

The Role of Wisdom in Good Instructional Leadership: A Thematic Analysis of Views from Educational Leaders

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Abstract

The study seeks to find out the role of wisdom about good instructional leadership in the classroom. The first thing that came to mind when the issue of wisdom came up as the topic was why we should be concerned about a concept that is very complex to understand. However, a broader perspective about wisdom reveals that wisdom entails features such as understanding the consequences of our actions. Again, wisdom entails having the knowledge and ability to understand and recognize the right decisions to make. While also recognizing that a good leader must have the courage to abide by their actions and accept their failures. These features constitute the hallmark of an effective and efficient teacher as far as instructional leadership is concerned. The topic is significant because wisdom plays a critical role in good leadership. Wisdom makes it possible for the achievement of goals when it comes to the role of leaders in influencing positive change among their followers. Three research questions were set to guide the study. Purposive sampling was used to select 105 members to participate in the research. A questionnaire was used to collect data, and thematic analysis was adopted together with descriptive statistics to organize data gathered from close-ended and open-ended questions for interpretation. The results show that wisdom plays a crucial role in the teaching and learning process and must not be undermined. Again, it beholds on every teacher to apply whatever wisdom they have in the classroom to ensure that every pupil benefits from their lessons.

Keywords: *Wisdom, Leadership, Instruction, Classroom, Head teacher, Develop.*

Introduction

When teachers plan to take jobs in schools, some forget they have become role models and must live up to that expectation. Identifying your role as a leader is as important as building a critical mind that will serve as your source of wisdom to operate effectively and efficiently in the school and classroom. However, most teachers do not notice this and that ignorance has created a gap in the understanding of the role of leadership in the classroom. The role of leadership in the classroom can be widened to include a variety of task and activities such as the choice of methodology to apply in the classroom, the choice of teaching and learning materials that can enhance the teaching and learning process, and how to manage individual differences in the learning process. One crucial element in this regard is the application of wisdom.

The understanding of wisdom as a concept comes in different forms and can be used by people in a variety of ways. In many cases, people begin to analyze the word wisdom to mean ultimate reality, a situation whereby we align wisdom with God because it is only God who has the ultimate wisdom. Therefore, to have wisdom means you can live in harmony with your creator. That notwithstanding, it also means that you need to live in harmony with yourself and your environment. Situations that will call for appreciation and respect for others because all are God's creation and we need to live in harmony with others to enable us develop ourselves (Sternberg, 2005). Despite the important role wisdom plays in good leadership. It is very obvious that some teachers are not concerned about developing a critical mindset. Thus, the aim of the current study is to put that believe in context as against the views of leaders in the field of education.

According to Danmole (2011) education is an instrument of change and for national development. Teachers are major players in the education sector, and any attempt to achieve the objectives of the national agenda for education without involving teachers is bound to collapse.

The role of the teacher, who is the classroom leader, is to create an enabling environment for teaching and learning to take place. The approach to training of teachers is a determining factor in the choice of instructional leadership. A particular instructional leadership style may favor some group of students depending on the circumstance. The complex nature of leadership Johanssen (2014), demands a thorough approach to achieve the best results in instructional leadership. If we associate instructional leadership to how wise a teacher should be it will be a daunting task because the criterion for measuring people that are wise is varied. In other words, there is no particular measure for evaluating those that are wise because what makes people wise are subjective (Plews-Ogan, 2013). People may understand that wisdom is an abstract entity, but can also manifest in our characteristics and approach to life situations. It becomes much simpler when we measure wisdom in the context of the standards society has put in place. Again, we can only understand what it means to be wise when society measure our actions as against the standard rules governing what is wisdom, or what wise people does in the community.

It is not an easy task to distinguish people that are wise because according to Plews-Ogan (2013), people with wisdom will not accept they are wise (Plews-Ogan, 2013). That is why persons like William Shakespeare, Aristotle, and Socrates said great things about wisdom without thinking they would be considered as wise people for many centuries to come and pass. William Shakespeare said the fool will think they are wise, while the wise believes they are fools. The implication here is that believing that one is wise is an obstacle to gaining further knowledge because you think you know it all. The other side of the matter is that once you think you are limited in a way is a motivation to seek for further knowledge. Aristotle, on his part said the beginning of all wisdom starts with knowing one's self. The educational implication here is that we build from the known to the unknown. The principle does not apply to the students alone, but also the teacher as well because every teacher needs to understand their potential, capabilities, and strength before they can impact their students positively. Socrates also believes a life that is not examined is not worth living. Socrates idea can be likened to that of Aristotle because to examine your life implies to know yourself.

It is important to appreciate that the curriculum does not make provision for the teaching of wisdom in the classroom. Acquiring wisdom in school is a culmination of many experiences. For example, there are unintended outcomes of education. As students go through the teaching learning process and they learn from their peers and form perception about things. Thus, out of the many perceptions and experiences, students build while in school, what among them can be considered as wise a buildup of wisdom? Here researchers have outlined some qualities to be considered as wise. According to Plews-Ogan (2013), they are but not limited to compassion, tolerance of diversity of nature, ability to appreciate the different perspectives about life, and knowing that the individual is a part of the whole (Plews-Ogan, 2013). The idea about what can constitute wisdom will enable program designers to factor in content that will develop the various characteristics that form wisdom.

Statement of the problem

The role of wisdom to enhance the work of teachers cannot be over-emphasized. The reason is that teachers need to know themselves before they can positively impact on the lives of their students. Blending instructional leadership with wisdom will enable a teacher to select the best resources and techniques to achieve educational goals. Teachers in their capacity as leaders in their classroom have the responsibility to select the best methods to transfer knowledge and skills to students. Therefore, the researcher is confronted with the challenge of examining the role of wisdom in good instructional leadership with particular reference to views of educational leaders.

Purpose of the study

The purpose of the study is to examine the role of wisdom in good instructional leadership. Again, the study will examine what educational leaders' views are on what constitute wisdom and whether teachers need to apply those aspects of wisdom in the teaching and learning process. It is the researchers' believe that the application of wisdom to the teaching and learning process may

have a positive influence on the performance of teachers. Thus, the study seeks to identify how wisdom impacts on the instructional leadership role of teachers.

Research questions

The following research questions will guide the collection of relevant information for the study.

1. What can be termed as wisdom?
2. Do you think wisdom plays a role in instructional leadership?
3. Must teachers apply wisdom in the teaching and learning process?

Significance of the study

The study is Significant because it will enlighten the reader on the role of wisdom in the teaching and learning process. Finally, the findings will call for further studies in other areas of good instructional leadership.

Delimitation and limitations

The study is delimited to educational leaders in the Upper West Region of Ghana. The only limitations that confronted the researcher is the inability of the researcher to include other stakeholders of education in the municipality.

Theoretical framework

The contingency theories of leadership are a guide to the current study. The theories are a class of behavioral theory that holds the view that there is no one best way of leadership. One leadership approach may be effective in some situations, but fail to be successful when applied to other different situations. The implications of the contingency theories of leadership are that school heads must not think leadership skills come by chance. It can be acquired through training and practice. Therefore, school authorities must organize educational leadership training for teachers as a way of enhancing their performance and ability to think wisely given different circumstances (Johannsen, 2014). The contingency leadership theory is a good frame work because it takes into consideration a leaders' ability to perform rightly given any circumstance and not what skills a leader possess.

Literature review

According to Dawidowicz (2010), literature review involves the systematic search of information relating to the research problem. The sources of information used for this exercise include articles from journals, textbooks, abstracts, and reports (Dawidowicz, 2010).

What is wisdom?

It is believed by most researchers that wisdom is developed. In other words, we learn to be wise or we seek wisdom. Thus, once wisdom is acquired we have a responsibility to maintain the wisdom by seeking further knowledge. Experience is believed to form the most part of the process of acquiring wisdom. Hence, some scholars believe that without pain we cannot acquire wisdom. In other words, an individual acquires wisdom after an encounter with adversities. According to Plews-Ogan (2013) adversity results in learning and the growth of the mind. According to the report people become wise when they encounter difficult experiences. The implication is that traumatic situations lead people to find solutions and out the desire to seek solutions people grow the potential to develop wisdom (Plews-Ogan, 2013). General observations of the wise sayings we have in the African tradition were not spoken in an atmosphere of contentment. Rather, they were said during moments of pains to demonstrate a shift from believes and the realities of life.

Jordan (2005) supports the findings of Plews-Ogan (2013) by saying that wisdom is not influenced by easy live styles but by difficult and painful experiences. Thus, according to Jordan (2005) when we encounter difficulties in life, we have the opportunity to acquire wisdom (Jordan, 2005). It is also important to understand that poverty can corrupt the mind. Thus, seeking wisdom does not mean we live in pain, poverty, and difficult life styles.

One of the other issues that confront the concept wisdom is whether wisdom grows with age. The issue is debatable because some people think wisdom cannot be associated with age, while others believe people become wise with age (Brugman, 2006; Jordan, 2005). One of the writers who believe that wisdom is not about age is Sternberg (2005). Sternberg (2005) thinks that wisdom cannot be limited to age; neither is age a predictor of wisdom (Sternberg, 2005). The interpretation is that if wisdom is associated with experience and pain, then it can equally be true that age is a factor when it comes to wisdom. A child of two years cannot be compared with an adult of sixty years old. Definitely, the adult will be more experience than the child and more wise than the child as well. The more we live the more life experience gives us, enabling us to become wise (Jordan, 2005). In other words, people become wise with age because they are better placed and have more life experiences to share (Brugman, 2006).

Spelling out what is wisdom is like saying what knowledge is. The two are very broad concepts. Just like other concepts, there is no one definition of wisdom. In peoples' daily life they encounter circumstances that lead them to learn because they learn to deal with the situations (Brugman, 2006; Jordan, 2005). The same way they become wiser. According to Brugman (2006), an individual ability to overcome challenges is a measure of how wise the person is because they need wisdom to overcome challenges (Jordan, 2005). If this scenario is likened to an old adage in the African tradition, it can be said that what an elder sees while sitting down a child cannot see even if they climbed to the top of the tallest tree. It means that given a child and an adult, the adult has more wisdom than the child because they are more experienced.

The role of wisdom in instructional leadership

A look at what wisdom is has identified its role in instructional leadership as offering guidance to interventions educators provide in the teaching and learning process to introduce and sustain a good learning environment. A good learning environment is a good recipe for training students and that enabling environment must be created by educators to help to bring out the best in students. The ability to generate initiatives, implement the ideas involves extensive use of wisdom. Education is aimed at creating a positive impact on the lives of people and the input of the teacher must be able to create that positive environment for students to study to make a difference in their performance.

It is a common phenomenon to find people opposing to your ideas. However, people rich in wisdom are able to use the criticisms positively. They learn from their weaknesses and build upon their strengths. A deviation from the main focus is a wrong step towards achieving goals in the classroom. Thus, every effective and efficient leader requires wisdom not only to face challenges, but also to develop new ideas that will benefit their followers. Coming down to the classroom level a good instructional leader must face classroom challenges with confidence while developing ideas that will influence the performance of your students positively. The education system at all levels requires leaders with wisdom so that they can focus on dealing with issues other than dealing with personalities. By dealing with personalities they blame their failures on the system and its structures for getting the systems and structures are designed by leaders. Invariably, an inefficient leader blames others for the failure of the system when they are part of the problem. Sternberg (2005) made a suggestion that educational institution must make a conscious effort to teach teacher trainees how to develop wisdom. It is the only way teachers can accept their responsibilities and work hard to achieve their objectives (Sternberg, 2005). Danmole (2011) also suggested that educational institutions have a responsibility to teach students what society needs to grow (Danmole, 2011), and following what Sternberg (2005) said it can best be achieved if educators apply a sense of wisdom in the decision-making process.

The contributions of teachers to the academic achievement of students cannot be overruled because of the leadership role teachers' play in the classroom. They set the objectives for the day and try to accomplish them. The level of a teacher's wisdom can influence the objectives they set and their instructional leadership skills. According to Kaufman (2003), the ability of educators to choose the best strategies will enable students to achieve their maximum best in the teaching and learning process (Kaufman, 2003).

Development and wisdom

According to Fletcher, Matschek, Siebert, and Tyser (2003), the concept of wisdom is so complex that when you think you know it appears you are just beginning to know what wisdom is. However, for the sake of associating personality development with wisdom, three things can be taken into consideration. They include the three steps in acquiring wisdom. To gain wisdom begins with acquiring information, processing the information into knowledge, and applying the knowledge to situations effectively and efficiently as a measure of wisdom. In other words, to acquire wisdom means you have to gain knowledge and apply the knowledge to situations beneficial to humanity. The ability to apply knowledge acquired is the beginning of wisdom. The act of developing among humans is also a process that begins and ends somewhere. As individuals progress along the line of wisdom, it is assumed they are also maturing and developing. Therefore, the relationship between the two concepts is a direct one. According to Karelitz, Jarvin, and Sternberg (2010), the three aspects of personality development are cognitive, affective, and behavioral skills contributes towards the development and growth of wisdom in the individual (Karelitz, Jarvin, & Sternberg, 2010).

Developing wisdom as a tool for good instructional leadership

According to Kruse (2013) leadership is a process of influencing the mind set of individuals under your care with the sole purpose of effecting changes towards the achievement of goals. It is a common understanding that to be able to influence people's action requires the application of good judgment and good judgment comes with the application of wisdom. According to Zeitchik (2012) an effective leader is one that is able to motivate people to work towards the achievement of goals. Since good leadership is a recipe of wisdom, it means that it will take an application of wisdom to achieve good instructional leadership. Thus, while it takes good leadership to influence values and vision (Bush, 2010; Bush & Glover, 2014), the same way it takes a good sense of wisdom to achieve better leadership. It beholds, every educational leader to know that leadership works best when wisdom is allowed to play its role in leadership. The simple reason being that there are a lot of choices to make as a leader and it takes a wise leader to select the best among the lot. In other words, it takes a leader with wisdom to make the best of decisions that will fit into the circumstance at that material point in time to achieve maximum benefits. Even the choice of an instructional leadership style (Johannsen, 2014) is influenced by the individual level of wisdom. The level of wisdom will inform the individual that a particular style of leadership will work best under for a given situation.

The central focus of the application of wisdom to instructional leadership is about choosing the right methodologies in the teaching and learning process. A teacher's inability to select the best strategies in the teaching and learning process can lead to poor performance in the classroom. In most cases, the failure of students is not because of the lack of teaching strategies or materials, but the wrong application of the tools and resources at the disposal teachers. The choice of a leadership style is influenced by cultural factors (Johannsen, 2014) and the same way the application of wisdom must take into consideration the cultural values of the group under consideration. The reason is not farfetched because what may be considered as an act of wisdom in one community may be seen as foolish in another community.

The essence of good leadership is to create an environment for followers to strive or development (Martindale, 2011). One of the hallmarks of good leadership is giving the followers the opportunity to participate in decision-making. It will take an intelligent leader to command an environment that will enable followers to develop their potential for nation building. In other words, good leadership leads to increase morale among the followers and for that matter leads to increase productivity (Martindale, 2011). The implication here for educational development is that teachers need to be good leaders in the classroom to the extent that they can create an enabling environment for students to develop their God given talents. It also implies that every teacher must be competent, creative, innovative, and intelligent to be able to fit into the position of a good instructional leader (Wylie & Hodgen, 2010). It takes a good instructional leader to influence the

mindset of their students, thereby shifting weaker students from the stage of negative self-efficacy to a positive one.

Methodology

The research design

The methodology section explains the research design adopted for the study, the target population, the sample size and sampling methods. The section also explains the research instruments, data collection process and the data analysis plan (Creswell, 2013; Paton, 2002; Kallet, 2004). The research design for the current study is a survey. A survey design is appropriate because events and conditions needed for the study are naturally in existence. A survey design is also good because the survey has provided all the information needed for the successful completion of the study.

The site and population

The site is the Wa Municipality in the Upper West Region of Ghana. The site has the target population features required for the current study. The target population is made up of all leaders in the Municipality. However, the accessible population involves all educational leaders in the municipality. The information the study seeks to gather can best be provided by educational leaders in the municipality. Educational leaders in many ways have worked closely with teachers and can determine the role of wisdom in their teaching and learning activities.

Sample and sampling procedure

A total of one hundred and five (105) educational leaders was purposefully sampled for the study. According to Creswell (2009) purposive sampling is accepted in social research as and when the researcher justifies its usage. The current research adopted a purposive sampling because there is no intention of generalizing the results. Again, as suggested by Patton (2002), purposive sampling ensured that members participate, in accordance with their ability to provide relevant information necessary for the study. The researcher also took into consideration the nature of the research questions where the information required can be gathered without manipulating the variables. However, purposive sampling has its limitation because it is difficult to defend the representativeness of the sample due to sampling bias.

Research instrument and data collection procedure

The questionnaire is used to collect data for the study. Eight questions were set on the questionnaire with one of the items seeking the biographic data of the participants while another two items seeking the demographic variables of the participants of the study. The remaining five items seek information aimed at finding answers to the research questions. The items on the questionnaire were both opened-ended and closed-ended questions. The closed-ended items help to prevent recording unwanted information and that saves time and space. The opened-ended items enables participants to share their opinion in the most appropriate way they deem fit. Both approaches have their limitations and strengths, but together they were able to provide relevant information that addresses the research questions. A period of three weeks was used to collect information for the study. The participants were presented with the questionnaires to complete same and return to the researcher. Once the questionnaires were not left behind the researcher, achieved a 100% return rate.

Data analysis

Thematic analysis of data, one of the aspect of qualitative design methods was adopted for the study. According to Creswell, (2013) a qualitative researcher uses less numeric values, but depends heavily on interpretation of results using words (Creswell, 2013). Very often the interpretation of the research results depends on the researcher's data management skills. Good data management skills will result in good data presentation and the reverse is true. Descriptive statistics were employed to organize information obtained from the closed-ended questions for analysis. On the

other hand, thematic analysis was used to organize and describe data gather from the opened questions (Frankfort-Nachmias & Nachmias, 2008).

Results and discussion

The aim of the current research is to seek the views of education leaders on the role of wisdom in good instructional leadership. Thus, the focus of the research is on finding out from educational leaders how the level of wisdom applied by teachers in the teaching and learning process will impact on the performance of pupils in the classroom. A total number of 105 members took part in answering the questionnaire. The researcher is adopting the thematic analysis of results approach to analyze the data gathered from members. Thus, analysis of results was done according to themes, and the themes were represented by the research questions. The approach is accepted by Creswell (2013) and Patton (2002).

Data analysis of gender

Data gathered on gender of members was analyzed using frequencies and percentages (Creswell, 2013). The results are shown in Table 1 and a graphic picture on Figure 1

Table 1. Gender of members

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	64	61.0	61.0	61.0
	Female	41	39.0	39.0	100.0
	Total	105	100.0	100.0	

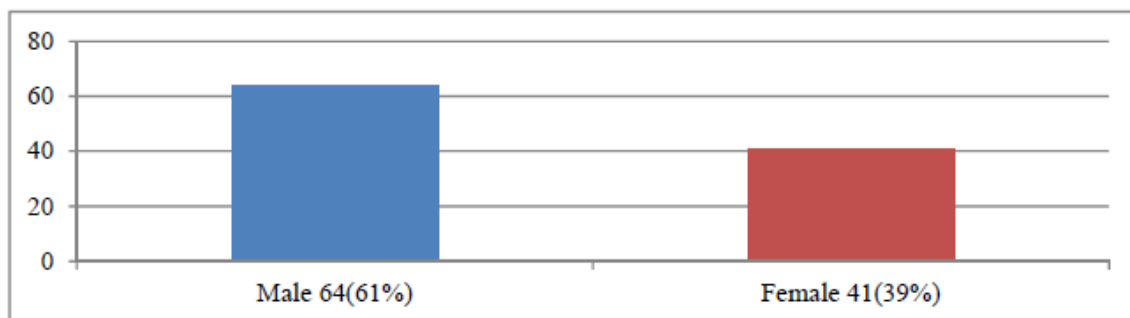


Figure 1. Graphical presentation of the number of male and female that took part in the research.

Representing both males and females in the current research is crucial because the population is made up of both males and females. Thus, out of the total number of members (105) that took part in the research 64 (61%) are males and the remaining 41 (39%) are females. It shows that both males and females participated in the research.

Data analysis on role of members

Table 2. Are you an educational leader?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	105	100.0	100.0	100.0

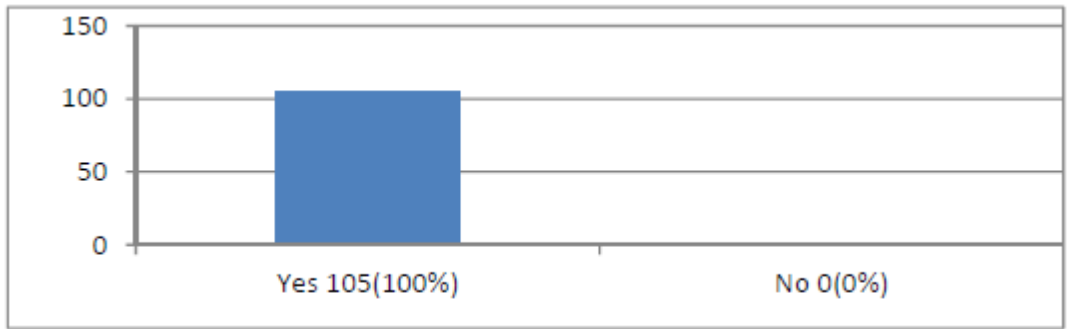


Figure 2. Graphical presentation of whether members that took part in the research are educational leaders

From the Table and graph it is obvious that all the number of members that took part in the research are educational leaders. All 105 members indicated that they were educational leaders. The question is relevant because the questionnaire was meant for educational leaders and the research must assure the reader that indeed the questionnaires were answered by educational leaders.

Data analysis on category of leadership of members that took part in the study

Table 3. Category of leadership

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Head teacher	89	84.8	84.8	84.8
	Director	1	1.0	1.0	85.7
	Front Line Manager	6	5.7	5.7	91.4
	Circuit Supervisor	9	8.6	8.6	100.0
	Total	105	100.0	100.0	

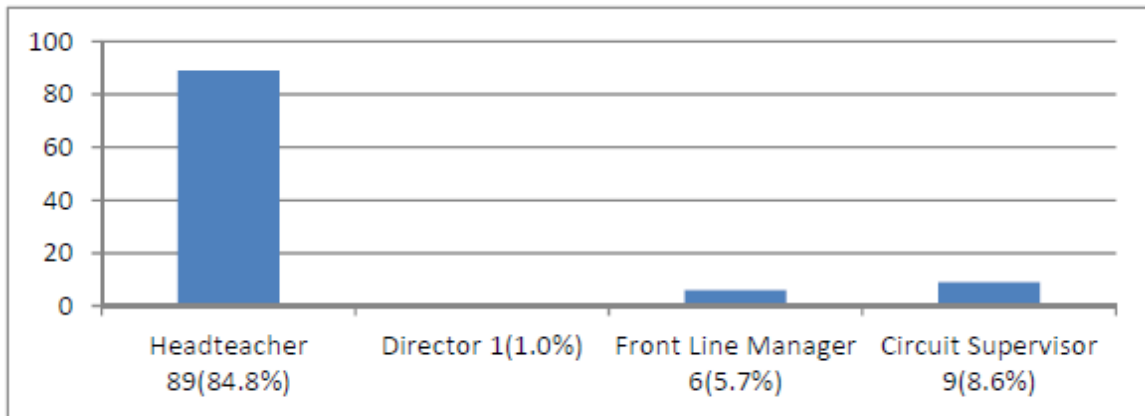


Figure 3. Graphical presentation of the category of leadership of members that took part in the research

Four common categories of leadership were identified from the data on members that took part in the research. They include Head teachers, Directors, Frontline Managers and Circuit Supervisors. From the total number of 105 Head teachers were in the majority and represents 89(84.8%), a single Director representing 1(1.0%) took part in the research, whereas 6(5.7%) Front Line Managers were represented and 9(8.6%) Circuit Supervisors participated.

Main data analysis

Research questions 1: What can be described as Wisdom?

To answer the research question members were asked to indicate what is their idea of wisdom? There was a showcase of commonalities of views and six main central themes relevant for the current research were identified for discussion. The information is presented in figure 4.

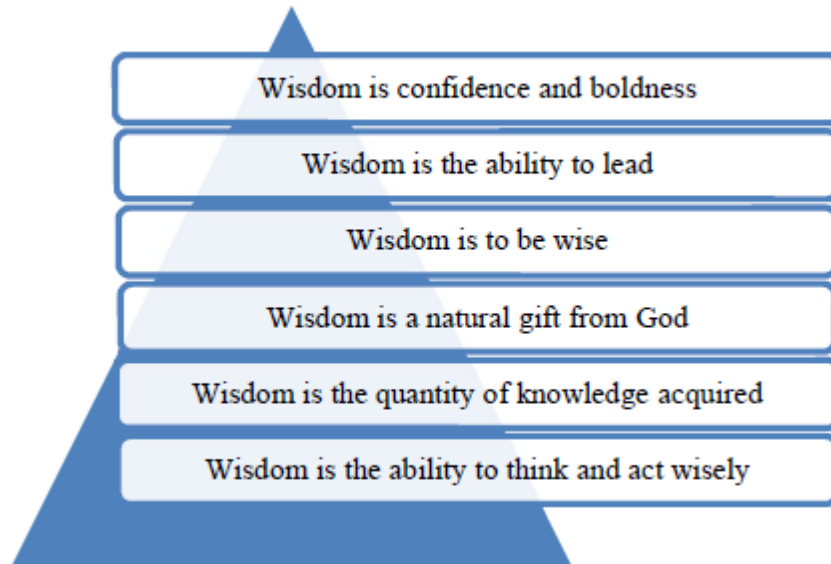


Figure 4. Graphical presentation of what members think can be described as wisdom

The pyramid list shows a proportional representation of the views of members. The base shows a larger majority view as compared to the tip that shows a smaller presentation of views. To be able to find answers to the research question what can be termed as wisdom members were asked a question to that effect and the following ideas were gathered. As many as about forty-five (45) members think that wisdom is the ability to think and act wisely using knowledge, experience, understanding, common sense and insight. They also suggested that wisdom is the ideology within which one is able to analyze a situation for a perfect conclusion. In other words, wisdom helps us do things or solve problems effectively by using the right mental behavior and judgment of what is good or wrong following conscious reasoning.

The second theme to be identified points to the fact that wisdom is the quantity of knowledge acquired. Twenty (20) members associated themselves with this idea about wisdom. According to members wisdom is the quantity of knowledge acquired in a particular field or area through experience and learning. In other words, wisdom is knowledge acquired through learning. They also pointed out that an individual can be intelligent but without wisdom.

Nineteen (19) members believe that wisdom is a natural gift from God. It helps man to understand and carry out good instruction, differentiate people from one another in terms of ability in the classroom situation. Wisdom is common sense, something that is not learned in the classroom. The viewpoint goes partially to support what the Kerr (2010) said about concepts that certain concepts may have rules but certainly not systematic and people can only derive the best from them when they apply them rightly (Kerr, 2010). Thus, to be wise is the ability to make valued judgments in matters pertaining to life and conduct well. Invariable, wisdom is part of one of an individual's attributes. Therefore, to identify wisdom as an innate character or attribute is debatable. It also means that the ability of teachers to move beyond the content or subject matter in a lesson requires those skills that are not taught the teacher during pre-training but from the teacher's innate ability to do so. It is this ability that many scholars refer to as wisdom.

The next group of members seven (7) stated that wisdom is to be wise. The ability to know what is unwise, knowing the implication of your actions and personal character constitute wisdom.

All these attributes of wisdom entail ways that promote better ways of living and happiness. The idea goes in line with what Brugman (2006) and Jordan (2005) stated that wisdom emanates from our daily life encounter and circumstances that lead people to learn because they learn to deal with the situations (Brugman, 2006; Jordan, 2005). The same way they learn to deal with the situations they become wiser.

The next theme identified by members nine (9) is that wisdom is the ability to lead. The ability to lead includes the talent to lead a group of persons and also come out with solutions to their problems. This idea supports what Kruse (2013) said about the role of wisdom in leadership. According to Kruse (2013) a good leader must be able to influence the mindset of their followers by applying good judgment and good judgment comes with the application of wisdom. Likewise, scholars like Bush (2010) and Bush & Glover (2014) suggests that once good leadership can influence values and vision the same way it will take a good sense of wisdom to become a good leader and for that matter a good instructional leader. According to Johannsen (2014) even the choice of how to teach, what to teach, when to teach and where to teach are influenced by the teacher's level of wisdom. Similarly, according to Martindale (2011) the teacher's level of wisdom guides them as to what leadership style will benefit the students given a particular situation. In other words, good leadership builds on the foundation of wisdom will motivate students to learn better, thereby increasing productivity (Martindale, 2011). The implication is that teachers need wisdom to create an enabling environment for students to learn and also develop their talents.

The least represented view presented by members five (5) was that wisdom is confidence, intelligence and boldness. All aspects of our life are shrouded in wisdom. The idea that wisdom is intelligence has been researched by scholars like Graham (2007). Graham (2007) tried to find the relationship between intelligence and wisdom even though he acknowledges that they are similar.

Research questions 2: Do you think wisdom plays a role in instructional leadership?

Again, to answer the research question members were asked to either confirm or disconfirm the statement that wisdom plays a role in instructional leadership.

Table 4. Do you think wisdom plays a role in instructional leadership?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	105	100.0	100.0	100.0

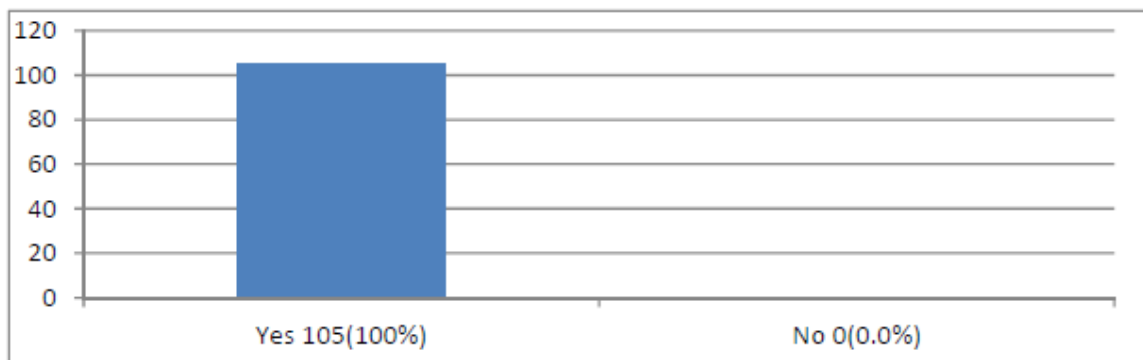


Figure 5. Graphical presentation of the role wisdom in instructional leadership

It is very obvious from the two sets of data presented both in Table 4 and Figure 5 that members agree to the fact that wisdom plays a very crucial role in the teaching and learning process. All the 105 members that took part in the research think that applying wisdom in the teaching and learning process is necessary for a successful lesson. Members were also asked to give reasons for their choice of answers in Table 4. Six themes were identified and presented in Figure 6.

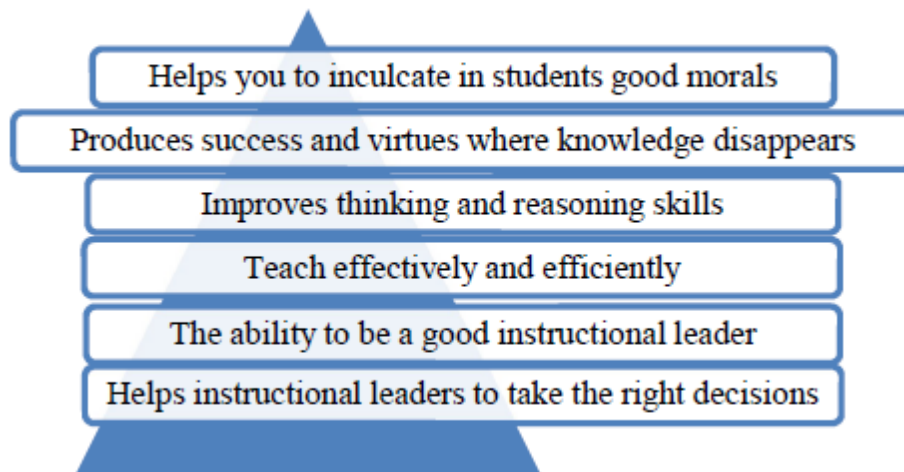


Figure 6. Graphical presentation of the six themes members think wisdom can do in the teaching and learning process

Again, it is also a pyramid list showing the proportional presentation of views supporting the data in Table 4. The majority of views lie at the base, whereas the least views lie at the top. Out of the one hundred and five members (105) thirty-seven (37) think that wisdom plays an important role in instructional leadership because it helps instructional leaders to take the right decisions. Once the right decisions are taken it brings about achievements. According to members without wisdom the ability of a teacher in the classroom to think, reason, and comprehend very well will be difficult. In addition, the ability of a classroom teacher to make good decisions and policies, deal with slow learners, set good objectives and select the procedure to use to teach lies on their level of wisdom.

The second theme consistent with the views of twenty-eight (28) members was the ability to be a good instructional leader. Members think teachers need wisdom to enable them to present issues in a clear manner to reflect good leadership skills. The current view confirms what Johannsen (2014) said about leadership and good instructional leadership. According to Johannsen (2014) leadership is complex and demands a crucial approach to achieve results even in the classroom situation. However, Johannsen (2014) also cautioned an attempt to associate good instructional leadership to how wise a teacher should be because the criterion for measuring people that are wise is varied.

The third most populous view identified is summarized as wisdom enables the teacher to teach effectively and efficiently. According to members eighteen (18), the ability to manage resources to teach effectively and efficiently is a hallmark of wisdom. Thus, wisdom helps teachers to carry out their task in the classroom with professionalism.

Next on the list is the ability to think and reason. The level of wisdom each teacher has is manifested in their ability to think and reason during problem solving in the classroom. Fifteen (15) members share this viewpoint. In the light of this Brugman (2006), mentioned that the ability to acquire knowledge is a function of how you overcome challenges, as you overcome challenges you become wiser. In other words, wisdom is the tool to conquer challenges as stated by Jordan (2005). Thus, Sternberg (2005) made a suggestion that colleges of education or educational institutions have a responsibility to teach teachers how to develop wisdom while they are still under training. Danmole (2011) also suggested that educators must apply a sense of wisdom in the decision-making process to come out with the best solutions.

The last two themes represented by four and three members indicated that wisdom produces success and virtues where knowledge disappears and helps teachers to inculcate in students good morals respectively. In that case, wisdom has the ability to distinguish between those who are intelligent from those who have just knowledge.

Research questions 3: Must teachers apply wisdom in the teaching and learning process?

Table 5. Must teachers apply wisdom in the teaching and learning process?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	103	98.1	98.1	98.1
	No	2	1.9	1.9	100.0
	Tota l	105	100.0	100.0	

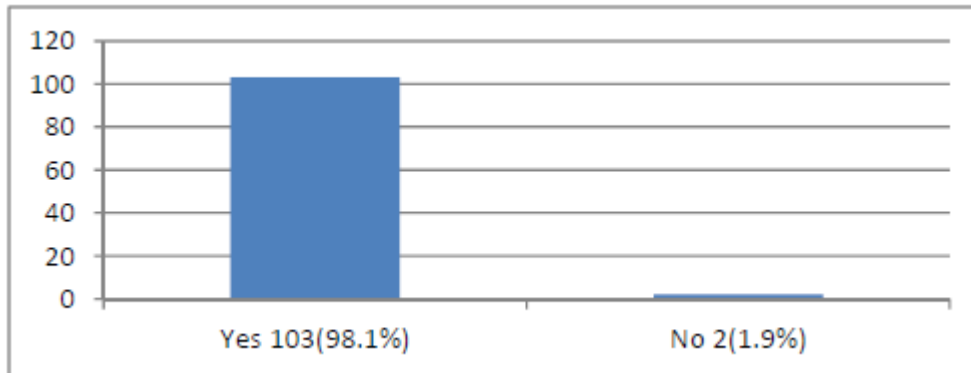


Figure 7. Graphical presentation of whether teachers must apply wisdom in the teaching and learning process

Again, it is very obvious that members think teachers must apply wisdom in the teaching and learning process. Except for 2 (1.9%) members who think there is no need for teachers to apply wisdom in the teaching and learning process. The other 103 (98.1%) of the members believe that wisdom must be applied in the teaching and learning process for best results. Table 5 and Figure 7 present information on why members think teachers must apply wisdom in the teaching and learning process. A set of six themes was identified.

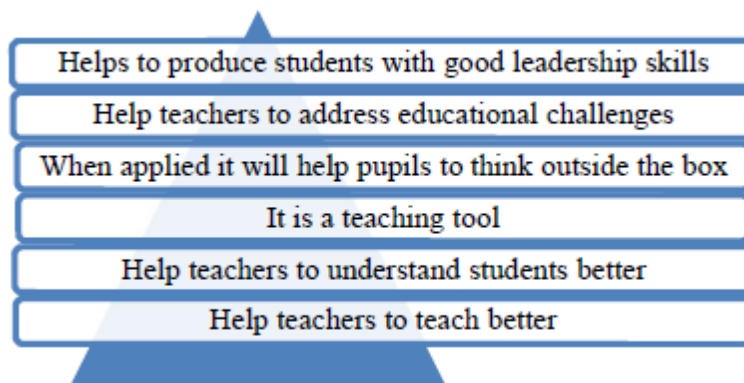


Figure 8. Graphical presentation of the six themes members identified as the reason why teachers must apply wisdom in the teaching and learning process

Out of the one hundred and five (105) members, forty (40) members stated that it is necessary for teachers to apply wisdom in the teaching and learning process because it will help teachers to apply better teaching skills. The use of their skills will result in better performance among students for better achievement and development. It goes to support what Kaufman (2003) stated that the ability of educators to choose the best strategies will help students to achieve higher results in the teaching and learning process (Kaufman, 2003).

The next theme identified represents the views of twenty-eight (28) members. It states that applying wisdom during instruction will help teachers to understand their students better and also

handle students with fairness. Teachers can play their role well when they act as good leaders. According to Danmole (2011) the role of a teacher as a classroom leader, is to create an enabling environment for teaching and learning to take place. Creating that enabling environment requires living by good morals, by example, and the application of wisdom.

Other members fifteen (15) also supported the idea that the application of wisdom is necessary because it is a teaching tool. A teaching tool that helps teachers to vary their methodologies based on different situations because pupils are coming from different background. It is also a teaching tool because it entails intelligence, experience, skills, knowledge that must be applied in the teaching and learning process to achieve results. Again, the idea is supported by what Kaufman (2003) stated in his work that teachers' ability to maximize their output is the ability to choose the best strategies that will enable students to be successful in the teaching and learning process.

The next benefit from using wisdom in the classroom was identified as helping students to think outside the box. Ten (10) members share this idea. The idea is relevant because once a teacher is able to apply the best of methodologies in their teaching and learning process it will lead to increase performance by students. The other themes include helping teachers to address educational challenges and producing students with good leadership skills. Both viewpoints were represented by six (6) and four (4) members respectively. According to members a teacher with a high sense of wisdom will be able to address educational issues and succeed because good leaders have wisdom (Graham, 2007). The same way they are able to mold students to become responsible adults in the future.

The last and least presented view of members, four (4) is that when the teaching and learning process is not guided by wisdom, teachers are most likely to produce students with poor leadership skills or qualities. Invariably, a teacher that cannot choose the best methodology to facilitate teaching and learning will not impact greatly on the student's academic performance. A teacher may acquire intelligence from pre-teacher training, but unable to meet students' needs in the school or classroom level because of the absence of wisdom. The two members that stated applying wisdom in the teaching and learning process is not necessary could not give any reason(s) for their choice of answer.

Summary

It is not surprising that members have different perception about what they think is wisdom. Two clear cut views were obvious. While some members think wisdom is acquired the others think wisdom is a God given talent or gift. In other words, while one group of members thinks that wisdom is innate others think it is something you must learn to have. Thus, issues like wisdom is the ability to think and act using knowledge, experience, understanding, common sense and insight were raised by members. Likewise, that wisdom is a natural gift from God and that it helps man to understand and carry out good instruction were also mentioned. The natural tendencies of wisdom help to differentiate people from one another. It is not learned and involves common sense, something that is not learned in the classroom directly but can be acquired indirectly. Although there are many different perspectives on the meaning of wisdom, they all zero on the fact that wisdom involves the development of your ability to integrate well with people and think outside the box within your own frame of reference. Self-development is an integral part of wisdom. It involves being a critical thinker, dialectical in thought, and self-regulatory.

The educational implication for those who think wisdom is learned is that educational institutions have to concentrate on developing the cognitive abilities of people to instill in them the ability to do critical thinking. The primary objective of applying wisdom in the teaching and learning process in schools is to ensure students benefit from the teaching and learning process. An application of wisdom in the teaching and learning process will motivate students to learn and acquire useful skills. Teachers can bring success to the door step of students by employing the best methodologies and good leadership styles drawn from the zone of wisdom. A teacher's sense of wisdom gives them the capability to identify students with learning difficulties and help them to cope in the most effective way. Therefore, from all indications a conscious attempt to teach

teachers how to develop and apply wisdom in the teaching process will be a step in the right direction.

Conclusion

By what members said it is very obvious that wisdom comes in different forms and also applied in different forms to suit various circumstances. Therefore, teachers must be able to identify what pieces of knowledge and skills they will apply to what subject matter and at what time. The definitions offered by members also imply that teachers must move a step further from the established facts to aid students to discover more hidden facts about life and good living. Though members also agree that wisdom is a gift from God individuals can only benefit from it when they put it to practice. Practice will promote intelligence, confidence, good ways of living and good leadership. It means that practice is an essential instrument when it comes to building a good sense of wisdom. Members displayed a complete acceptance that wisdom plays a role in instructional leadership. If wisdom is all that members said it was then obviously wisdom must play a crucial role in the teaching process. Teachers need wisdom to help them teach effectively and efficiently. They need wisdom to improve their thinking and reasoning skills. They need wisdom to enable them solve problems and also carry out their task in the classroom with professionalism so that they can be fair and firm to all manner of persons in the classroom. Teachers are human and cannot make absolutely wise judgments in the classroom following the complex reality of varied characteristics of students on one hand and that teaching and learning process on the other hand. Once members suggested, that wisdom plays a crucial role in the teaching learning process and they also endorse that teachers must apply wisdom in the teaching and learning process. Applying wisdom during instruction will go a long way to help teachers to understand students better, motivate pupils to learn and increase performance among students.

Recommendations

Teachers need high levels of wisdom to function effectively and that can be acquired through practice. Thus, there is the need to re-train teachers in that perspective to enable them stay clear and focus during the teaching and learning process.

Acknowledgements

I wish to thank my family for the support both in kind and cash towards the execution of the project. I also wish to thank all my coordinators of TAU whose guidance and care brought me this far.

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DOI: 10.21522/TIJAR.2014.04.02.Art005

ISSN: 2520-3088

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