, [1952] 1963), coupled with miseducation be quitted from colonial rule (Achebe, 2009 BBC interview) to exacerbate the African nature: knowledge, character and skill development as well as practice.

Besides his attempt at decolonisation, President Kwame Nkrumah ([1970] 2001) prescribed, for example, retraining all public managers in his Seven-Year Development Plan shortly before his overthrow in 1966. Deputy Prime Minister of Zimbabwe, Arthur Mutambara regrets at African government failure to decolonise (Owopade, 2012). Amidst Africa penchant for Western culture, and not surprising,

most African policy reforms had remained in failure (Economic Commission for Africa, 2003; Office of the Senior Minister, 2004; Thirkildson, 2001) largely due to poor character and skills.

Nonetheless, traditional African disciplinary issues had been sustained by Constitutional developments but for enforcements. Just as Nigeria might have experienced earlier on (Achebe, 1983); in Ghana, courtesy of the late Vice President of the Republic of Ghana, Alhaj Aliu Mahama, culture of indiscipline, has become a household phrase since 2002. This easily observable important phrase has really never been studied but reduced to further politicisation. For example, character training at schools and any level of the society fail to be visible just as leadership by example. Leadership and character failures are lead African-ills:

Africa might have failed to consider mixing and blending its cultural values and educational experiences appropriately considering its educational historical legacies, poor policy and implementation, weak institutional linkages as well as political interferences. Evidence from Adu, (1970), McWilliam and Kwamena-Po (1975) show abandoned attempts at quality education and state manpower developments. Despite the resulting frustrations, distortions and out right denial by the colonialists, it was also reported that the new African governments seemed more interested in replacing the Whiteman for reasons better known to themselves rather than governing (Rooney, 1970; Adu, 1970; Crowther and Abdulai, 1971). This pattern has continued to distort quality education which should have resulted into great knowledge, character and skills for better African and Africa developments.

And yet, political leadership speeches [*Daily Graphic* in Ghana, *The Herald*, Zimbabwe, *The Punch* and *Guardian* of Nigeria, and so on] converge in addressing universities and other educational institutions on the provision of employable skills and entrepreneurial skills to curb the unemployment situation on the continent. Also from the above newspapers the job advertisements were found to require multi-skilled persons. These even raises the urgency of Africa's quality educational needs which leads to this paper's central argument that: From the educational historical legacies, educational knowledge and practices exist useful knowledge for quality education. For example, whilst Zimbabwe is massed political will to retrieve educational legacies, Ghana is lacking the will to formulate a technical university policy.

Perhaps, it could also be an issue of how to sieve through the policy implementation failures for the relevant knowledge holding up the rightful solutions. The purpose of this paper is to demonstrate this paper's own central argument by refreshing historical educational legacies, educational change and its linkage to practice for creativity and innovation for the African and Africa development. The result is that even Zimbabwe revolution fails to go far enough as it fails to see the individual's capabilities in continuance with Western Educational mistake. Sennette (2008) found Western educational mistake as the continuous separation of the head from the hand. Africa continues to follow blindly too. In fulfilling the need for industry, Ghana is

rebranding its polytechnic institutions into technical education (National Council for Tertiary Education, 2014) without proper due diligence. Africa must end the blind follow, and knee jerk solutions, create its own quality educational path.

Organisation and Approach to the Study

Beyond this introductory phase, this work is organised as follows. Literature is reviewed to depict historical educational legacies from colonialism to today alongside Ghana experience mostly: For example, the Africanization legacies would suggest otherwise to Government action of converting all ten polytechnic institutions into the so-called “Technical University in 2016” without any due preparations. Educational change is also defined and discussed. The next section picks on one common model of teaching and learning, Bloom’s taxonomy which is aligned with implementation properties. Thus teaching profession aligned with others’. Emanating from these are all the needed knowledge, character and skills African need for any transformational tasks and activities.

Educational responsibility and alignment is discussed in three interviews and telephone calls with personnel directly involved or supposed to have been involved in the policy formulation process of the technical university, namely, the Public Services Commission and the National Council for Tertiary Education dealing with educational policy and human resource matters of Ghana. As a former management analyst of the Office of Head of the Civil Service, knowledge and relevant networks were employed for other sources of contacts including rectors of polytechnics and colleges of education principals. Conclusion are that: the legal structural gap for sieving and improving educational policy matters remains dormant and unused. Besides being weak, the institutional linkages are disconnected and lacks the appropriate data and statistics for planning.

The Historical Educational Legacies

First Africanization programme

History had it that in the then Gold Coast[now Ghana], Governor Sir Fredrick Gordon Guggisberg instituted an African liberal educational policy in 1919 (Adu, 1970; McWilliams and Kwamena-Po, 1975). It covered both boy and girls’ education as it intended to produce the future people for, at least, halving the all European senior service positions. It is reported of Guggisberg’s words that “Governments has definitely adopted the policy of employing African in appointment hitherto held by Europeans provided that the former are *equally qualified in education, ability and character*. This, then, is our immediate task – the provision of teachers, instructors and professors from among Africans... In no any other way shall we keep them permanently the loyal and worthy member of our Empire that they now are.... No race can achieve full and permanent success under alien leaders” (Adu, 1970: 20; emphasis added). This Africanization policy was to have applied on a progressive and continuous

policy of staff development on an indigenous basis. Unfortunately, it was branded premature and impractical by his successor after Guggisberg left in 1927.

The filling up of senior posts on the continent with Europeans qualified or unqualified continued in the administrative, executive, professional and technical grades weakened and distorted the systems. Adu (1970), recounts the end times as West Africa 1946, East Africa 1954, and Central Africa 1960. Africans occupied the 'junior' service posts such as junior executive, clerical, semi-skilled and unskilled industrial and manipulative grades. It was observed further in East and Central Africa the problem exacerbated by the intervention of the immigrant European, Asian and "Coloured" communities who filled intermediate grade positions between the expatriate Europeans and the Africans.

By measurement this intermediate level in West African terms was more junior of the so-called European appointment and the more senior of the African appointments. Skilled jobs for which no local personnel were available were upgraded to senior posts in order to attract Europeans. Adu also cited instances whereby European typewriter mechanics and train drivers held, in East and Central Africa, senior service posts. Europeans with or without necessary knowledge, skills and character had been attracted to Africa for secured lifetime jobs.

This racial structural system's legacy ended up with the creation of both financial and skills vacuum on the continent. Adu (1970), calls it grave crisis which indeed had deepened even more: At independence, expatriate officers' exodus and early retirement compensation schemes left behind big vacuum. That perhaps, may never have been filled as these expatriates had all occupied the most responsible positions and their knowledge, skill and experience were not readily replaceable from local African sources. The reasons being that since Africans did not aspire to be appointed into such positions, they did not also aspire to qualify themselves [for example in administration, engineering, accounting] for that. Instead, while West African qualified themselves in the areas of law and medicine as that took them into lucrative private practice easily; the East and Central African complexity where even the junior executive and apprenticeship post were difficult to grasp by the Africans, any educational knowledge and skills failed to be an incentive to them.

Other educational policy distortions and further disincentive to education of the various states were as follows as Adu (1970) writes: In the middle of the 1920s, in Ghana, it was not uncommon to find in the few post-primary middle school pupils being harassed by recruitment parties from government departments and business firms to accept clerical and similar appointment with them even before their final examination results were released. Such situations encouraged not the development of trade, secondary and technical schools let alone, the development of higher educational institutions. Skilled tradesmen were obtained by recruiting and training illiterates on the job, and the preponderance of uneducated African in these grades acquired for the

technical class an unsavoury reputation, and made soiling of one's finger taboo with men who had been to school [emphasis added].

Adu recorded rightly that this aversion to taking employment as a technician or tradesman is breaking down among educated Africans only very slowly and is still not quite gone. That won't get gone: Masonry, and carpentry aversion, for example, had been mis-conceptualised and used to distort the 1987 educational reforms in Ghana. Most people had disagreed that their children should be carpenters, mason or similar trades. The well-to-do, the government officials and the president had moved their wards out of the country or into private schools where the old Ordinary and Advanced level system continued. Meanwhile, observing Accra phase lift high-rise construction and asphalt roads, Whiteman or non-African conspicuously playing these roles with the Ghanaians at the margin.

Developmental educational knowledge, skill and experience had been barred from the African. It is on records that at independence, some African countries lacked even a single African university graduate (Mills, 2011). For example, Fourah Bay College was opened in 1828 as the first and only higher education or university in West Africa. It failed to train scientists and engineers until a century later. Besides this barring from critical knowledge, character and skills used to change the world, other relevant educational knowledge and skills for the African and Africa development were undeveloped. The aftermath was that when local and African qualified personnel were required to fill gaps created by constitutional developments, they had neither the training nor experience to meet those needs.

For example, just as the Nkrumah's shadow cabinet were to understudy the colonial government the wind of change had granted independence and formation of government without the requisite personnel at hand (Rooney, 1970). Adu (1970) found two unsatisfactory sources for the governments as follows: a) the best available Africans happened not to be suitable people yet political pressure led to their appointment and promotion. The results had been loss of efficiency; and, b) recruitment overseas was resorted to, of course, at great expense to the state and Africa.

Second Africanization

The post war years saw colonial government formulated policies return to Africanization: staff development placing emphasis on local Africans. That created a local field of recruitment through education and training. Adu (1970: 25) recounts the problems created so far were too formidable to warrant several number of years to solve. But the new governments were in too much of a hurry to achieve complete reconstruction and to revolutionize the entire economies and social structure (see Nkrumah, [1973] 2001). Constitutional developments had been so rapid to outstrip any development of many national institutions including the policy formulator civil service. The talk of accelerated Africanization or localization led to the educational accelerated development plan in 1961 (McWilliams and Kwamena-Po, 1975). Adu (1970) found

the problems of the new African governments were general problems of transition and with good sense and purposeful planning they could be solved”

Third Africanization

All new African governments realised the need for a very sound efficient loyal and stable civil service, and were prepared to give very high priority to reconstruction and development. For Adu's (1970) exigency strategy, as a former Head of Ghana Civil Service and adviser to other African governments, called for the following Africanization programmes: a) A principle that determined the reformation of the structure based on the need to accelerate the policy and programme; Thus localizing and having a structure having the maximum use of African trained manpower; b) undertaking a total jobs skills review in order to make possible their performance by available local people; c) a close link between the education system of the country and recruitment points and to cater for the people who emerge from the various levels of the revised educational system. Meaning that the national structure either than that of only the service should provide for recruitment at the terminal points of the basic schools, university and professional training institutions; and, d) reformed structure should offer progressive staff development and satisfied careers; and, e) establishing a continuous manpower survey and planning programme.

Appropriately enough, permanent Government Central machinery with organic relationship to economic development planning and manpower planning were established soon after independence to undertake human resource surveys, Adu (1970: 101) reported: That happened in Nigeria, Tanzania, Uganda and many others. In Ghana, for example, such a survey programme took place in 1960 under the technical assistance of the Ford Foundation. Its great impact fell on “the fields of university, technological, technical and secondary education, in the deployment of the output of the educational system at the different levels, in the programme of manpower development in relation to the country's development planning, and in the determination of the priorities for the use of scarce high level manpower both in the public and private sectors”.

Forth Africanization

Deducing from Adu's analysis, these human resource surveys were supposed to have been systematic, scientific and continuous. Staff development policy object of needs assessment of the countries took care of both the public and private sectors covering the various character and ability, the educational and other training institutions to produce the various types and level of training requirements, and for future projections; all in terms of development plans, industrial development and expanding services for the nation-building. After all, since then and even today, in all African countries, the high level and technically trained continue to be in very short supply. And, as Adu (1970: 101) puts it, “the manpower development plan should lay down the

priorities for the use of scarce types of personnel by creating the necessary incentives for the channeling of such personnel into priority occupations”.

Zimbabwe Psychomotor Minister has proposed to undertake skills inventory nationwide (The Herald, 2015). In 2003, Ghana’s attempted public sector skills inventory through a functional review exercise failed. It was organized by the defunct National Institutional Renewal Programme co-opting the Office of the Head of the Civil Service. But in proper terms, such conducts should have involved the public Services Commission mandated by Act 482 (1994) to deal with the human resource matters of the entire public sector instead of the Head of the Civil Service that dealt with only the government secretariat personnel. Perhaps this was due to lack of knowledge, character, skill and will of government. Such mistakes continue to be repeated every now and as then: As the NDPC a couple of months ago lunched its 40-year Development Plan without academia stakeholding, so has the National Council for Tertiary Education [NCTE] of the Ministry of Education’s proposed Technical University creation in 2016 considered not the appropriate stakeholders. These are symptomatic to Fanon’s ([1952]1963: 224) ‘intellectual alienation’: a creation of a middle class society. Society is any group of people that becomes rigidified in predetermined form, forbidden all evolutions, all gains, all progress, all discovery to the point of making it a closed society with no taste. The air is tainted, ideas and people are corrupt. A revolutionary is the person who takes a stand against this death.

That revolutionist should first deal with local language and indigenous knowledge to define African identity as Africa fails to have a niche in the competitive world of products: knowledge, character and skill. McWilliam and Kwamena-Po (1975) set wrong precedence, for example, of records that minimalized the home and traditional education labelling that informal education. The home itself, being the first and foremost agency of education seems to have lost its values and direction, particularly, with teenagers needing education turn parents. Attractions from Western World spell Africa’s popular culture. Mere television interaction with children cannot be taken for granted.

In his recent community based school study in Ghana, Seidu (2014) reports, for example, that although pupils did learn best via instruction from the local languages, but that failed to impress parents [even without any formal education]. To them, schooling means learning and speaking the English or foreign language. In Ghanaian homes today, the English language is preferred to the detriment of the mother tongues. However, consistently as it is, the West African Examinations Council results over the years have demonstrated that English language, and the other two core subjects [mathematics and science] remains problematic in knowledge, character and skills developments despite being a pen-pusher dominated economy.

Out of the continent to Asia, contrary to China producing more than double the number of engineers than India, the strategic advantage goes to the latter due to the English language mastery [speak, read and write] (Jena, 2011). Jena explains that

unlike Africa, India even though after 300 years of colonialism did not completely imbibe the British culture [food, dress and house]. Although English continues to be the national language alongside Hindi, the language of instruction is English at higher educational levels. Unlike in the private English medium schools of the elite class, its proficiency is taken care of from grade four as a subject of study in the government vernacular schools based on the 22 main constitutional languages mode of instruction.

Jena's analysis of Indians mathematical skills acquisition is even more intriguing: Mathematics is a language, logic and business in India for generations; it is a must for pupils, a favourite, with excellence. Pupils are obsessed with engineering and would compete feverishly into the government run high quality and less costive engineering colleges; the raw material source of Indian Information Technology [IT] experts. This mathematical condition is tagged to Lamarck's theory of evolution: the adaptability to the environmental conditions yields particular characteristics and the same characteristics are inherited through generations. Jena's argument is that mathematical skills is that particular characteristics that the Indians have developed consistently for over five decades. So, Fanon's intellectual alienation that locks in the African with medicine and law gets passage through Lamarck's theory that liberates out the Indian with science, mathematics and engineering. Implying that the liberation path to self-identity is carved with knowledge, character and skills. Teaching and learning connotes discipline: For instance, it is common knowledge that one's achievement levels of Chinese "karate" or "Kunfu" fighting is dependent on one's own self-discipline.

Traditional African disciplinary matters and the constitution

Traditional African disciplinary issues had been sustained by Constitutional developments. All African countries have enshrined into their constitutions and Acts prescribing codes of good behaviours but enforcements have been problematic. Sociology had described institutions alongside what they abhorred. African societies have even banished people for non-compliance. Today, between military juntarism and democracy, just as Nigeria might have experienced earlier on as the "Nigerian character" as the style and habit of Nigerian's unruly capital, Lagos, civil servants hardly 'on seat' on time, and the naughty 'go slow' traffic that defies all resolutions. That out of perceived rootlessness, "the character of one man could establish that quantum change in a people's social behaviour was nothing less than miraculous" and demonstrable (Achebe, 1983: 1). In Ghana, courtesy, the late Vice President Alhaj Aliu Mahama, on the occasion of the 100th day assessment of government, "culture of indiscipline", has become a household phrase since 2002. Both events re-enforce the indiscipline character and leadership problems that are neglected on the continent. To the latter, for example, that easily observable important phrase has really never been subjected to any scrutiny but reduced to further politicization.

Character and Skills Development in Africa: Need for Systematic and Scientific Practice

Character training at schools and any level of the society fail to be visible just as leadership by example. Leadership and character failures dominate the African-ills that weakens the power base to permit from top to the bottom all shades of unethical matters and behaviours including truth rejection. Traditionally, African leaders were educated and cultured properly before ascending the throne or skin. Unlike before, Wood (2013: 19-20) found as an answer to why it is difficult to speak truth to power to lie in the how potential leaders are educated and trained for public life. Confessing as a former university teacher [and former chairman of the Public Services Commission of Ghana] he opined: “I must admit that institutions of higher education and management development institutions, especially those that prepare persons who seek careers and leadership positions in public life have not placed enough emphasis on character formation”; for the “acquisition of technical knowledge and skills alone is dangerous”.

Bad or poor character is a problem to one’s own self and to the acquisition of skills as one may even lack the self-discipline to accept teaching and to learn. It is also a security matter to society and development: a path to laziness, greed, hypocrisy, nepotism and so on. Wood (2013) hammers on, the possession of virtues and qualities as requirement in human resource developments as appeared in the first Africanisation. One evidence that useful knowledge for the African identity crafting for both policy and implementation in the educational and work cycle should have been better.

Educational Change

Educational change, Duke (2004: 31) defines as “a change intended to alter the goals of education and/or to improve what students are expected to learn, how students are instructed, and assessed, and how educational functions are organised, regulated, governed and financed.” Duke’s change object was further characterised by elements such as purpose, unit, nature, magnitude, extent, and duration. The process of change could also be pursued by an individual, organisation or a country. Descriptive or prescriptive models exist for the attainment of change object and process. In all, that which mattered most in the change process is the discovery of a need for change, the change design to address the need, the development of a plan to implement the design, and the actual implementation of the design. The tasks and responsibility of those leading the change is even more critical [see figure 3].

Duke (2004) had argued fairly that education change is the sum total of all change as a result of all fields converge at the point of change. Sociocultural changes directly affect what schools teach and learn as per Wood’s (2013) character and skills findings above. Adjustments for alignment to such policy changes from teacher education curriculum, Bloom’s taxonomy model dynamism and anchorage properties, for instance, informs of knowledge and its growth and development to teachers and learners alike since 1956: It is a framework of forms and levels guiding the teaching and learning at any level of study to achieving a categorised educational goals, namely, cognitive, affective and psychomotor domains.

The three domains are all labelled from with broad base simple to apex top difficult as such usually depicted in pyramidal form [see figure 1 & 2]. Cognitive domain hierarchy appear in form as follows: knowledge, comprehension [communicate and use idea or material], application [use of abstraction and in concrete situation], analysis [break into parts], synthesis [put parts together] and evaluation [judgements]. Besides “knowledge”, the rest are usually termed as “skills and abilities” based on the premise that knowledge is the necessary precondition for practice (Wallace, 2003; Calhoun 1984: 116). Each one of the category led to subcategorization on the continuum of simple to complex, concrete to abstract.

In the revised and updated Bloom’s taxonomy, Armstrong (2015), Clark (2015) and Heer (2012) cite Anderson and Krathwohl, (2001) and Bloom et al, (1956) point to more dynamic conception of classification using verbs and gerunds as labels for ‘action words’ in describing the cognitive processes by which thinkers encounter and work with knowledge. In this new edition knowledge level has been opened up

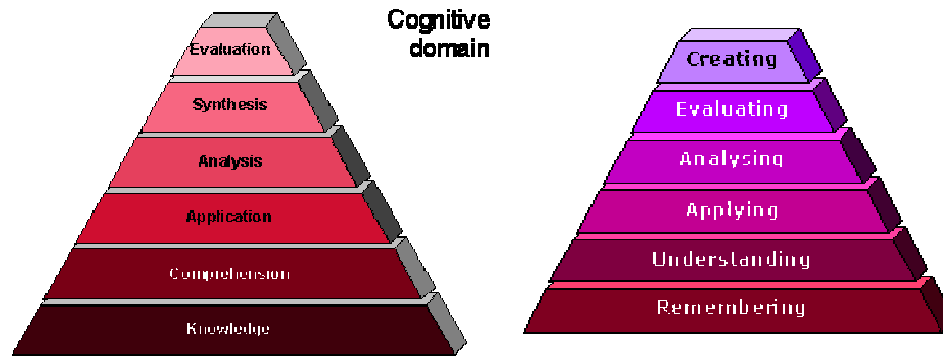


Figure 1: Original and Revised taxonomy of the cognitive domain following Anderson and Krathwohl (2001) adapted from Atherton (2013)

beyond ‘recognise and recall’ to cover four subcategories: Factual knowledge [knowledge of terminology and knowledge of specific details and elements]; conceptual knowledge [knowledge of classifications and categories, knowledge of principles and generalisations, and knowledge of theories, models, and structures]; Procedural knowledge [knowledge of subject specific skills and algorithms, knowledge of subject-specific techniques and methods, and knowledge of criteria for determining when to use appropriate procedures]; metacognitive knowledge [strategic knowledge, knowledge about cognitive tasks, including appropriate contextual and conditional knowledge, and self-knowledge]. Understand [interpreting, exemplifying, classifying, summarising, inferring, comparing, and explaining]; apply [executing, implementing]; analyse [differentiating, organising, attributing]; evaluate [checking, critiquing] and create [generating, planning, producing].

Affective Domain which deals with attitude and values has received less attention, and is less intuitive than the cognitive. Perceptions of values issues tend to be its concerns. Its range is from awareness through to being able to distinguish implicit values via analysis: Receiving, responding, valuing, organising and conceptualising, and characterising by value or value concept. Often neglected is the Psychomotor domain and yet the most difficult to handle. It is also lined up from the least at bottom to most complex top in the order of: imitation, manipulation, precision, articulation and naturalization.

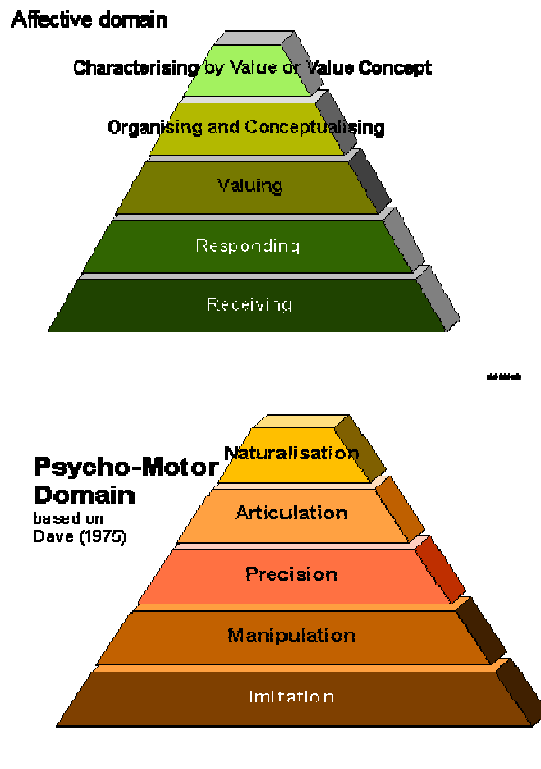


Figure 2: The pyramidal arrangements of Affective and Psychomotor domain adapted from Atherton (2013)

In all the three domains, consistency and repetition are found to be a necessary requirements for achievements. In other words experimentation and regular practice are required for the desired competency results – progressive competence. The domains suggest achievements are a combination of both success and failures with occasional break through to the crest where the occurrence of creativity and innovative opportunities exist. Africa fails to promote or have such regular experimentation, test

and practice opportunities working policy in educational institutes with too much curriculum load and examination oriented syllabi teaching and learning.

Policy Implementation Failures

In the introductory section, the prevalence of policy failures including educational on the continent were mentioned. Now, out of the classroom with Bloom's taxonomy, in implementation literature informs of policy and reform failures emanating from a number of factors including finance and human resource. Concentrating on the latter's knowledge, character and skills often labelled as properties of implementation connotes understand, will, ability and culture as ingredients (Lundquist, 1987; Vedung, 2002; Mukhtar, 2012). In Mukhtar's study of the Finnish government senior civil servants management development policy, it was established that the policy had failed largely due to lack of communication skills and plan, to have been imbued with the properties of implementation as briefs.

Understanding

Today's Information, Communication and Technology's fast and fashionable emailing has become a dominant managerial and work culture change (Mintzberg 2009) over shadowing Herbamas' (1984) Theory of Communicative Action's verbalization in constructing understanding democratically. For example, Pollitt and Bouckaert (2004), explain a new policy or reforms should necessarily mean beneficial change from a deliberative move, from a less to a more desirable state in the future while arguing further that it must also be considered participative or as process of debate to which different participants are permitted to bring on board different objectives, frameworks and standards for identifying and accepting relevant evidences and symbolizations. Businessman Sir Richard Branson (2008: 97) of Virgin writes: "There's no question that if you are trying to persuade someone to join you, invest with you, or make some changes, then it's important to speak to them directly and take the time so that they know what they must do. Face to face conversations are more efficient, and videoconferencing will always come a poor second to a shared pot of tea".

To "Understand" scientifically in Morgan's (2004) view, means possessing the ability to recognize the amount of different phenomena that actually form part of a coherent whole just as in genuine terms it transcends beyond complexities margins to the bottom revealing fundamental patterns. His recipe for "reading" to understand a situation requires activism, and use of imagination, metaphors, multi theories and methods. Cockman et al (1999) add that change agents and consultants must provide theories to explain for understanding. Understanding implementation process to Bryson (2004) connotes managers' first understand, thinking strategically before acting while to Morgan (2006), reading and understanding organizations is a competency for

effective managers. In fact, as explained below, one must have the “will” as a motivation to understanding.

Willing

Will, is found in Manager Development as first and foremost the responsibility of the individual as self-motivation (Drucker 2008). Will, according to Perry and Wise (1990, cited in Pollitt 2003) falls into threefold of motivation, namely: a) Rational – what do I get in return? b) Norm-based – what do I need to do to stay out of trouble around here? And, c) Affective – how do I move forward this beneficial program? Or, how can I do away with this laziness [poverty, crime, etc.]? In reality, Pollitt (2003) observes rightly that only the rational finds its way into economic models of individual and organizational behaviour. Bozeman (2007) found values have the propensity to elicit judgement and action. And, action becomes will-based (Colvin, 2008; Sennett, 2008; Olivecrona, 1971). Olivecrona, (1971) perceives will as free and voluntary of the actor and not only in politics, but it is both an anchor and powerful tool in the legal world.

Furthermore, Olivecrona (1971) had found The Will-Power Theory in Savigny to be a right; a power belonging to the individual; and, an arena wherein the will is ruling based on consent of others. Will, in itself, is a creative force, important and operative; with a manifestation of the will show to others in observable behavioural actions. Will therefore, transcends beyond the individual to organisational such as Rhodes’ (1997, 88) “Political will” which denotes the determination of a government and political figures mostly; and that “Strong, directive, and above all persistent, executive leadership is longer but more accurate”.

In organizational form, Vedung (2002: 227 [emphasis original]) talks about *administrative willingness*, influence better implementation outcomes. Administrative willingness holds that implementers may have doubts about the policy appropriateness; perhaps, due to poor sharing and communicating its conduit properties to the operatives. Effective communications of the policy becomes inevitable therefore (Drucker 2008; Altonen and Ikävalko 2002; Habermas 1984, 2008; Hasenfeld and Brock 1991; Simon 1997) as well as feedback for redress (Hasenfeld and Brock 1991; Vedung 2002) to extend rational bounds and improve capability and performance.

Capability

Capability is both individual and organisation focused when skill, values and information are well communicated and shared. It starts with self-appraisal based on performance objectives and active leadership by the managers (Drucker, 2008). Knowledge and information are the chief sources of skills and capability (Wallin, 2003). Knowledge is the theoretical paradigm, the *what to do* and the *why* (Covey, 2004 [emphasis original]). Capability comes in as the ability to do something well as such new skills is *the how to do* that (Covey, 2004) and competence are required to

accomplish the change [see Figure 3 below]. Covey further elaborates that it is of a three component parts, namely: a cognitive or knowledge level, a doing or behaviour level and an affective or feelings level [compare Bloom's taxonomy]. With organization it implies implementation is well planned giving attention to [individual work] team work, conflicts and cooperation, communication, and rules and procedures (Cockman et al., 1999) while providing ostensibly instructions and adequate resources (Mountjoy and O'Toole, 1979).

From the foregoing factors, Senge (2006) is right about team work development being more difficult just as in the classroom than that of an individual. A program's time of adaptation to the decision situation of the addressee is a capability factor that may explain its outcome. Covey (2004) argues that the motivation or desire is the *want to do* something always to constitute habit. Such habits grow into deliberate practice, the source of explicit and implicit [tacit] skills for innovation and performance culture (Colvin, 2008; Sennett, 2008; Drucker, 2008).

Culture

Off the shelf, culture is both the informal and formal things that a people may do or do not. Culture tends to be the source of values and much harder to dictate their developments (Schein, 2003). He argues that formal rules can be changed readily rather than cultural [informal] rules. It is so because organizations or institutions are a cultural, historic, contextual and evolving phenomena (Tiihonen, 2004). The persistent reform failures of Africa including Western industrialization attempts, for example, should not have been so. China easy bounced back had been the result of its backbone mandarin character (Sachs, 2005). Unlike Africa, both conclusions spelt out the agencies' elite runners' incapability and poor attitudes towards their successes.

But the African popular culture continues to grow even better at the expense of African indigenous knowledge. The problem could be that culture is avoided or taken for granted in organizational studies (Pfeffer, 1997); but where it is even considered it is treated mechanistically (Morgan 2006; Schein 2004). Morgan adduces further that culture has the propensity to create "blindness", ethnocentricity and often not taking into accounts its political flavours. Culture [national culture] is rarely uniform although much is shared in common (Morgan 2006; Schein 2004). Cultural studies provide meaning and understanding beyond artefacts to include power embedded in any social life from traditional to contemporary (Calhoun and Sennett 2007).

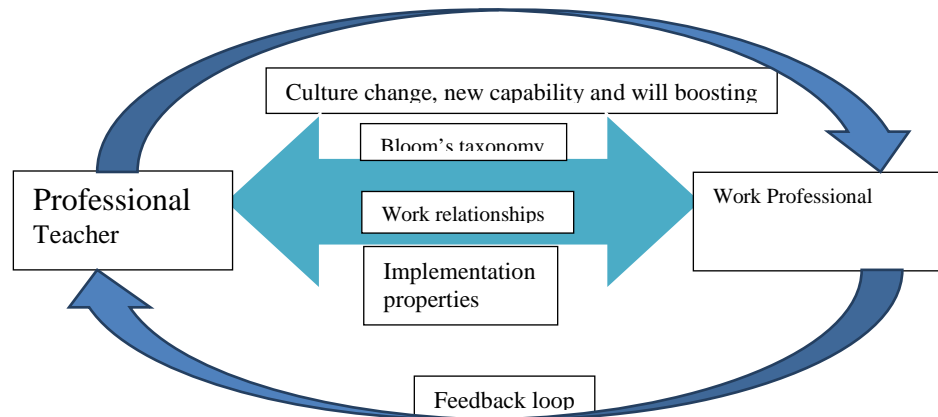


Figure 3: Teacher-work Professional Collaborative Relationships

For Morgan (2006) and Schein (2004) the fundamental task facing leaders and managers rests in creating appropriate system of shared culture while observing what leaders pay attention to. Meanwhile, teaching and learning in Africa educational and training institutes, work is anchored on imported Western text material without any form of de-culturing before usage. The scrutiny from policy failures literature did provide key ingredients summed up as implementation properties: understanding, willing, capability and culture. Fascinatingly it is to compare implementation properties with Bloom's taxonomy for the differences and similarities as put together in Figure 3. Such a collaborative relationships would boost creative and innovative skills sustainably.

The Teacher Professionalism and Work Professionalism Alignment in Failure

Mukhtar's (forthcoming) findings of university teaching in Ghana had been consistent with Hargreaves (2000) pre-professional stage developments as follows: basic teaching methods were most commonly dominated by lecturing or recitation, along with note-taking, question-and-answer, and seatwork. This methods fitted the patterns of teaching as a result of large class-sizes, and small or no-resources, securing coverage of content, bringing about some degree of motivation, and achieving some degree of mastery usually geared towards examinations. This is could be what the Psychomotor Minister blames of elite production of the current educational system: "We will ensure that we fully implement the Nziramasanga Commission recommendations (on education) so that Zimbabwe does not produce only educated, but productive people. Being educated and productive are two different things. People

should be able to put to effect what they learn. This is where we come in, to synchronise primary, secondary and vocational training.” NewsDay.

Mukhtar continues to question the university teacher quality and professionalism developments. For example, Nane, Aboho and Maduewesi (2013) found Bloom’s taxonomy affective domain neglected in Nigerian basic and secondary educational levels. In their recommendation to the curriculum developers and the Ministry of Education, they had argued that affective outcomes such as ‘values and ‘attitudes’ are non-examinable as a result. The authors, however, failed to realize that it was equally non-existent or poorly oriented at the tertiary or to the teacher education in particular. Similarly in Ghana, Eshun and Mensah (2013) found teachers question devoid of attitudinal and affective domain elements. Zimbabwe’s down grade of cognitive and upgrade of psychomotor domain sums up the Africa need.

Now, onto the products of the classroom, similar problems of opportunities for practice with the little useful knowledge acquired remain scanty or nil. For example, Ghana, Nigeria and other African countries got into local automobile assembly, other science, technology, engineering and social modernization programmes of the 1960s till today. Perhaps, due to the unsavoury nature of hand work and or mistakenly these failed to be connected to the educational systems and Africa left is bereft of such capabilities – knowledge, character and skills, let alone, for sustainability.

It is the teacher who inculcates knowledge and capability development in the student, the future professional, expert and manager – work professional. From the above analysis both the teacher and the work professional have a common problem to deal with as in trying to get past being aware of the truths and principles of nature; and as to how to put these to practice both in mind and in reality. And, it is the teacher who has espoused most of these truths, principles and work models for other work professionals’ adoption and usage. The work model creator and user connection exist and could be developed as: collaborative policy and implementation system as Adu (1970) had mentioned of the fourth Africanization programme needs. Besides this decoupling, the educational system had mistakenly, separated the hand [made savoury] from the head.

Sennett (2008: 20-1) had explored this route before to find that even in the individual, “when hand and head, technique and science, art and craft are separated the head suffers; both understanding and expressions are impaired. And yet, Western society continues to uphold this wrong value model whereby, "practical activity has been demeaned, divorced from supposedly higher pursuits. Technical has been removed from imagination, tangible reality ..." Blindly and devoid of indigenous knowledge, Africa continues to be influenced by that. One's capability is incomplete as thinkers are mistakenly separated from doers: "Even the engineer can't fix his car". It is an all-time everyday criticism of Africa's education that has been taken for granted. But it told of the poor implementation of both Bloom’s taxonomy in the classroom and

outside, for that matter implementation properties. Hence the lack of propensity to think and act creatively and innovatively.

Africa's Food for Thought

As Duke had pointed out, all subjects are concerned with change matters just as the teacher and work professionalism matters. Accordingly, such educational policies are frequently formulated in response to changes in societal-needs by the national, state, or local legislature in wholistic in nature and through legitimated structural processes. Two examples suffice the purposes of this paper: Zimbabwe's educational revolution and Ghana's proposed technical universities as discussed below.

Along the continuum, Africa is usually positively identified with its natural endowments but negatively by poverty and lack of development. From that perspective, Africa's only niche in the world market is its natural resources exploited by those with better knowledge, character and skills. Incompetent capabilities – useful knowledge, indiscipline/poor character and poor skills from top to bottom remain Africa bane. Culture is the other problem of Africa development inertia; its popular culture [intellectual alienation] stands the way. The culture backed by incompetence permit failure to search through the abundant indigenous and foreign knowledge for useful for advancement. Rather than supplementation, foreign text dominates school books and without any form of de-culturing. Such knowledge transfer dominates local knowledge production, let alone, for usage. Knowledge usage remains minimal and discrete. To change one's culture, Schein (2003) declares, one would have to have a step out and the other in. The gatekeepers had not been forth cooperative in this regard as found below.

Zimbabwe's Revolution

Reports have it that Zimbabwe Government had since 2013 adopted and implemented the findings of the 1999 Nziramasanga Commission of inquiry into its educational system which will see children as young as four years old going to school. This creation comes in the form of a ministry of psychomotor to cater for different learning capabilities while enhancing skills for economic development (NewsDay, 2013, The Herald, 2013; The Standard, 2013). The new ministry had since reinstated for today's purposes what was labelled as F2 schools hitherto described as segregationally racial and was abolished following independence (The Herald, 2014). F2 schools catered for black people and the perceived weak and slow learners.

Per the minister's pronouncements, the end result is to reverse the present educational system producing educated people and not productive people. That imply knowledgeable [cognitive domain] head without the hand. Revolutionised it maybe in the sense that: "The object is to equip learners with psychomotor skills, that is, entrepreneurial, technical and vocational and other life skills, including appropriate attitudes to ensure that the graduates emerging from the Zimbabwe educational system are self-reliant, creative and contribute to economic growth" (The Herald, 2014).

Ghana's Rebranding Technical University Policy

Ghana is rebranding its ten [10] polytechnic institutions into "Technical Universities" in 2016 (National Council for Tertiary Education [NCTE], 2015). Its rationale is to bridge the gap between industry and education. Following Adu's (1970) reports, the Public Services Commission mandated by Act 482 (1994) handles the human resources or manpower needs of Ghana. And, yet, the NCTE failed to consult it in this policy formulation. This is, in spite, of its own Act 454 (1993) section "(2) The Council shall, in advising the Minister under this Act take into account the total national resources, needs and development programmes, especially those of the entire education sector". No evidence of implementation preparatory programme of any sort is found in place.

Conclusion

Obviously at this point from the discussions above, the miseducation bequitted from colonial rule (Achebe, 2009 BBC interview) to Africa continues. This is due to the poor leadership knowledge, character and skills – lack of capacity and political will to step out of the culture for positive change. Both changes lack Bloom's taxonomy and implementation properties wholistically reposed in the individual and in organizational. Take Zimbabwe's revolution, for example, it fails to be balanced and wholistic in the individual as the minister is already condemning the cognitive domain. The minister fails to recognize that apparently Africa is still tottering with understanding the base-level knowledge [which may not be relevant to Africa's course] with occasional break through to the crest. Ghana's new technical universities would continue to dilute the already weak and poor knowledge, character and skills. It failed to mention psychomotor but that is exactly the policy direction as the "technical" and other descriptors imply as opposed to the present pen-pushers. Both Zimbabwe and Ghana's biases remain unbalanced, especially, with the affective domain left silent between the preferred psychomotor and over criticized cognitive domain. Besides, the three domains needs to be balanced in the individual and organization at all-time to result in quality education.

Quality education facilitates easy and better implementation processes. In both reforms it is found that no skills inventory had taken place. Whilst the Zimbabwe minister is yet to conduct that inventory, the Ghanaian talks nothing about that. The last attempt was stalled in 2003. Between 1999 and 2013 Zimbabwe could have followed the commission's report to conduct the inventory and trained teachers for the new programme. The quality of the teacher [well-oriented with Bloom's taxonomy for example] remains in doubt to negatively affect the reform outcomes. The old mistakes are in repetition of policy and implementation with the results so obvious.

Africa must end not only the miseducation but the blind follow of the West. The African and Africa remaining engulfed in intellectually alienated environment is bound to fail in finding the relevant knowledge for character and skills development for

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the self, nation and continental progress. Lamarck's theory is expected to be guided by the leadership, education and other tactful societal interactions to produce the Fanon's revolutionists with the requisite capacities to deliver the continent in creativity and innovations for development.

At least, the gist here, Bloom's taxonomy and implementation properties linkage confirm that relevant knowledge exist short looking for and opportunities for practice. Although being a great challenge to the entire world, Africa is yet to find its way out of the doldrums. After all, the world's most famous scientist of all time, Einstein, was a theorist. African needs better than that and should therefore aim at "building thinkers as doers, all-in-one individual". Comb African indigenous knowledge for "head-hand" linkages – even in insults one commonly find the hand pointing to the head. The critical paths to such creative and innovative people are well established in quality education which does not separate the head from the hand. What is necessary is the need to find ways and means for consistent experimentation, testing and practice.

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