

Module 8

EDUCATION MANAGEMENT DEVELOPMENT

Part B



THE COMMONWEALTH *of* LEARNING

General Education Modules
for Upper Primary and Junior Secondary School Teachers
of Science, Technology and Mathematics by Distance
in the Southern African Development Community (SADC)

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- Botswana
- Malawi
- Mozambique
- Namibia
- South Africa
- Tanzania
- Zambia
- Zimbabwe

In partnership with The Commonwealth of Learning

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GENERAL EDUCATION MODULES

This module is one of a series prepared under the auspices of the Southern African Development Community (SADC) and The Commonwealth of Learning as part of the Science, Technology and Mathematics Programme (STAMP 2000+). These General Education modules enable teachers to enhance their professional skills through distance and open learning. Many individuals and groups have been involved in writing and producing these modules. We trust that they will benefit not only the teachers who use them, but also, ultimately, their students and the communities and nations in which they live.

The eighteen General Education modules are as follows:

- Module 1: *Multigrade Teaching: Introduction to Multigrade Teaching*
- Module 2: *Multigrade Teaching: Classroom Organisation and Management*
- Module 3: *The Reading Process*
- Module 4: *Developing Reading Skills*
- Module 5: *Special Educational Needs: An Introduction to Teaching Traumatised Children*
- Module 6: *Special Educational Needs: A Practical Guide to Teaching Traumatised Children*
- Module 7: *Education Management Development: Part A*
- Module 8: *Education Management Development: Part B*
- Module 9: *Child Development*
- Module 10: *Concepts of Learning*
- Module 11: *An Introduction to Concepts in Language and Communication*
- Module 12: *Language and Communication: Language in Use*
- Module 13: *Curriculum Theory, Design and Assessment*
- Module 14: *Curriculum Practice*
- Module 15: *A Theoretical Framework on Innovations in Education*
- Module 16: *Effects of Social Changes on Education*
- Module 17: *Comparative Education: Introduction to Key Concepts in Comparative Education*
- Module 18: *Comparative Education: Themes and Trends in Comparative Education in SADC Countries*

A MESSAGE FROM THE COMMONWEALTH OF LEARNING



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Junior Secondary Technology

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Module 8

**EDUCATION MANAGEMENT
DEVELOPMENT**

Part B

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EDUCATION MANAGEMENT DEVELOPMENT

Part B

This module aims to develop appropriate professional management skills and knowledge for practising education managers. After successfully working through the module, education managers will be better prepared to give appropriate professional support to their teachers.

After completing this module, you will be able to:

- Apply the knowledge and skills that you have learned to a number of issues that arise as you manage the education system.
- Outline strategies for improving current management practices.

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LEARNING TIPS

You will find the following tips helpful as you study this module.

- **Set aside some time each day to work on this module.** If possible, study at the same time and in the same place so you are comfortable with your study surroundings. Learning at a distance requires discipline and motivation.
- **Go through the module unit by unit.**
- **Note any words you do not understand.** Look them up in a dictionary or other reference source or discuss them with your colleagues.
- **Underline or highlight important passages.** Make summary notes in the margins of long passages. Writing will help you to remember the material. You may also choose to make diagrams that illustrate how different ideas are related or list the steps in a procedure or technique.
- As you work through this module, **keep in mind your learners and their educational needs** as well as your instructional goals and your subject matter. How will you apply what you are learning?
- Read the assignment instructions carefully. Then, **do all the self-assessment activities** before proceeding to the Suggested Answers section.
- **As you undertake each activity, relate it to the practice of teaching** and analyse how it will help you to enhance the teaching-learning situation. Always ask yourself how you could use this material.
- **Apply some of the suggested techniques to your teaching.** All suggestions may not be appropriate for your situation, but how will you know unless you try them? Keep a record of what techniques work and an explanation of why some techniques appeared to fail. What does not work now may work later with different students.
- It may be difficult, but try to **meet occasionally with other teachers** to discuss the content and application of suggestions provided in this module.
- If you experience difficulty in understanding some aspect of the module, do not despair! You are meant to be challenged. **Do not give up!** Just remember that your goal is to be the best teacher that you can be. Think of what you would tell a student who was experiencing difficulty in your classroom. Then, apply the same advice to yourself.

ICONS

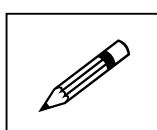
Throughout each module, you will find the following icons or graphic symbols that alert you to a change in activity within the module. Only the icons that are required are used in each module.



Text or Reading Material: provides information about the topics that are covered in a module. The subject matter for each SADC module is organised into units.



Introductory Activity: requires you to focus on the content that will be discussed in a unit.



Self-Assessment: enables you to check your understanding of what you have read and, in some cases, to apply the information presented in the unit to new situations.



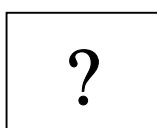
Practice Activity: encourages you to review and apply what you have learned before taking a unit test.



Reflection: asks you to relate what you have learned to your work as a teacher or education officer in your community.



Summary: highlights or provides an overview of the most important points covered in a unit.

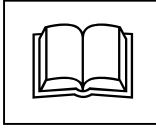


Unit Test: concludes each unit.



Suggested Answers: allow you to evaluate your learning by providing sample answers to assessments, activities and the unit test.

Unit 1: Teacher Motivation



Introduction

Like Module 7, this module is designed to help education managers like you to offer professional support to teachers in order to ensure effective classroom instruction. Your major role as an education manager is to support the teachers under your charge to ensure that they are motivated to teach effectively. Motivation and high morale amongst teachers are the surest guarantees for improved and sustained quality of education in schools.

The questions you might want to ask yourself are “What is motivation?” and “What forms does it take?” The questions are answered in greater detail in later sections of this unit. However, to emphasise the importance of motivation in any organisation, we can examine this quote from Akio Morita of the Sony Corporation of Japan (cited in Halliday, 1995: 18):

People do not just work for money. If you wish to motivate them, money is not the most important tool. To motivate them you must bring them into the family and treat them like respected members of it.

This unit introduces you to the topic of motivation, which has, for a long time, not received adequate attention. We hope that the unit will help you support and motivate teachers under your charge in order to help them improve their performance.

Objectives

After completing this unit, you should be able to:

1. Define the concept of teacher motivation.
2. Explain why teacher motivation is important.
3. State the barriers to teacher motivation.
4. Describe the signs of low teacher motivation.
5. Identify the factors that raise teacher motivation.
6. Discuss some strategies for raising teacher motivation.

Definition of Motivation

As an education manager, you appreciate that people, especially teachers, are the most important asset of a school. It is through teachers that the school can achieve its goals. Your duty as an education manager is to inspire and encourage those working with you to do whatever is necessary to facilitate

the attainment of the desired educational goals. This you do through the process of motivation.

Adair (1996) argues that the word ‘motivation’ comes from ‘motive’ which, in turn, is derived from the Latin verb ‘movere’, to move. A **motive** is thus something that moves an individual to action. It represents an inner impulse or force that drives or impels an individual forward. This inner influence may be a need, desire or emotion that leads someone to act in a certain way.

For the purpose of this unit, **motivation** refers to the drive or urge that forces an individual to take action with a view to satisfying felt needs. Without this urge, very little can be accomplished. The inner force may remain dormant unless you facilitate the release of this inner drive through the process of motivation. Miller (cited in Coombs, 1995) asserts that, “This study of motivation is the study of all those pushes and prods – biological, social and psychological – that defeat our laziness and move us, either eagerly or reluctantly.”

Importance of Motivation

Without some action on the part of the teacher to create motivation, it is highly unlikely that these students will learn very much, or will gain anything like the maximum benefit from the course. (Coombs, 1995: 4)

An education manager needs to motivate teachers, pupils and all other personnel either as a group or as individuals in order to maximise their efforts towards achieving the school’s aims and objectives. However, in undertaking this task, education managers need to appreciate that it is not easy to motivate all individuals by using the same strategy.

You cannot predict how an individual or group of individuals is going to behave or react. Despite this, it is important for education managers to mobilise all the human resources under their charge in order to achieve the school’s objectives. In order to sufficiently motivate people, you need to address:

- their attitude towards work,
- their needs, and
- their general behaviour.

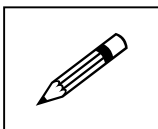
Since it is important for you that your school achieve good results, you will want to know how to motivate people working under you.

Barriers to Teacher Motivation

Teacher motivation is critical to effective teaching and learning. Maintaining teacher motivation is therefore one of your key functions as an education manager.

Accordingly, it is important for you to be aware of some of the barriers to teacher motivation. This enables you to take proactive decisions in order to sustain high levels of teacher motivation without which very little learning can take place. In trying to motivate teachers, you may encounter the following barriers:

- low salaries, resulting in teachers holding other jobs to supplement their income;
- poor working conditions, such as inadequate textbooks and shortage of classrooms and facilities;
- limited opportunities for professional advancement;
- lack of professional support;
- limited or lacking non-salary benefits such as housing, transport and headship allowances;
- restricted opportunities for career advancement and promotion;
- poor communication among students, teachers and management;
- non-involvement of teachers in the decision-making process;
- poor delegation of duties and responsibilities;
- directive or undemocratic leadership styles which adversely affect the school climate;
- lack of recognition;
- tenure insecurity;
- lack of discipline; and
- poor examination results.



Self-Assessment 1

From your experience as an education manager, which of the barriers listed above do you consider to have the most adverse effects on teacher motivation? List at least three barriers.

Possible answers to this activity are provided at the end of this unit.



Signs of Low Teacher Motivation

From the definition of motivation, it is clear that motivation has to do with attitudes, even though some external forces do play

a part. In a school situation, education managers should watch out for the following signs of low teacher motivation:

- lack of enthusiasm among teachers for undertaking extra- curricular activities;
- high absenteeism among teachers and pupils;
- tardiness;
- lack of lesson preparation and scheming;
- the desire of staff to do as little as possible during normal working hours;
- reluctance to do extra assignments outside normal working hours; and
- lack of self-discipline among staff, resulting in the need for strict supervision.

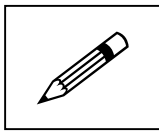
You may not be able to address all the barriers listed above, but you should address those that you have the power and resources to affect.

Factors That Raise Teacher Motivation

As indicated above, teacher motivation is critical to effective teaching and learning. It is therefore necessary for you to be aware of factors that help in raising teacher motivation and morale. These may include the following:

- clearly articulated targets or goals,
- rewards and incentives that are genuinely given to recognise positive achievements,
- clearly defined career path for promotion,
- effective approach to decision making,
- improved work conditions and conditions of service,
- teacher participation in school affairs,
- democratic leadership style that allows teachers to provide input and participate in decision-making,
- healthy personal relationships,
- security of tenure,
- team work,
- fair play,
- professional support and guidance,
- teacher professionalism,
- a shared vision, and
- a congenial work environment.

As an education manager, you need to create a sense of belonging among teachers as well as among school staff and students.



Self-Assessment 2

What do you think are the factors that have led to the limited provision of professional support and guidance to teachers?

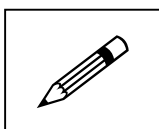
Possible answers to this activity are provided at the end of this unit.



Strategies for Raising Teacher Motivation

In order to address low motivation among teachers, you need to realise that people react differently to stimuli. The factors that raise the morale of some teachers may have limited effectiveness with others. You should try to encourage positive attitudes among teachers by adopting some of the strategies below:

- Create an atmosphere in which there is cooperation and trust among staff and management.
- Actively involve staff in the decision-making processes.
- Recognise staff as people who try hard to achieve organisational aims and objectives. Their efforts should be appreciated, recognised and rewarded.
- Improve the work environment. Provide appropriate equipment and materials. Continuously review and update the range of tasks to be performed.
- When possible, reassure staff regarding the security of their jobs.



Self-Assessment 3

All headteachers are expected to troubleshoot in order to prevent negative situations from developing in their schools. These types of situations could lower teacher motivation and consequently lower the classroom performance of both teachers and learners. Therefore, the headteacher must constantly look for signs of low motivation among the teachers in the school and deal with the problems before the situation gets out of hand. Cite some of the most common signs of low teacher motivation that you have seen in your school.

The possible points that could be included in your answer are provided at the end of this unit.



Practice Activity

Imagine that a teacher who has very low motivation and is not delivering classroom instruction effectively has recently arrived

at your school. As an education manager, what steps would you take to redress the situation and get the teacher motivated again?

A suggested answer to this question is provided the end of this unit.



Summary

This unit has introduced a number of issues and concepts in teacher motivation, including the definition and importance of teacher motivation, barriers to teacher motivation, factors that affect teacher motivation and, above all, strategies that you can employ to raise teacher motivation. It has, therefore, helped you to facilitate and support teachers more effectively so that ultimately you can contribute to the improvement of classroom teaching and learning. We hope that as you perform the managerial functions cited in the introduction of this unit, you always keep in mind the importance of maintaining high motivation among your teachers.



Reflection

Reflect on your performance as an education manager in playing the role of facilitator and motivator to your teachers. Think of how you would approach this role, given the insights gained from this unit.



Unit Test

Outline the strategies you would use to sustain high motivation among the teachers under your charge.

The possible answers to this test question are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Please note that answers to this activity will vary depending on your experience as an education manager. It will, however, be necessary for you to explain why certain barriers have more profound effects on teacher motivation than others.

Self-Assessment 2

In citing the factors that have led to the limited provision of professional support and guidance to teachers, you may have listed the following:

- the large number of teachers involved compared to the number of available inspectors,
- shortage of funds,
- inadequate transport,
- the long distances between schools that make it difficult for inspectors to visit teachers frequently,
- supervision styles that discourage teachers from being actively involved in their own appraisal,
- irrelevant staff development programmes,
- the problems in getting release time or study leave, and
- inertia on the part of professional associations.

Self-Assessment 3

There is no single right answer to this activity regarding the signs of low motivation. However, you may wish to consider some of the following:

- lack of enthusiasm among teachers,
- high absenteeism,
- tardiness,
- lack of collegiality or team spirit,
- lack of discipline, and
- reluctance to do extra work.

Practice Activity

You might take the following steps to motivate the new teacher:

- watch for signs of low motivation,
- consult with the teacher to identify the problems,
- counsel the teacher, and

- provide appropriate professional support that will raise the teacher's morale.

The support could take the following forms:

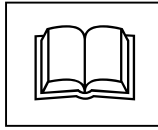
- curriculum management support,
- delegation of some school responsibilities, and
- the provision of regular positive feedback and guidance.

Unit Test

As an education manager, you may consider using the following strategies to sustain high motivation among teachers under your charge:

- providing instructional materials such as textbooks, stationery and exercise books;
- involving teachers in the decision-making process through the use of effective communication and consultation;
- recognising and celebrating achievements;
- instituting teacher-friendly supervision that aims at teacher development; and
- ensuring the security of tenure.

Unit 2: School Governance



Introduction

All education managers should be preoccupied with the desire to see that the schools under their charge are successful in maintaining high achievement levels in such areas as student discipline, school examinations and extra-curricular activities, teacher and student discipline, school physical environment and the maintenance of financial and material resources. Successful schools are a source of pride for both the school community and the community around the school. It is the dream of all education managers, especially headteachers, to have such a school to their credit. However, a successful school is not the result of dreams, but of good planning and hard work.

As the Commonwealth Secretariat (1993: v) emphasizes, “It is widely recognised and agreed that one of the key factors influencing school effectiveness is the nature and quality of the leadership and management provided by each school head.”

Good education managers know that the responsibility for achieving high school effectiveness does not lie only with the headteacher, but with all stakeholders of a particular school, who work collaboratively as a team to meet the aspirations of the school. The Commonwealth Secretariat (1993: 3) supports this view:

Schools whether public or private institutions also have a number of stakeholders in their activities. Their governance is therefore done through a coalition of interests working together, but performing different functions, all aimed at enabling each school to operate and to achieve its aims and objectives.

Clearly there are not only many players in school governance, but also many aspects to it, including school organisation and management, coordination and consultation and monitoring and evaluating school development plans.

This unit introduces you to school governance by discussing school mission, school climate, stakeholders, school structures and source of school authority. It is intended that the unit will assist you to function more effectively in promoting and facilitating good school governance practices in your schools.

Objectives

After completing this unit, you should be able to:

1. Define school governance.
2. Explain the importance of a school mission statement.
3. Discuss the effect of school climate on teaching and learning.
4. Identify the stakeholders in school governance.
5. Describe the structures of school governance and their functions.
6. State the sources of authority in school governance.

Definition of School Governance

As you can appreciate, schools do not operate in a vacuum. They function within the context of the laws, instructions, regulations and procedures emanating from such stakeholders as the government, local authorities, responsible authorities, the board of governors, the school itself and the parents. These laws, regulations and procedures give you guidance on how education should be organised and managed. Most countries have education acts, by-laws, legislative instruments and policy guidelines that provide the legal basis for school governance.

In this unit, **school governance** refers to how a school is organised and managed. The organisation and management of the school are not the responsibility of the education manager alone, but involve **stakeholders** – all those who have an interest in the development of the school.

School Mission Statement

As an education manager, you can appreciate that a school should have a **vision**, which is a statement of where the school wants to go and how it hopes to get there. A vision gives the school a sense of purpose and direction. It is a force of creative and continuous improvement. A vision helps school members, students, parents and the community to have a sense of what is important. This in turn facilitates decision-making and the setting of priorities.

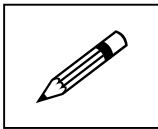
Usually a vision is expressed in the form of a **mission statement** that identifies the purpose or fundamental reason behind the existence of an organisation such as a school. It is a broad statement that outlines the basic purpose and scope of operations that distinguish the organisation from others of its type. It should be realistic, practical and time bound.

As an education manager, it is your duty to ensure that each school has its own mission statement, because it serves several important purposes:

- expresses the vision of the school;
- defines a common purpose through a set of objectives;
- fosters loyalty among teachers, students and parents;
- facilitates school development planning;
- provides a benchmark against which to evaluate success; and
- provides a means for propagating shared values and beliefs.

Education managers need to highlight mission statements through:

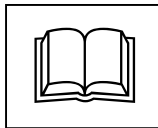
- memoranda or circulars;
- meetings with teachers, students and parents; and
- school assemblies.



Self-Assessment 1

What purpose do mission statements serve? Are there common elements in the mission statements you have seen?

The answer to this activity is provided at the end of this unit.



School Climate

As an education manager, you must have visited several schools and left each school with a different impression. In some instances, even schools with similar student intakes and similar resources can convey different impressions to visitors. Such differences can be noticed in the quality of teaching and learning and the quality of school achievements. These differences can easily be traced to the different school climates.

The **school climate**, or culture, refers to the ‘personality’ of the school. It refers to the way work is done at a given school.

The school climate results from the interplay of a number of factors that may include the following:

- leadership styles,
- values and beliefs cherished by the school,
- organisational structures at the school,
- staff and student motivation,
- effective communication,
- available resources and facilities,
- available instructional materials,
- supervision styles,

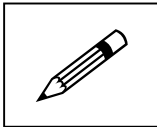
- decision-making practices, and
- the hidden curriculum of traditions and practices that are informally communicated to the students.

The presence or absence of these factors results in school climates that range from the 'cold and closed' to the 'warm and open'.

In a **closed climate**, the leadership is usually autocratic. Communication between the leaders and the teachers is always downwards. Teachers lack motivation and appear frustrated and apathetic. Emphasis on teaching and learning may be minimal and there is a low sense of purpose and morale. Teachers remain as individuals and rarely feel that they are part of a team effort.

In an **open climate**, the leaders and the teachers demonstrate commitment to set goals. Leaders consult effectively with others, and create a climate of high expectations. Good performance is rewarded and healthy interpersonal relations prevail. Teachers work as a team.

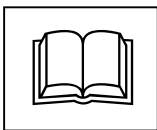
As an education manager, it is your responsibility to encourage and nurture the development of good school climates, as these have a positive impact upon school governance and the attainment of desired goals. It is important to remember that developing a positive school culture or climate takes time and effort.



Self-Assessment 2

As you enter the school premises, certain messages regarding the school climate are conveyed to you. Which aspects of the school are likely to convey messages about its climate?

Possible answers to this activity are provided at the end of this unit.



The School as an Organisation

It is important to realise that education managers must manage the school as an organisation. When carrying out this task, you need to involve other people who may have vested interests in the school. According to Paisley (1992), it does not matter whether you are a teacher in the classroom, head of department, school head, an administrative officer in the local government or even a civil servant, you are affected by management. The quality of management may vary, but not the need for it in educational institutions.

Experience has demonstrated that successful educational institutions are those that involve as many stakeholders in their management as possible. The following is a list of some of

the stakeholders who could be involved, directly or indirectly, in school governance:

- Ministry of Education
- Board of Governors
- professional groups or associations
- local educational authority
- parent-teacher associations (PTA)
- school administration, including the school head and deputy head
- heads of departments
- teachers
- pupils
- parents.

Structures in School Governance

It was stated in the definition section of this unit that school governance refers to how a school is organised and managed. The school is a community of people who need the support of other communities around them in order to function effectively and to achieve the goals they have set for themselves.

The central figure in the governance of any school is the headteacher. It is the headteacher who should be the driving force in determining the school mission; the school climate; the implementation, monitoring and evaluation of the school plan; and, above all, ensuring that the core business of the school, which is teaching and learning, is being achieved at satisfactory levels of success. However, school governance cannot be the responsibility of the headteacher alone.

The headteacher has to rely on the support and participation of other stakeholders. This kind of support and participation is not haphazard but is organised around internal and external structures. The main components of the **internal structures** are the school administration, heads of departments, teachers and pupils. Their functions are outlined below:

- **School administration** comprises the headteacher as the chief executive and the deputy headteacher as the assistant. The school headteacher forms a link between the school and the Board of Governors. The school headteacher interprets and puts into effect, through management teams, the decisions taken at the Board and Ministry levels. The headteacher can follow up on the decisions through the process of delegation, monitoring and evaluation. The headteacher is the manager of human, financial and material resources in the school.

- **Heads of departments** are senior teachers who are responsible for coordinating teachers in different subject areas. They form a very important structure that assists school management in the supervision of teachers in their respective departments and the monitoring of school performance in the subjects of their specialisation. They provide professional guidance to colleagues in their departments.
- **Teachers** are grouped according to their areas of specialisation. They are first and foremost responsible for the teaching and direct supervision of pupils in their respective classrooms. In order to do this effectively, they are expected to follow the various guidelines and regulations relating to the curriculum, management and teaching strategies. They are responsible to their heads of department or senior teachers.
- **Pupils** are the major beneficiaries of all that goes on in school governance. Consultation or interaction with them may be facilitated through the prefect structure.
- **External structures** and their functions are outlined below.
- The **Ministry of Education** is answerable to Parliament through the Minister of Education. The Ministry of Education has the custodial responsibility for all educational provisions and has the authority to formulate policies and enact laws that become the legal basis for school governance.
- **Local authorities** have the responsibility for administering education at a local level on behalf of the Ministry of Education. They provide space for school construction and local support for schools, as well as monitor the education being delivered in schools in their localities.
- The **Board of Governors** comprises members who are usually elected by the public or nominated by the Minister of Education. The Board of Governors has overall responsibility for ensuring the effective and accountable use of resources in the provision of public and private education in schools.
- **Parent-teacher associations** are made up of teachers and parents who have a vested interest in the school because they have children enrolled at the school. The major function of this association is to support the school administration in its endeavour to achieve the school's goals as expressed in the school development plan and mission statement.

Sources of School Authority

A school is established by law as enshrined in the Education Act. Its operations can also be governed by laws, regulations and other legal instruments that are passed by Parliament. The various legal documents and other agreements related to the establishment and operation of the school define the responsibilities of various stakeholders. Some of these may be legal responsibilities whose main purpose is to ensure that the operation of the school is within the law. Others may be related to the moral accountability of some stakeholders.

Here is a list of some of the sources of school authority that education managers need to know:

- **The Education Act** is an important legal document that explains the goals and objectives of the education system. It also explains in broad terms the various responsibilities of education officials such as the school headteacher and the education officers.
- **Financial regulations** explain in detail the principles to be upheld in the collection, disbursement and safe custody of public funds. These regulations are also based on an Act of Parliament.
- **Code of Regulations and Personnel Regulations** are important documents that outline the principles regulating the conduct of teachers or public officers. They also list the penalties to be meted out to offending officers and employees.
- **Directives and circulars** are documents that may be released from time to time to announce a new policy or an amendment to existing policies. In some cases, administrative instructions may be issued to the schools in the form of directives.
- **School rules** govern the conduct of students and stipulate the penalties for misbehaviour.

These various forms of legal documents or measures provide education management with authority in school governance.



Practice Activity

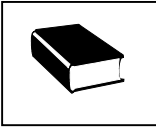
1. As an education manager, you are aware of the various stakeholders who should be consulted and involved in effective school governance. Explain what effects would result from failure to consult with and involve students, teachers and the community in school governance.
2. A new school has just been opened within the area of your jurisdiction. The newly appointed headteacher has requested advice from you, as the senior education manager in the area, regarding the structures to be established or identified to ensure the smooth governance of the new school. What advice would you give the new headteacher?

The points that could be included in your answer to this activity are provided at the end of this unit.



Reflection

Reflect on how school governance has been practised in your school. If there are any aspects of school governance you could change, what would they be and why would you change them?



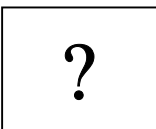
Summary

This unit has discussed the following:

- definition of school governance,
- school mission and school climate,
- stakeholders and structures in school governance, and
- sources of authority for school governance.

If you are a school headteacher, we hope that this unit will assist you as you work towards making your school a success. If you are a school inspector or education officer, you should now be in a better position to understand the school as an organisation and the source of your authority.

Education managers should not become obsessed with the authority that comes with being a manager. Dean (1990: 8) advises managers on how to exercise acquired authority: “**A wise manager knows the limits of his own authority** and, as far as possible, avoids weakening his authority by trying to exercise it where it is likely to be challenged or ignored.”



Unit Test

1. Discuss the concept of authority in school governance and note the sources of authority in school governance.
2. Write a school mission statement that reflects the needs of the local community and the national government. As you write the statement, remember that it outlines the school vision.

The possible answer to this activity is provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Mission statements:

- express the vision of the school;
- define the common purpose of the school;
- foster loyalty among teachers, students and parents;
- facilitate school development planning;
- provide a benchmark for the evaluation of success; and
- propagate shared values and beliefs.

Mission statements frequently refer to the development or nurturing of children's potential in an environment that is positive, challenging and non-threatening. Frequently, the mission statement includes references to national goals that are related to accessibility and equality.

Self-Assessment 2

A few of the aspects of the school that are likely to convey messages about the school climate are listed below:

- the state of the school grounds
- the condition of buildings and the general maintenance of the school
- how students are dressed
- how students behave both inside and out of the classroom
- how students interact with each other
- the presence or absence of an achievement wall that recognises students and teachers for their academic and extra-curricular accomplishments.

Practice Activity

1. Your answer on the consequences of not involving students, teachers and the community in school governance may cover some of the points below:

Students may:

- fail to understand the vision of the school,
- feel alienated,
- become disorganised, and
- lack team spirit.

This may lead to:

- discipline problems,
- vandalism,
- lack of respect for authority,
- truancy,
- absenteeism, and
- poor school climate.

Teachers may:

- fail to understand the school's vision,
- lack a sense of belonging,
- not be team players,
- become frustrated and apathetic,
- lack respect for authority,
- become undisciplined, and
- lack dedication and commitment.

This may lead to:

- poor school performance,
- absenteeism,
- stress, and
- poor school climate.

The community may:

- become alienated,
- display hostility,
- vandalise school property,
- not provide cooperation and support, and
- undermine school governance.

2. Your advice to the headteacher on the structures to be established or identified may cover the following:

Internal structures that should be established include:

- school headteacher and the deputy,
- heads of department or senior teachers,
- teachers and their respective communities,
- prefect body,
- class pupils, and
- ancillary staff.

External structures that should be identified include:

- Ministries of Education at the national, regional and district levels;
- local education authorities;
- Board of Governors;
- Parent-Teacher Association;
- professional groups; and
- community cultural and religious organisations.

Unit Test

1. Your discussion of authority and its sources in school governance may include the following points:

The school management must understand:

- types of authority,
- the limits of authority,
- the effects of authority, and
- sources of authority.

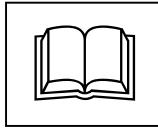
The management team can draw authority from the following sources:

- Education Act,
- statutory instruments,
- financial regulations,
- codes of conduct,
- policy guidelines through directives and circulars, and
- school rules.

2. According to this module, your mission statement should:

- state where your school wants to go and how it will get there,
- include a list of objectives understandable to all stakeholders,
- be related to a school development plan,
- provide benchmarks that can be used to measure success,
- include shared values and beliefs, and
- emphasise the importance of student learning in rapidly changing times.

Unit 3: Gender Issues in Education



Introduction

Education managers are expected to be proactive in the area of gender issues in education. This topic is not only current but also has profound effects on the education systems of most countries. Kane (1995: ix) outlines the situation that has resulted in imbalances between the education of boys and girls:

Education systems in most countries have been created for boys – not intentionally, but the effect is the same. They view the student as a person who has time to study because his work at home is not essential to the household; who is not physically, culturally, or spiritually endangered in the school setting; who is not expected to marry early or become pregnant; who is taught by people like him. That student is a boy.

Most education systems are now preoccupied with reversing the above trend and have begun to address the needs of the girls in education.

This unit is intended to familiarise you with the practices in the area of gender as it relates to education. A number of issues will be discussed:

- manifestations of gender problems in education,
- causes of gender problems in education, and
- strategies for dealing with gender problems.

We hope that this unit will assist you to function more effectively in addressing the problems of gender bias in your schools. These problems are very real and require urgent attention from all practitioners in education management. Kane (1995: ix) reminds us about the plight of many female children when she talks about a girl in Gambia who left school at the age of nine:

Her parents have removed her from school in order to send her brother. She was looking in the school window when I saw her. “I was going to be a teacher,” she said. She thinks she will spend her life as a servant.

This unit is meant to help you deal with gender problems in education similar to the situation in which the girl depicted in the above quotation finds herself.

Objectives

After completing this unit, you should be able to:

1. Define the concept of gender issues in education.
2. Discuss the manifestations of gender problems.
3. Identify the causes of gender problems in education.
4. Suggest strategies for dealing with gender problems in education.

Definition of Gender in Education

Gender pertains to the differentiation of the human race on the basis of masculinity and femininity. It also implies a role, position or status in society based on being female or male. Over the years, the term gender has come to refer to issues that affect both females and males in society. These issues have become very pronounced in education. There has been growing concern, for example, that opportunities in education have been more accessible for male teachers and students, thereby creating great imbalances. Increasingly, the debate on gender is becoming focused on the disadvantaged position of females and how their opportunities have been affected. As an education manager, you must understand gender issues and work at redressing imbalances.

Manifestation of Gender Problems

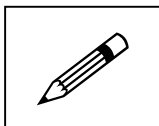
Beginning in early childhood, children become aware of the subtle differences in the ways that parents and other adults react to girls and boys. Later, when children go to school, they also become aware of the ways in which teachers respond to the two sexes. More importantly, children become aware of the differences between the behaviour of boys and that of girls. Some of these differences in reaction and behaviour affect the developing child's sense of self-worth and the experience of education itself.

Below are some examples of gender differences in schools.

- **Stereotyping male and female roles.** Stereotyping manifests itself clearly in textbooks. The girls are shown doing tasks which are less demanding, whereas boys do tasks which call for superior mental or physical skills.
- **Gender-oriented subjects.** Subjects such as home economics are reserved for girls while boys are expected to take design and technology classes.
- **Teaching practice.** This manifests itself as a bias in the assessment of students' work. Boys are expected to do better than girls.
- **Classroom practice.** In some schools, the class registers contain separate lists for boys and girls, there are

different seating arrangements for boys and girls and uniforms are different for boys and girls.

- **Sporting activities.** Frequently, boys are expected to undertake the most strenuous exercises, such as football, whereas girls are expected to do the less strenuous activities, such as netball.
- **School drop-out rate.** Girls tend to have higher drop-out rates, either because of pregnancies or because parents withdraw their daughters from school due to the belief that girls should prepare for household work and marriage.



Self-Assessment 1

Based on your experience as a teacher or education manager, list five ways in which gender problems can manifest themselves in a school setting.

The answer to this activity is provided at the end of this unit.



Causes of Gender Problems

You may wish to pause for a moment and consider what gives rise to gender problems.

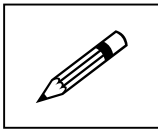
The causes of gender problems in education are many and varied. It is important to understand these causes so that you can design strategies for dealing with gender-related problems.

Some of the causes of gender-related problems in education include the following:

- the exploitation of the biological differences between females and males;
- cultural and traditional practices, such as initiation ceremonies that result in certain roles being assigned to girls and boys;
- social factors, such as home chores, which may make it difficult for girls to find enough time to study at home;
- male dominance;
- gender insensitivity;
- institutional factors such as long distances from school, resulting in students dropping out, or the high cost of education, which causes parents to send boys to school instead of girls;
- personal factors, such as girls having low self-esteem;
- hostile school environment in which girls feel physically, culturally or spiritually endangered in an institution which has little respect for their intellectual abilities;

- parental attitudes, such as inability to see the relationship between education and advantages in later life for both boys and girls;
- textbooks and instructional materials that convey negative messages about girls; and
- teaching practices that tend to discriminate against girls.

According to Kane (1995), the net result of these factors is that girls in Africa are more likely than boys to drop out of primary school and to score lower on examinations, which in turn limits their enrolment at the post-primary levels.



Self-Assessment 2

As an education manager, it is possible that you have a number of schools under your charge in which girls experience gender-related problems. What do you think are the major causes of such problems? Could you add additional causes to those listed in the section immediately before this self-assessment?

The answer to this activity is provided at the end of this unit.



Strategies for Dealing with Gender Problems

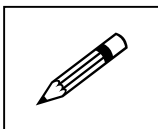
Gender problems in education can no longer be ignored, because they affect a significance segment of the school clientele. The problems of women and girls must be confronted and resolved.

Below are a few strategies that you can use to address gender-related problems in education:

- Sensitise all stakeholders to gender-related issues and ask stakeholders to commit to resolving these issues.
- Use the media and meetings for advocacy purposes in order to raise awareness about gender inequities. You could highlight the achievements of women in Africa in the media.
- Create role models by appointing qualified female senior staff.
- Revise instructional materials, such as textbooks, displays and examination questions, and refuse to purchase materials that do not have a gender balance.
- Review teaching strategies to ensure that they are gender sensitive and encourage pupils to sit and work in mixed gender groups.
- Discourage gender-oriented courses and subject offerings. Make all courses available to both girls and boys.

- Change the school organisation by ‘de-sexing’ the school registers and ‘uni-sexing’ the school uniform. (Weiner, 1990: 38)
- Design initiatives that target girls. For instance, provide science instruction for girls during school holidays.
- Create an enabling environment that allows girls to realise their full potential.
- Develop a legal framework to facilitate the enforcement of the ‘equal opportunities’ concept.
- Encourage wider career aspirations by inviting female holders of non-traditional jobs into the school.
- In-service teachers to facilitate awareness. Seek their help in resolving gender-related problems.

Schools can implement some of the strategies outlined above without delay, as several do not require a change in policy or special funding. It is your duty to help schools adopt some of these strategies with a view to improving the lot of girls.



Self-Assessment 3

A gender committee has been formed by the Ministry of Education district office. The committee has been tasked to identify problems related to gender at the classroom level in your schools and offer solutions to those problems. As the chair of the committee, list at least five gender-related problems that can be found at classroom level.

Possible points that could be included in your answer are provided at the end of this unit.



Summary

This unit has introduced you to gender issues in education, including the following topics:

- manifestation of gender problems in education,
- causes of gender problems, and
- strategies for dealing with gender problems in education.

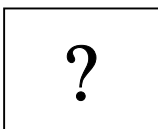
You are now ready to redress the problem of gender biases and imbalances in education. As Weiner (1990: 26) argues:

Girls and women are entitled to be equal on their own terms and according to their own needs, and should not be limited to the agenda set by boys and men.



Reflection

Reflect on how you have contributed to solving problems related to gender in schools under your charge. What additional actions could you take to minimise these problems?



Unit Test

In the self-assessment activity for this unit, you identified five problems that are related to gender at the classroom level. Please outline one strategy for resolving each problem you identified.

The answer to this test is provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Your answer regarding manifestations of gender problems may include the following:

- stereotyping of male and female roles in textbooks,
- gender-oriented subject offerings,
- high drop-out rates among girls,
- teaching practices that are biased against girls,
- biases in job positions, and
- school uniforms that are different for boys and girls.

Self-Assessment 2

The major causes of gender problems in schools under your charge may include the following:

- cultural and traditional practices that clearly define different roles for boys and girls;
- social factors such as home chores assigned to girls that prevent girls from participating fully in school activities or from completing their homework;
- gender insensitivity;
- institutional factors, including a hostile school environment that ignores or criticises girls or does not take into account their intellectual capacities;
- parental attitudes that place a higher value on the education of boys; and
- teaching and assessment practices that discriminate against girls.

Self-Assessment 3

The answer to the question about gender-related problems at the classroom level can include the following:

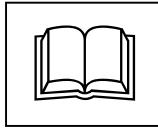
- enrolment figures that are related to gender imbalances;
- separation of the names of boys and girls in the class registers;
- teaching and assessment biases against girls;
- stereotyping of gender roles in instructional materials;
- criteria used to group students, or place them in seating arrangements; and
- the differences between uniforms for boys and girls.

Unit Test

Strategies that can be used to address gender-related problems include:

- sensitisation for advocacy purposes,
- revision of instructional materials,
- in-servicing of teachers,
- discouraging gender-oriented subject offerings,
- developing a uni-sex school uniform,
- de-sexing class registers,
- designing class initiatives that target school girls, and
- allowing students to work in mixed gender groups.

Unit 4: Guidance and Counselling



Introduction

The school community comprises pupils, ancillary staff, teachers, a deputy headteacher and the headteacher. All these people form a community that is guided by a school vision. They are all concerned with contributing to improved teaching and successful and enjoyable learning. The journey to success and high achievement levels is not without pitfalls. All members of the school community experience physical, mental or social pressures and frustrations that might adversely affect their journey to success.

Students might experience problems in family relationships, academic work and school social situations. Students who find themselves in such situations will require help in dealing with their problems if they are to continue benefiting from being at school. This help can be offered through organised guidance and counselling services at school. Muro and Kottman (1995: 50) argue that:

Guidance and counselling are needed by all children. ... All children need to gain self-understanding, assume increasing responsibility for self-control, nurture their understandings of the World around them, and learn to make decisions.

This view underlines the importance of the services of guidance and counselling for every school. Education managers are expected to address the needs of students through a deliberate and well-planned system of guidance and counselling. It should also be noted that guidance and counselling services are required not only by students, but also by teachers and staff. Teachers also experience academic, professional and social frustrations that affect their performance at work. It is, therefore, important that education managers such as headteachers and school inspectors are available to provide guidance and counselling services for teachers.

This unit introduces you to guidance and counselling. It discusses a number of concepts and issues related to this subject, such as:

- the definition and purpose of guidance and counseling,
- situations requiring guidance and counselling,
- who can provide guidance and counselling services,

- qualities and skills of good counsellors, and
- some ‘don’ts’ regarding guidance and counselling.

Objectives

After completing this unit, you should be able to:

1. Define the concept of guidance and counselling.
2. State the purpose of guidance and counselling.
3. Describe situations requiring guidance and counselling.
4. State who can offer guidance and counselling.
5. Identify the qualities and skills of good counsellors.
6. Outline some of the ‘don’ts’ in guidance and counselling.

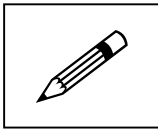
Definition of Guidance and Counselling

In order to facilitate the implementation of guidance and counselling services in schools, it is important for you to understand what the concept of guidance and counselling entails.

Makinde (1994: 42) defines **guidance** as “the process of helping an individual understand himself and his world”. Note that this definition views guidance as a process, not an event. Its main purpose is to help individuals know who they are as individuals and to enable them to understand the world they live in. Thus, guidance provides people with information about choices in a given situation and enables them to make informed decisions.

Counselling, on the other hand, is concerned with “the feelings, attitudes and emotional dispositions of an individual about himself and the situation facing him” (Makinde, 1994: 44). It involves an interactive relationship between the counselled and the counselor, with the latter attempting to help the former to understand themselves better in relation to the decisions they have to make. The person being counselled is vulnerable and needs assistance from a counsellor. A professional counsellor is trained and educated to give help, “the goal of which is to help the counselled learn to deal more effectively with himself and the reality of his environment” (Makinde, 1994: 45).

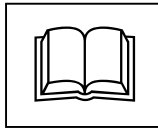
From the above it is clear that while guidance is associated with directing, piloting, steering and leading the guided towards a goal, counselling is more concerned with discussion, consultation, deliberation and the exchange of ideas and advice in the process of decision making. Makinde (1994: 44) sees counselling as “a service designed to help an individual analyse himself by relating his capabilities, achievements, interests and mode of adjustment to what new decision he has made or has to make”.



Self-Assessment 1

From your own experience with guidance and counselling in schools that you supervise, what do you think are the main differences between guidance and counselling?

The answer to this question is provided at the end of this unit.



Purpose of Guidance and Counselling

As indicated in the introduction, because of the nature of their clientele, schools need to take guidance and counselling seriously. Schools deal with a large number of young people who are searching for their own identity in a rapidly changing world. Teachers, too, have expectations that they hope the school will fulfil. Schools are areas of potential conflict, hence the need for guidance and counselling programmes.

School guidance and counselling services can:

- enable students to understand themselves,
- facilitate the reduction of stress,
- help students discover and realise their own potential,
- help students and teachers to handle problems,
- help the guided and the counselled to make informed decisions,
- mould young people into responsible citizens,
- provide a basis for the creation or development of a good school climate,
- enhance the quality of teaching and learning by creating an enabling environment, and
- empower education managers to be proactive or to trouble-shoot.

The purposes outlined above may not be exhaustive, but they underscore the need for guidance and counselling in schools.

Situations Requiring Guidance and Counselling

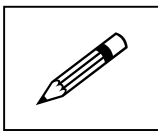
As education managers, you need to be aware of situations in which pupils or teachers require guidance and counselling. With such knowledge, you will be in a position to be proactive. This will enable you to anticipate problems and institute solutions before these problems become crises.

The following are some of the situations that may require guidance and counselling in schools:

- induction of new students and teachers,
- conflict situations,
- non-performing situations,

- discipline situations,
- the use and abuse of substances,
- student motivation,
- study skills,
- using the library or information technology,
- opportunities for further education and training,
- vocational guidance, and
- addressing issues in the world of work.

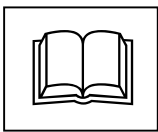
While this list may not be exhaustive, it underscores the need for education managers to be vigilant in order to detect situations that may require intervention.



Self-Assessment 2

A number of situations that may require guidance and counselling have been outlined above. Based on your experience as an education manager, select any five situations and give two specific examples of each situation.

Possible answers to this activity are provided at the end of this unit.



Who Can Guide and Counsel?

It is often assumed that guidance is a social responsibility of all those who are involved in education. The implication here is that basically anybody can guide and counsel provided they have the requisite experience and training. Lindhard et al. (1996) state that education in a good school, with a good teacher who is a good leader, and with an enthusiastic team of teachers, should help the students to mature at an early age and become confident and competent to meet challenges that lie beyond the school.

If this is to occur, schools must be able to provide resources for guidance and counselling. Within the school, the following have the moral and professional responsibility to guide and counsel:

- Classroom teachers who deal with students on a daily basis are in the best position to guide and counsel the students in their classrooms.
- Senior teachers or heads of department may counsel teachers in their departments. Students may also be referred to the senior teachers or department heads for counselling.
- The deputy headteacher and the headteacher have the responsibility of guiding students in morals and good behaviour. When necessary, they also counsel senior teachers and department heads.

It must be emphasised that for someone to guide and counsel, that person must have confidence, credibility, respect and status in the eyes of the counselled.

Qualities and Skills of Counsellors

It is important to realise that schools with good guidance systems provide students with social awareness and social skills, such as the ability to relate positively with others, to communicate well, to make decisions, to choose a career and to be successful in their first jobs. A good guidance system always comprises people with appropriate training and experience. A school will usually have teachers with a wide variety of backgrounds and with different experience and training who may be called upon to undertake counselling whenever a situation arises.

Effective counsellors must possess many of the following attributes:

- integrity
- diplomacy
- maturity
- discretion
- flexibility in interpersonal relations
- emotionally stability
- ability to listen, counsel and inspire confidence in those who come for consultation
- objectivity
- sound skills in analysis and synthesis
- ability to be articulate and persuasive
- ability to cope competently with many different situations
- good judgement when making decisions.

The Dictionary of Occupational Titles, a source book quoted in Makinde (1994), identifies three important roles school counsellors are expected to perform, namely:

- **Remedial/rehabilitative role**, which refers to the assistance given to the person experiencing difficulty.
- **Preventative role**, which refers to the act of anticipating, circumventing and preventing difficulties or problems that may arise in the future.
- **Educative and developmental role**, which refers to the act of assisting people to plan and derive maximum benefit from educational, social, vocational and other experiences that will help them to discover and develop their potential.

As an education manager, you must understand that, in order for teachers to perform the above roles, they must have the prerequisite qualities and skills for counselling.

The 'Don't's' in Guidance and Counselling

As an education manager, there are certain practices you should avoid in order to raise your chances of success in guidance and counselling.

The following are some of the practices you should avoid:

- dictating your position or beliefs to the one you are counselling,
- being authoritative in your approach,
- embarrassing the one you are counselling with inappropriate questions or remarks,
- betraying confidentiality and anonymity,
- interrupting your clients when they are expressing their points of view, and
- being unfocussed.

Based on your experience, there may be other items you would like to add to the list.



Practice Activity

1. You are attending a meeting at which headteachers are hotly debating the value of guidance and counselling services. Some headteachers argue against them. List reasons you could offer for introducing guidance and counselling in schools.
2. As an education manager, you are organising an in-service workshop on guidance and counselling. Identify the skills you would like teachers to develop during the workshop.

The answers to this activity are provided at the end of this unit.



Summary

This unit has introduced you to the concepts and practices of guidance and counselling, which are crucial to maintaining a school environment which promotes successful teaching and learning. It has attempted to clarify the roles of guidance and counselling in schools. As Lindhard et al. (1996: 3) confirm, “guidance is an activity in which the teacher brings children into contact with the world as it really is, and helps them to make choices wisely.... Counselling is personal assistance for the individual in an interview situation.”

In order to assist education managers to offer these important services, the unit has dealt with the following:

- the definition of guidance and counselling,
- the purpose of guidance and counselling,
- situations requiring guidance and counselling,
- who should counsel, and
- the qualities of a good counsellor.

We hope that with the skills and knowledge gained from this unit, you can offer comfort and assistance to students and teachers who are frustrated, distressed, or facing academic or personal challenges.



Reflection

Reflect on the consequences of not offering guidance and counselling services in schools. Think about your last counselling session with one of your teachers. How could you have conducted the session better?



Unit Test

1. From your experience, list the most common mistakes education managers make when offering guidance and counselling services to their teachers and students.
2. List five qualities of a good counsellor.

The answer to this activity is provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Your answer regarding the main differences between guidance and counselling may include the following points:

- Guidance tends to be directive, while counselling is collaborative.
- Guidance is provided by someone knowledgeable about the issue raised, while counselling is provided by trained professionals to enable others to think through their problems.
- In guidance, advice is offered; in counselling the counsellor encourages the counselled to explore all possible alternatives that will help them to make a decision.

Self-Assessment 2

Situations requiring guidance and counselling include the following:

- **Induction**
 - new students
 - new teachers
- **Discipline problems**
 - student strikes
 - drunkenness
- **Relationships between boys and girls**
 - pregnancies
 - student rivalry
- **Study skills**
 - reviewing examination results
 - taking notes
 - study styles
- **Vocational guidance**
 - choosing a career
 - adapting to the world of work

Practice Activity

1. Guidance and counselling services should be introduced in schools because the services will:
 - enable students to understand themselves,
 - help students to discover their potential,
 - reduce stress among students and teachers,

- help students and teachers to handle their own problems,
 - help the counselled to make informed decisions,
 - maintain high motivation among students and staff, and
 - promote a good school climate.
2. During the workshop, the teachers could develop:
- analytical skills,
 - listening skills,
 - decision-making skills,
 - empathy,
 - problem-solving skills, and
 - their powers of persuasion.

Unit Test

1. Common mistakes made by education managers during guidance and counselling may include the following 'don'ts':
 - dictating one's position or beliefs to the counselled person,
 - being authoritative,
 - embarrassing the counselled,
 - betraying confidentiality and anonymity,
 - lacking focus, and
 - interrupting.
2. A good counsellor must:
 - have the respect of others;
 - have integrity;
 - be diplomatic;
 - be mature;
 - understand various facets of interpersonal relationships;
 - be objective;
 - be discrete;
 - be empathetic;
 - be emotionally stable;
 - be able to listen, counsel and inspire confidence;
 - be able to analyse a situation; and
 - be able to make good judgments.

Unit 5: Education Managers as Change Agents



Introduction

Unit 2 states that the central and key player in school governance is the headteacher, who is supported by senior managers at district or regional levels. The headteacher is expected by the school organisation and by management to provide leadership in motivating the teachers and staff members, as well as in taking the initiative for such endeavours as the school development plan.

One of your functions as an education manager is to monitor the performance of teachers and the curriculum in general for any signs of problematic situations. The school is a dynamic institution that should be sensitive to the need for change. As Yin (1996: 157) explains:

Following the tremendous economic and technological developments in society, the expectations on education have become more demanding and more diverse. The school has to change and develop continuously to satisfy the rapidly growing needs of education. Therefore, school change is an inevitable trend all over the world.

The above statement has a very compelling implication for the education manager. If you are to remain in control of the school or schools under your charge, then you must make changes to the school(s). You and your school(s) must adapt. You must be in charge of the total change process.

This unit will help you to develop the appropriate skills and knowledge required to manage change effectively. It does this by discussing topics such as:

- the definition of change in education and the concept of an education manager as a change agent,
- the reasons why schools need to change,
- the role of the education manager in the change management process, and
- the change management process itself.

The unit will equip you with the necessary tools to enable you to become a catalyst of change in your school(s); that is, to become a proactive and effective change agent.

Objectives

After completing this unit, you should be able to:

1. Define the concepts of change in education and the role of the education manager as a change agent.
2. Explain why change occurs in education.
3. State the role of education managers in the change management process.
4. Outline the change management process in education.

Definition of a Change Agent

Before defining what a change agent is, it is necessary for you to understand what change in education entails. Schoen and Durand (1979: 240) define **change** as “the shifting of values, attitudes perceptions, behaviours to the new mode”. Change thus alters our perceptions and the way we do things. The aim of change in education is to improve the overall effectiveness of the school as an organisation.

Change does not occur on its own. It needs a catalyst that facilitates it. Thus a change agent is a facilitator of change. It is the **change agent** who makes things happen.

Your role as an education manager is to facilitate change in schools under your charge. As a change agent, it is your responsibility to ensure that the school community views planned change as inevitable. What is needed is to manage the change process to ensure that the goals of the schools are achieved effectively.

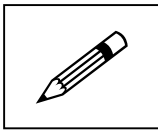
Why Change Occurs in Education

As an education manager, you appreciate that change is inevitable. There are a number of factors that lead to changes in education, such as:

- the generation of new knowledge through research;
- new technology, such as the use of computers in education;
- demands from parents;
- demands from the labour market, especially in the area of skills development;
- the expectations of stakeholders, which can lead to the establishment of commissions that review education and make recommendations that can result in profound changes;
- curriculum innovations, such as the introduction of new subjects related to the environment, population growth and sex education;

- policy changes;
- emerging issues in education, such as HIV/AIDS and gender-related issues;
- weaknesses in the education system as revealed in inspection reports; and
- contact with the outside world, which may lead to change in the education system. As the world becomes a 'global village', the demands for change will increase.

There are other items you could add to the above list. The list will change as people change. Education is always evolving from one form to another. It needs open-minded and flexible education managers to help it adapt.



Self-Assessment 1

Identify the factors that were instrumental in bringing about the changes you have experienced in the education system.

The answer to this activity is provided at the end of this unit.



The Role of the Education Manager in the Change Process

As indicated earlier, change does not occur on its own. As an education manager, you have a critical role to play in bringing about planned change and in managing the whole change process. You need to:

- determine the need for change by critically analysing the existing system of education;
- prepare for change through advocacy and the mobilisation of resources;
- guide discussions to facilitate decision making, especially when there are competing alternatives;
- facilitate the implementation of change through the training of key players;
- monitor the implementation process to allow for adjustments to be made;
- overcome resistance to change;
- institutionalise the change to ensure continuity and sustainability; and
- be a role model for change. Others must see you embracing the change.

From the above, it is clear that, as an education manager, you have a critical role to play in bringing about change in education.



Self-Assessment 2

Indicate at least five roles you can play in facilitating change in your school(s).

A suggested answer for this activity is provided at the end of the unit.



The Change Management Process

As change is inevitable in education, you should be prepared not only to initiate it, but also to nurse it through to adoption. As a manager, you should realise that change should be planned, organised and introduced through stages, making sure that all stakeholders are sensitised. Beach and Reinhartz (1998) have suggested the following steps in promoting and adopting change:

1. **Identification of Need for Change.** The education manager should conduct a needs assessment. This will entail the examination of the current system to determine areas that need improvement. Once this is done, needs can be prioritised. A new system or several alternatives can be selected to replace the current one.
2. **Involvement and Consultation.** The manager will undertake to create awareness or captivate interest in the proposed change or new method. The people consulted may be teachers, students or other relevant stakeholders. Everyone must have the opportunity to discuss the pros and cons of the proposed change before implementation.
3. **Decision Making and Implementation.** The manager needs to sell the change by highlighting the advantages of introducing the change so that a consensus is reached among the relevant stakeholders. Tact and diplomacy must be used to overcome resistance. It is important to reassure everyone by providing the necessary support and resources to implement the change.
4. **Seeking Solutions.** A manager should be able to anticipate and attempt to solve in advance any operational problems that may occur during the implementation process.
5. **Implementing the Proposed Change.** This is a very crucial stage. Some of those who were involved in earlier stages take part in the implementation and develop a sense of ownership. Established guidelines and proceedings are followed during implementation.
6. **Monitoring and Evaluation.** It will be necessary to monitor the implementation in order to diagnose aspects that need improvement. This will assist in refining the change before it is institutionalised. In some cases, additional support, such as the training of staff, may be needed. Once acceptance has been gained, change will become part of the educational programme.

7. **Follow-Up:** Despite the fact that all the necessary steps are followed, there will be a need to conduct follow-up activities in order to trouble-shoot the whole change management process.

As you can ascertain from the above, the role of the education manager is vital in planning, organising, training, diagnosing and evaluating the whole change management process.



Practice Activity

1. Based on your experience, explain the role you would play in effecting school-based curriculum change.
2. As an education manager, you have identified the need for teachers to adopt new teaching methods and techniques. The teachers, however, are not buying the idea. Suggest possible causes of teacher resistance to the proposed changes.

The answers to this activity are provided at the end of the unit.



Reflection

Reflect on how, as a teacher or education manager, you have responded to a situation requiring change in the school or in education in general. How might you respond better the next time?



Summary

This unit has introduced you to the concept of the education manager as a change agent. This concept has been addressed through the discussion of topics such as:

- the definition and the place of change in education,
- the role of education managers in the change management process, and
- the change management process.

You should now be better prepared to initiate, facilitate and manage the two categories of school-based change outlined by Yin (1996: 57):

The two categories of school-based change: the pedagogic focus change and the organisational focus change. The former focuses on changes in classroom arrangements, instructional process and teaching methods, etc. and the latter on changes in school organisational structures and process such as management style, hierarchy of authority, communication channels, decision making and school climate.



Unit Test

As an education manager, you will be required to deal with situations involving school-based change. Select a school-based change and outline the process you would go through to manage the change.

The answer to this activity is provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Factors that led to the changes that you witnessed may include:

- new knowledge from research findings,
- new teaching methods and techniques,
- curriculum innovations,
- policy changes,
- demands from parents,
- demands from the labour market, and
- weaknesses in the education system.

Self-Assessment 2

The education manager may facilitate change by:

- initiating the change,
- preparing for the change through sensitisation,
- mobilising resources,
- training key players,
- monitoring for compliance,
- evaluating the implementation process, and
- institutionalising the change.

Practice Activity

1. In order to facilitate school-based curriculum change, you could:
 - initiate the change,
 - sensitise teachers and others about the benefits of the proposed changes,
 - provide resources to facilitate implementation,
 - monitor the implementation of the change,
 - evaluate the implementation of the change, and
 - provide feedback.
2. Causes of teacher resistance to the proposed changes in teaching methods and techniques may include the following:
 - fear of the unknown,
 - inadequate consultation of teachers,

- lack of the knowledge and skills required to implement the changes,
- fear that the changes might generate more work,
- uncertainty about the benefits to be derived,
- lack of resources, and
- attitudinal problems.

Unit Test

Whatever school-based change you select, you still need to follow a process such as the one outlined below:

- Recognise the need for change.
- Consult with school stakeholders such as teachers, students, parents and the Board of Governors.
- Overcome resistance to the change.
- Articulate the change required.
- Implement the change.
- Monitor and evaluate implementation.
- Determine possible follow-up action.

Unit 6: Financial Management



Introduction

The core business of schools is teaching and learning. As Drake and Roe (1994: xv) confirm:

Schools exist so that students can learn and the central activity of schools is instruction. The efficiency and effective management of fiscal and physical resources can enhance instructional programmes.

Your major role as the education manager is to create an environment in the school that will facilitate effective and successful teaching and learning. This is done through the effective management of the schools' human, material and financial resources. It is, therefore, important to stress that financial management is one of your major functions as education manager. Haig (1997: vii) supports this view when he states that:

Those who have been promoted and run departments or year groups, or who are heads and deputy heads, must, whether they like it or not, be managers. They must know about budgeting.

Financial management is, therefore, an integral part of your responsibility as an education manager because, without good financial management practices, schools would find it difficult to achieve their goals. Drake and Roe (1994: xv) confirm this point: "The efficiency and effective management of fiscal and physical resources can enhance instructional programs."

Objectives

After completing this unit, you should be able to:

1. Define financial management within an educational context.
2. Explain why a school needs a budget.
3. Identify sources of school funds.
4. Describe procedures that could be implemented in order to account for school funds.
5. Outline the role education managers play in financial management.

Definition of Financial Management

As indicated in the introduction, financial management is a key responsibility of every education manager. Without effective financial management, organisations such as schools may find it difficult, if not impossible, to achieve their goals.

Management in education is a “process of relating resources to objectives required in organisations which explicitly exist to provide education” (Paisley, 1992: 3). This is to ensure that the desired goals or outcomes are achieved. Therefore, **financial management** means seeing to it that the school has the funds it requires to meet its goals and that such funds are used for the purposes for which they were meant.

Financial management covers such areas as the procurement of funds, their allocation, monitoring their use in the interest of accountability and producing financial reports for the relevant stakeholders. Effective financial management ensures that:

- all financial regulations and procedures are complied with,
- all financial transactions are recorded accurately,
- adequate controls are in place to ensure that expenditures do not exceed income, and
- only authorised expenditures are incurred.

The School Budget

In order to facilitate effective financial management, a budget is required. It is therefore critical that education managers understand what a budget is and the benefits that can be derived from budgeting.

The Commonwealth Secretariat (1998: 27) defines a **budget** as “a financial management planning tool which summaries the estimated income and expenditure for a specific period of time”. Several benefits can accrue from drawing up a budget or budgeting. According to Drake and Roe (1994), these include:

- establishing a plan of action over a specific period,
- requiring an appraisal of past activities in relation to planned activities,
- establishing work plans,
- providing security for the administration by assuring the financing and approval of a plan of action,
- foreseeing expenditure and estimating revenues,
- orderly planning and coordination throughout the organization,
- establishing a system of management controls,

- providing an orderly process of review and planning for both personnel and facilities needs, and
- serving as a public information device.

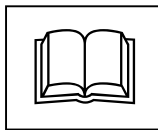
It is therefore your duty as an education manager to ensure that schools under your charge formulate a budget that will address the needs of the school and facilitate the accomplishment of its goals.



Self-Assessment 1

Based on your own experience as an education manager, explain why it is necessary for a school to have a budget.

The answer to this activity is provided at the end of this unit.

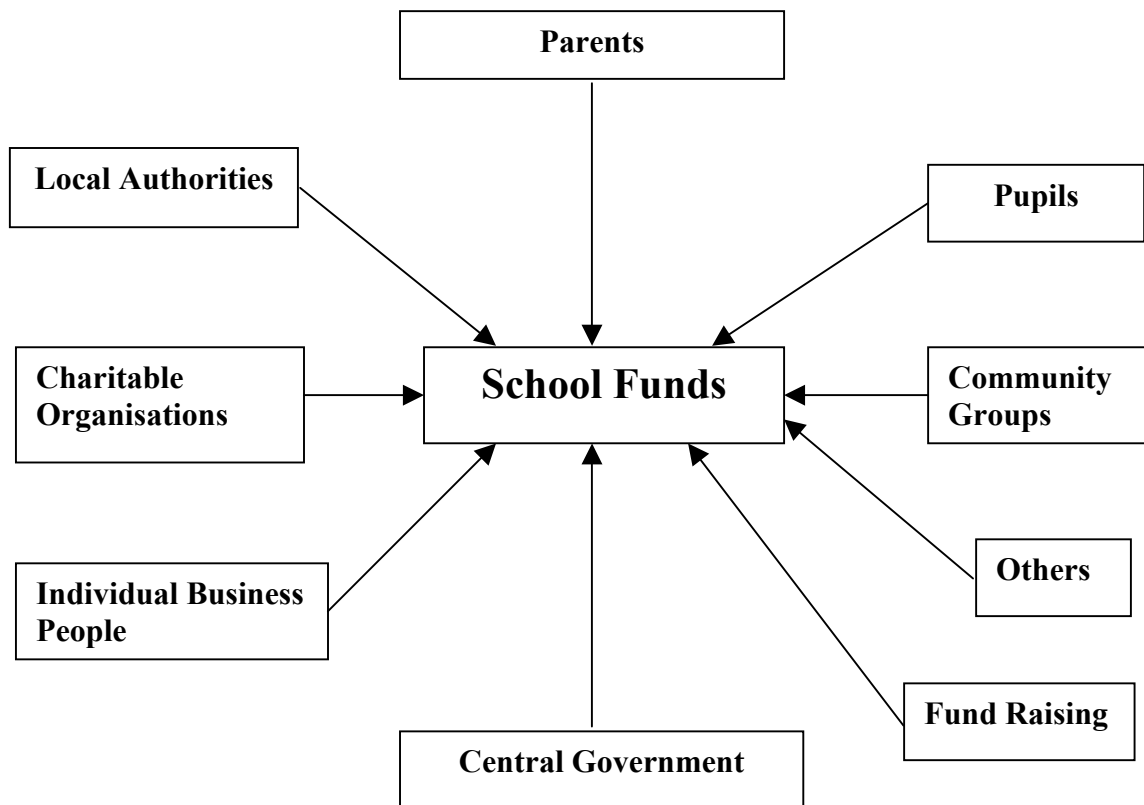


Sources of School Funds

Now that you are familiar with the concept of a budget, it is necessary to examine how you can raise funds to meet your estimated budget. It is important for you to be aware of and familiar with different sources of funds for your school(s). In most countries, school funds come from the sources identified below:

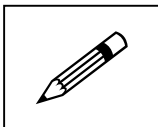
- **Voted funds.** These are funds that government allocates to schools to enable them to accomplish the educational programmes during the year.
- **Fund raising.** These are funds that are generated by the school itself through activities such as sponsored walks, competitions, festivals, dances, raffles and many other activities.
- **Stakeholders' contribution.** These funds may be acquired through the generous contributions of business organisations, private individuals, well-wishers, non-governmental organisations, development agencies, charitable foundations, community groups, pupils, parents and many others.
- **Funds for non-governmental schools.** These are funds that are allocated by the responsible authority of a school that is not controlled by the government. These may include private schools and church-funded schools.

Sources of School Funds



Source: Commonwealth Secretariat (1998). *Module 5: Better Schools, Financial Management*. London: Author.

Whatever the amount of money that the government allocates to your school, these funds will never be enough for you to carry out your planned activities effectively. It is for this reason that extra sources of funds become necessary. When resources are limited, you must be resourceful. You need to develop strategies that you can use to obtain the funds required to implement school plans.



Self-Assessment 2

1. In addition to the sources of funds identified in this section, what other sources of funds do you use in your school?
2. Why do you think it is important for an education manager to mobilise extra funds for the school when the government has already provided voted funds?

Possible answers to these questions are provided at the end of this unit.



Accounting for School Funds

Once school funds have been budgeted and funds have been allocated to specified expenditures, it is important that a proper accounting system be implemented.

A number of staff members may be involved in the financial transactions and for this reason it is critical to observe the following principles:

1. **Acknowledgement by Receipts.** Receipts are legal documents proving that money has been received by a person or institution. A receipt should be provided for all funds received and a copy should be kept for the school.
2. **Internal Audit Using Certain Structures.** Audits are one way of providing management with an objective assessment of whether the financial system and controls are working properly. In other words, they report on the truth and fairness of the financial situation of the school. An audit or detailed examination and analysis of a school's financial records should be conducted by a professional expert who is not normally linked to the school.
3. **Monitoring of Disbursement of Funds.** Managers must ensure that expenditures are within actual income levels and that only authorised expenditures are incurred. This can be achieved by ensuring accurate and prompt recording of all financial transactions.
4. **Effective Accounting System.** As a manager, you need to establish controls that will help protect the school from financial risks by adhering to financial regulations and procedures. For example, cheques should not be issued unless two signatures appear on each cheque.
5. **Advancement.** In many cases, advances are not serviced and imprest, or petty cash, is not retired on time. You should ensure that staff are strictly monitored and penalties are clearly understood by all who do not pay or retire their advances or petty cash on time.

Role of Education Managers in Financial Management

The ultimate accountability for the effective management of school finances lies with the office of the manager. As an education manager, you should:

- allocate funds to various activities in accordance with the budget;
- authorise the disbursement of school funds;
- administer school funds both lawfully and morally;
- determine a school budget in consultation with other stakeholders such as heads of department, senior teachers and the Board of Governors; and

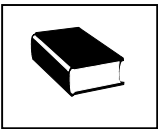
- ensure that the school has the funds it needs and that those funds are used effectively and efficiently.



Practice Activity

1. From your own experience and from the knowledge you gained from this unit, explain the education manager's role in establishing an effective accounting system.
2. In your experience as an education manager, you will have used many forms of financial records that assist in accounting for school funds. List six or more of the most important financial records that every school ought to keep.

The suggested answers to this activity are provided at the end of this unit.



Summary

In this unit, you have been introduced to financial management in schools. The unit highlighted what financial management is and the rationale for the budgeting process. The different sources of funds and the accounting for these funds were outlined. Your role as an education manager was also highlighted. The success of the school depends very much on whether or not the education manager effectively and efficiently uses the available resources and seeks to obtain funds from non-governmental sources.

The percentage of the public expenditure given to education is dependent on the finances available to the nation as a whole. In other words, schools are seriously short of funds. No education manager can afford not to be involved in raising school funds. The motto for all education managers should be "nothing ventured, nothing gained".



Reflection

How could you improve the handling of your school's finances? Remember that you are ultimately accountable for these funds.



Unit Test

1. What is the role of the education manager in financial management?
2. What steps can you take to ensure that school funds are spent appropriately and that the funds are accounted for?

Answers for this activity are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

It is necessary for a school to have a budget because it:

- provides a plan of action for a given period,
- allows for the appraisal of past activities in relation to planned activities,
- leads to the development of action plans,
- requires the education manager to foresee expenditures and estimate revenues,
- leads to the establishment of management controls, and
- requires that activities be prioritised.

Self-Assessment 2

1. Other sources of funds may include:

- donations,
- spelling competitions,
- trusts,
- cake sales,
- awards, and
- scholarships.

2. Extra funds are needed because:

- the government provides limited financial resources;
- additional funds are needed to cover the implementation of activities listed on the development plan; and
- providing supplementary funding allows other stakeholders to be involved in education, which is frequently viewed as a partnership between the school and the community.

Practice Activity

1. Your role may include ensuring that:

- receipts are issued,
- an internal audit system is put in place,
- expenditures do not exceed revenues, and
- advances are retired.

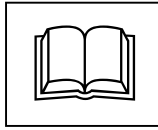
2. The most important financial records a school should keep are:
 - receipt book,
 - petty cash (imprest) book,
 - cash analysis book,
 - bank statement,
 - commitment register,
 - cheque book, and
 - invoice book.

Unit Test

1. An education manager should:
 - seek non-governmental financial resources,
 - link the school with other stakeholders,
 - be ultimately accountable for all financial transactions,
 - allocate funds prudently,
 - determine the school budget after thorough consultation with staff members, and
 - ensure the regular release of financial statements.
2. Steps which you can take to ensure that funds are spent appropriately and that funds are accounted for are outlined below:
 - Establish a budget in consultation with major stakeholders, especially teachers and the Parent-Teacher Association.
 - Announce the broad outlines of the budget publicly. This will ensure that there are many eyes watching how the money is spent.
 - If priorities change or emergencies appear, explain to stakeholders the financial adjustments that are required.
 - Once funds are allocated in the budget, monitor expenditures carefully.
 - Ensure that any funds paid by the institution are documented with a cheque or receipt.
 - Issue receipts for any funds received by the institution.
 - For security reasons, require two signatures on cheques sent out by the institution.
 - Monitor advances and petty cash allocations closely.
 - Report and record all financial transactions promptly.

- Conduct a monthly review of expenses and revenues.
Have an external audit of the school's financial records done at least once per year.

Unit 7: Research in Education



Introduction

Unit 5 of this module stated that one of the functions of an education manager is to monitor the performance of teachers and the curriculum for any signs of difficulty that might require change. The same unit further quotes Yin (1996: 157), who recognises the fact that “expectations on education have become more demanding and more diverse” because of great economic and technological developments in society. These two points of view present obvious challenges to education managers who direct the business of teaching and learning in schools.

As an education manager, you must be sensitive to the practices and events going on around you. These may have a direct impact on the performance of schools. You are expected to contribute to improvements in areas such as the curriculum, teaching methods, learning styles and school management. As an education manager, you can contribute effectively to these improvements through participating in or encouraging research in your school(s). Research in education helps us to understand and solve problems or simply to contribute to the advancement of human knowledge.

This unit discusses research in education under four topics:

- definition of research in education,
- purpose of research in education,
- types of research in education, and
- stages in conducting research in education.

We hope that this unit will confirm the importance and role of research in your job, and that you will use research to help maximise the effectiveness of your school programmes. The importance of relevant and reliable information which is derived from research in education programmes is described by Kane (1995: 6):

From an operational perspective, the effectiveness of the programs will depend on the commitment of the government, education staff and parents, or good coordination among donors and on the relevance and quality of information from which the programmes are developed.

The unit also attempts to show that you or, indeed, any practitioner in education can conduct research.

Objectives

After completing this unit, you should be able to:

1. Define research in education.
2. Explain the purpose of research in education.
3. Describe the types of research in education.
4. Outline the stages of research in education.

Definition of Research in Education

As indicated in the introduction, research in education plays a central role in improving the quality of teaching and learning. As an education manager, your role is to undertake research or encourage others to do so with a view to addressing problems that vex education. It is therefore necessary for you to understand what research in education entails and the purposes it serves.

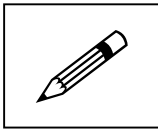
You may wish to examine closely the meaning of the word 'research'. To **research** means to investigate problems as they arise with a view to finding solutions or enhancing human knowledge. How the research is conducted depends largely on the type of research you wish to conduct and this in turn is determined by the nature of the problem under investigation and the purpose of the research. Research can take various forms. This unit will familiarise you with the various approaches to research.

Purpose of Research

Research in education serves a variety of purposes, including those listed below. Research:

- helps to identify and solve problems in education;
- facilitates better understanding of the problems;
- can lead to improvements in teaching and learning;
- can provide a basis or rationale for policy changes;
- can help educational consumers make informed decisions;
- can lead to the enhancement of human knowledge; and
- can either validate or invalidate existing perceptions, such as the relationship between the availability of textbooks and student performance.

As an education manager, it is your duty not only to demystify research, but also to encourage schools to treat research as a tool for enhancing the effectiveness of teaching and learning.



Self-Assessment 1

How can research help schools that are experiencing a variety of administrative and management problems?

The answer to this question is provided at the end of this unit.



Types of Research

Research can provide the Ministries of Education with a rich flow of data and information about schools and issues related to the effectiveness of the learning and teaching processes, including strategies for the improvement of the education system in general and instruction in particular. Such information also helps Ministries of Education to create the capacities needed to identify elements of excellence within the system and spot problems before they become crises or threats to the system.

To ensure that research results are relevant and helpful, different types of research approaches and methods are used. These can be grouped into two categories as follows:

- **Basic research.** This type of research seeks to advance human knowledge and frequently focuses on testing or re-thinking the fundamentals of a chosen field. It is not urgent and is mainly carried out by academics. Such research is sometimes referred to as pure research. Its outcomes may not be immediately applicable to everyday problems.
- **Applied research.** This type of research usually addresses a practical, current problem. It is this type of research that most educators engage in as a way of focusing on a specific problem with the view to understanding why something is happening the way it is and what can be done to promote beneficial changes or reverse an unfavourable trend.

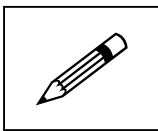
Education managers should be most familiar with applied research that can take different forms, including:

- **Evaluation research,** which aims at assessing and monitoring a problem and suggesting possible solutions.
- **Action research,** which is aimed at generating enough information to solve a problem. It often draws upon the people involved in the situation to be active participants in the research process.

Research can describe, explain and predict results. Each one of these concepts portrays a specific function within the research process as follows:

- **Descriptive research.** This is explanatory research. Its purpose is to get a picture or view of a situation. It does not require a researcher to prove cause and effect. It is, therefore, not experimental research.
- **Exploratory research.** This research process shows the relationship after the fact. For example, after the textbooks were ordered and delivered to schools, did students' exam results improve?
- **Predictive research.** This research process seeks to predict what will happen before the event takes place.
- **Explanatory approach.** This is primarily concerned with cause and effect. The results of explanatory research may be proven wrong as more information becomes available.

Applied research, when used appropriately, can go a long way in providing you with data and information that will prove useful in improving the teaching and learning process. Research should help you to measure the inputs, the process, the outputs and the outcomes of the education system.



Self-Assessment 2

What are the major differences between basic or pure research and applied research?

The answer to this activity is provided at the end of this unit.



Stages in Conducting Research

Since education is dynamic, there is continual pressure for education managers to find ways of solving problems through research. Furthermore, education managers should realise that, in this ever changing world, in order for any educational institution to survive and remain competitive or become an institution of repute, managers must use research to seek ways to improve the quality of education.

Some authorities such as Kane (1995) have suggested as many as 13 steps that should be followed when conducting research. However, the Commonwealth Secretariat (1998) has listed only seven stages. Regardless of the number of steps, educational research proceeds through a series of stages. Here are some of the stages that education managers should know:

Stage 1: Situational analysis. This is the initial step during which the educational research idea is identified. The idea can be based on one's interests or experience, or it can be based on an organisation's need to solve a particular problem. This stage should end when the problem has been clearly defined and the goals and purpose of the research activity have been established.

Stage 2: Creation of research statement. During this stage, the following will occur:

- Topics are selected and prioritised.
- Sub-topics are identified.
- Goals and objectives are refined.
- The method to be followed is discussed.
- Decisions are made regarding the use of observations, questionnaires, surveys, case studies or interviews.
- An outline of the research topic is drafted.

Stage 3: Information gathering. Data are collected using one or more of several methods, including those outlined above. All information or observations of importance are recorded.

Stage 4: Data analysis. The data are organized and interpreted in order to note any trends or the frequency of occurrences.

Stage 5: Preparation of a written report. Information you have gathered and interpretations you have made should be included in a final report comprising:

- the title of the research;
- objectives sought;
- literature review which summarises relevant material that helped you to design your research or interpret your results;
- findings organised in a manner that can be understood by other educators;
- interpretation of findings that support or refute ideas presented in the literature review;
- conclusions that are in some way linked to the research objectives; and
- recommendations, including suggestions that can be applied immediately and recommendations for further study.

Stage 6: Presentation of the results. You may be required to present your written report to the authorities who commissioned your research or to those who must implement your findings. Therefore, it is important to ensure that you write your report clearly and that the findings are disseminated widely.



Practice Activity

1. You have been asked to carry out research regarding the tardiness of students in a cluster of schools. Identify your sources of data.
2. As you read this unit, you may have been reminded of a number of problem areas in your job that must be researched if the problems are to be resolved. Cite five examples of such problem areas in your school.

Suggested answers to this activity are provided at the end of this unit.



Reflection

Have your views regarding educational research changed as a result of reading this unit? What educational research do you think should be conducted? Can you initiate the research or do you need others to help you? If you don't initiate this research, how will you find out whether your ideas work or how will you address the problems that you face?



Summary

This unit outlined research in education by focusing specifically on the purpose, types and stages of research. We hope that you are already familiar with this process, and that the additional information in this unit will motivate you to explore the benefits that research can bring to education.

Remember, if improvements in teaching and learning are to take place, it is necessary from time to time to conduct research so that the results guide future developments, reforms and innovations in the education system.



Unit Test

Outline the sequence of steps that researchers go through when they conduct research.

A possible answer to this activity is provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Research can help school personnel:

- identify problems,
- provide information that may lead to a better understanding of the issues involved,
- suggest possible solutions to the problems,
- reveal the need for new policy initiatives,
- underscore the need to improve teaching and learning in the school, and
- reveal the resource levels in the school.

Self-Assessment 2

Your answer regarding the difference between basic and applied research may include the items below.

Basic research is:

- general in nature;
- rarely focused on a specific problem that is based on everyday occurrences in the classroom or school; and
- mainly carried out by academics, who seek answers to fundamental questions, or who want to discover ideas that may lead to practical use. However, achieving practical outcomes is not their primary goal.

Applied research is usually:

- targeted to address a practical problem,
- focussed on a specific problem with specific objectives,
- a direct response to the needs of the system,
- funded easily, and
- carried out by educators.

Practice Activity

1. Possible sources of data may include:

- the headteacher,
- teachers,
- students,
- parents, and
- class registers.

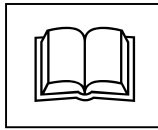
2. There is no single right answer to the question regarding possible educational research topics. However, you may want or need to research the topics such as the following:
- the effectiveness of teaching and learning materials
 - the impact of training on teacher performance
 - the effectiveness of supervision among teachers
 - pupil/book ratios
 - study styles among Grade 12 students.

Unit Test

Below is a sequence of research steps.

- Stage 1: Situational analysis
- Stage 2: Research statement
- Stage 3: Information gathering
- Stage 4: Data analysis
- Stage 5: Report writing
- Stage 6: Presentation of the results

Unit 8: Information Technology in Education



Introduction

Information technology (IT) has the potential to have a significant impact on education. IT can ease the work of education managers, teachers and students in their various endeavours.

As the National Centre for Educational Technology (NCET, 1993) confirms:

We are on the brink of a decade of radical developments in technology. These developments are so fundamental that they will alter our work, our culture and our education systems. In order to prepare ourselves for these challenges we need to take stock now.

As an education manager, you need to understand the role of IT in education so that you can maximise the benefits and the effectiveness of your school(s) in education delivery. Bull (1994: 8) argues that the implementation of IT is “closely related to an institution’s competitiveness and strategy”. Since you are responsible for improving the effectiveness and competitiveness of your institution, you need to familiarise yourself with the various types and functions of IT as they apply to the education system.

This unit aims at familiarising you with the important aspects of IT as a way of assisting you to become a more effective educator, who provides maximum support and encouragement to your teachers and students.

Objectives

After completing this unit, you should be able to:

1. Define information technology as it relates to education.
2. Explain the purpose of information technology in education.
3. Describe various types of information technology.
4. Discuss issues that affect the successful implementation of information technology.

Definition of Information Technology in Education

Shaikh (1998) defines **information technology** (IT) as “the convergence of electronics, data processing and telecommunications”. Wright (1998: 9) describes **educational technology** as “a complex and integrated process that involves the design, development, implementation, management and evaluation of learning processes and resources”. It is much more than the use of electronic equipment, including the processes, resources and products associated with the facilitation of human learning. Its purpose is to facilitate the storing, processing and retrieval of information related to educational practice. It also helps in the presentation of instructional materials. Note that the terms ‘information technology’ and ‘educational technology’ are frequently used interchangeably in an education context.

As an education manager, one of your duties is to nurture, encourage and spread good teaching and learning practices. Information technology can help you with this task.

Purpose of Information Technology in Education

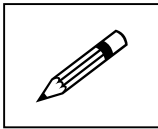
Schools should use information technology or educational technology to deliver the curriculum. The technology can be used to enhance teaching and learning and motivate all students, including those who previously may not have enjoyed learning.

Information technology can:

- enhance the effectiveness of teaching and learning;
- facilitate the production of materials to support teaching and learning;
- provide flexible presentations that are designed to meet the needs of students;
- compensate for the communication and learning difficulties experienced by some students with physical impairments;
- allow students to access an array of resource materials via computer networks and the Internet;
- improve the learners’ opportunities for entry into the world of work by equipping them with vocational skills;
- facilitate research, as it can be used for conducting information searches, data processing, word processing and the presentation of findings;
- facilitate the creation of simulations which encourage analytical and divergent thinking;
- facilitate record keeping associated with student, staff, financial and asset recording;

- facilitate communication via various telecommunications media, such as electronic mail and cell phones;
- support libraries and information services by enhancing their accessibility and widening the selection of sources from which information can be obtained; and
- facilitate decision making.

The above list is not exhaustive; think of other items that you could add to it.



Self-Assessment 1

How can information technology best help teachers in the classroom?

The answer to this question is given at the end of this unit.



Types of Information Technology

Education managers need to be familiar with the various types of information technology in order to facilitate learning and instruction.

For your convenience, the various types are arranged in three categories: simple, common and complex. Note that educators often overlook simple resources that can be just as effective as the more glamorous computer-related resources. If you would like additional information about these technologies and their applications, you may obtain a copy of a *Survey of Educational Technology* by C. R. Wright (1998) from the Commonwealth of Learning, 1285 West Broadway, Suite 600, Vancouver, BC, Canada, V6H 3X8. The descriptions below are based on this publication.

Simple Resources

- **Audiocassettes** can be used to present lectures, readings, case studies and motivational materials to individuals and groups. Students can use audiocassettes to tell stories or to record their assignments.
- **Filmstrips** provide a series of clear, realistic, detailed, coloured static visuals. They can be used by both trainers and students. Note, however, that filmstrips are not widely available.
- **Objects, models** and **specimens** are three-dimensional items that can be used for demonstration purposes or to give students an opportunity to operate or handle learning materials. Remember that students would rather handle something than listen to an instructor describe or explain it.

- **Overhead transparencies** provide large groups of students with clear, colourful images. Transparency overlays can be used to show the components of an object or how a sequence develops.
- **Photographs, graphic displays** and **wall charts** show static, detailed, coloured images. They can be produced in different sizes and can be used by either individuals or groups of students. You may be familiar with the statement, “a picture is worth a thousand words”. Use photographs or pictures to show students things that are not familiar to them.
- **Printed materials** include textbooks, work books, handouts, professional journals and magazines. Although these items may not be as glamorous as other resources, they can be skimmed easily, used without the need of electricity and allow students to study in a sequence and at a pace that is appropriate for them.
- **Slides** present clear, realistic, detailed, coloured static images that can be revised, updated and rearranged more easily than filmstrips or videocassettes.

Common but Less Accessible Resources

- **Lab kits** can be assembled to give the students hands-on experience. The instructor can select, assemble and package materials and equipment that students can use in class or at home.
- **Motion picture films**, as the name indicates, provide detailed, coloured and moving images. They can be used to introduce a topic or present the main portion of instruction. Their primary feature is that they show motion. Motion is important when students need to learn a procedure, understand the workings of a piece of equipment or appreciate how animals interact with their environment.
- **Video cassettes** are similar to motion picture films. In many countries, educational films have been converted to videocassettes.

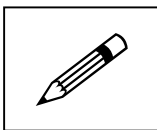
Complex Resources

These resources may be complicated or not easily accessible to instructors or learners in some countries.

- **Broadcast media.** Radio and television have features similar to those of audiocassettes and videocassettes; however, the former have immediacy and credibility. They can reach a large population and provide consistent and quality instruction. Radio is used throughout Africa to deliver educational programs.
- **Computer software** and courses can provide an amazing amount and variety of instructional material.

They can be used to register students, follow their progress, issue tests, mark tests and provide feedback.

- The **Internet** is a network of computer networks linked worldwide. It provides services such as bulletin boards containing messages or articles geared to a specific audience. On the Internet you can find information and discussions about almost any topic that you can imagine.
- **Electronic mail** or e-mail allows students and instructors to exchange messages, seek information and send and receive assignments.
- **Computer conferencing** enables participants to discuss a variety of topics by posting and structuring the organisation of e-mail messages.
- **Database search engines** allow learners and instructors to find information stored in computers world-wide.
- **Audio conferencing** allows interactive audio communication among participants and is frequently used to connect students and instructors who are separated by large distances.
- **Video conferencing** interconnects video images from various sources.



Self-Assessment 2

List five examples of information technology and state why they are useful to a classroom teacher.

The answer to this activity is provided at the end of this unit.



Issues in Information Technology

Many of our countries in the SADC region are still trying to come to terms with the role that information technology should play in education. In so doing, a number of issues have been raised. What is important, however, is for the education manager to realise that information technology has many advantages as a tool. It can be used to:

- create a safe and non-threatening environment for learning;
- meet the individual needs and abilities of each student;
- encourage students to enjoy learning;
- give students the chance to achieve or succeed despite previous failure;
- give students access to ideas and resource materials that were previously inaccessible; and

- allow students to reflect on what they have written and to change it easily.

Information technology affects not only what is happening in the classroom, but also activities in administrative offices. This tool helps education managers to have a more accurate picture of the human and material resources that they are responsible for and to use this information to plan more effectively and accurately.

However, there are a number of problematic issues that you should be aware of:

- Information technology is not accessible to the majority of our learners in the SADC region.
- The majority of our learners and many teachers lack knowledge regarding information technology.
- The hardware and software systems that do exist may be incompatible.

As an education manager, you should be in a position to advise your school on which computers to acquire. Equally, it is your responsibility to ensure that trained and qualified people are available to teach courses in computer technology. Given the fact that most of our countries suffer from limited resources, it is necessary for you to ensure that maximum use is made of whatever the school has.

Other issues that you should be aware of are:

- technophobia, which is the term used to describe a professional who may not be willing, or who finds it difficult, to embrace the new technology and therefore fears the technology; and
- the relevance of the software or courseware used in the delivery of the curriculum.

As an education manager, you must ensure that adequate hardware, software, trained personnel and back-up systems are in place before you can expect to reap the benefits of information technology. Technology has the potential to contribute to improving the effectiveness and efficiency of education. Your responsibility should include the improvement of linkages between institutions and their various communities. You must make the effort to explain the benefits of technology and its limitations. You must make the effort to bring your schools into the information age. Standing still is no longer an option.



Reflection

Reflect on how you can encourage your teachers to use information technology much more than they do now. How can you assist them? What resources and training do they require?

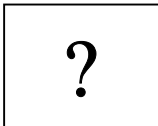


Summary

This unit discussed the role of information technology in education. It addressed topics such as the purpose and types of information technology and issues related to the use of information technology in education. We all agree that this is a new area and that it is necessary for education managers to take full advantage of the new technology to enhance teaching and learning in their schools.

Information technology should not be seen as a tool that hinders progress in education, but rather as a tool whose contribution will strengthen, reshape and modernise our education systems. It is not a threat to our current programmes. It will help us do what we do more effectively and efficiently.

This unit merely highlights the many benefits associated with information technology. We hope that it has aroused your interest and encouraged you to explore this topic in more detail.



Unit Test

1. What do you consider to be the advantages of information technology in education?
2. If information technology is to have a positive impact on education in the classroom, what must education managers do?

Possible answers to this test are provided at the end of this unit.



Suggested Answers

Self-Assessment 1

Information technology can:

- enhance the effectiveness of teaching and learning,
- be used in the production of materials needed to support the teaching and learning process,
- facilitate record keeping,
- facilitate communication,
- provide access to a rich source of information, and
- facilitate career choices.

Self-Assessment 2

You may wish to include the following in your answer as examples of information technology:

- Lab kits, containing a variety of media, can be used by students who need hands-on practice.
- Radio programmes provide information that is not available locally.
- Video cassettes have many of the attributes of a motion picture film and are more widely available than film for the classroom.
- Computer software can be interfaced with other technologies such as audiocassettes, records and videocassettes.
- The Internet is emerging as a common educational source and a tool providing a wide range of services.

Unit Test

1. Information technology can:

- give students the power to try out different ideas and to take risks,
- encourage analytical and divergent thinking,
- hold the attention of pupils with emotional and behavioural difficulties, and
- compensate for the communication and learning difficulties of some students with physical impairments.

2. Education managers must:

- become knowledgeable about educational technology,
- provide appropriate hardware, software and courseware,
- ensure that teachers receive proper training,

- provide sufficient human support and back-up systems,
- ensure that resources are accessible to as many people as possible, and
- treat the technology for what it is – a tool that can facilitate learning and instruction.

Module Test

1. What can be done to maintain high motivation among teachers?
2. Identify five stakeholders in education and explain their role in school governance.
3. Why should a school have a mission statement?
4. What do you understand by the term 'school climate'? Identify some of the factors that produce a positive school climate.
5. How can you minimise gender bias in education, especially in the classroom?
6. Why should a school have a well-articulated guidance and counselling programme for students?
7. If you were asked to hire a teacher specifically to guide and counsel students, what attributes would you look for in such a teacher?
8. What do you think is the role of the education manager in the change process?
9. Describe the steps you would follow if you wanted to change the way science is taught at the junior secondary level. Would your steps be altered if you decided to use information technology?
10. Why is it necessary for an education manager to have a working knowledge about financial management?
11. Describe the purposes that research serves in education.
12. Explain how information technology can assist in improving the quality of teaching and learning.

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