



Module 15

A THEORETICAL FRAMEWORK ON INNOVATIONS IN EDUCATION



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)

Developed by

The Southern African Development Community

Ministries of Education in:

- 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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Upper Primary Technology
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Junior Secondary Technology

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Module 15

A THEORETICAL FRAMEWORK ON INNOVATIONS IN EDUCATION

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A THEORETICAL FRAMEWORK ON INNOVATIONS IN EDUCATION

This is one of a series of modules in the General Education courses developed by Ministries of Education in the SADC region in cooperation with the Commonwealth of Learning.

Many changes are taking place in the education systems of the Southern African Development Community (SADC) countries. These changes are a result of the changes in the environment. When the environment changes, the way society copes with it also changes, hence the need for adaptation. When adapting to the changing society, new strategies have to be developed in education. Therefore, change in education cannot be prevented. Since change is inevitable, teachers, who are the implementers of change, have to be equipped with knowledge and skill to manage change in their schools.

The module therefore:

- introduces teachers to the important concepts, strategies and theories of social change as they apply to the education system;
- critically examines strengths and weaknesses of the theories and strategies related to change; and
- provides teachers with theoretical and practical approaches to changing schools in order to facilitate equity, efficiency and effectiveness.

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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

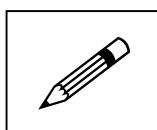
Throughout each module, you will find the following icons or graphic symbols that alert you to a change in activity within the module. Only the icons that are required are used in each module.



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.



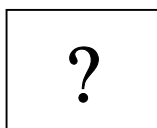
Practice Activity: encourages you to review and apply what you have learned before taking a unit test.



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.

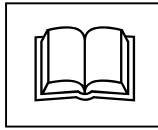


Unit Test: concludes each unit.



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

Unit 1: Basic Concepts



Introduction

This is the first in a series of units on the sociology of education, a discipline that you will find both interesting and fascinating as you embark on the road to professional development. For you to understand the study of the sociology of education, you need to familiarise yourself with the basic concepts involved and their implications for classroom practice.

Accordingly, this unit introduces you to the concepts of society, culture, values, norms, socialisation, the self, social role, status and sociological theories that you can use to understand what goes on not only in the school, but also in the classroom for which you may have direct control.

Objectives

After completing this unit, you should be able to:

1. Explain the meanings of society, culture, values, norms, socialisation, the self, social role, status and sociological theories.
2. Relate these concepts to what occurs in the school or classroom.

Let us look closely at these basic concepts and examine how they relate to what goes on in the school.

Society

As a member of the human race, you are a social being. You enjoy living with other people. Why is this the case? Perhaps it is because you share the same culture, language, religion, hopes and aspirations. The existence of a society is guaranteed by a set of laws that ensure stability.

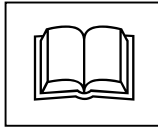
Collingwood, cited by Ottaway (1985: 3), describes a **society** as “a kind of community (or a part of a community), whose members have become socially conscious of their mode of life and are united by a common set of aims and values. It is a collection of people who look to the future.”



Self-Assessment 1

Using the information provided above, list the characteristics of the society to which you belong.

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



Culture

As a teacher, you must have heard some people talking about their ‘way of life’ or heard other teachers discussing the way things are done at their school. As a member of society, you did not decide independently what language to speak or what to eat. These were decided for you by the culture of the society into which you were born.

Brinkerhoff and White (1988: 82) define **culture** as “a design for living that provides ready-made solutions to the basic problems of society”. They describe culture as a tool kit of material and non-material traits that help people adapt to their circumstances. Culture includes language, values, objects and symbolic meanings.

Schools as social organisations have a culture of their own. School culture manifests itself in:

- school motto and mission statement
- student and teacher behaviour
- attention paid to school performance
- the way visitors are treated
- management practices in the school
- school-community relations.

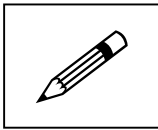
Unit 2 will explore this topic further so that you develop a better understanding of the concept of culture in the context of the school.

Values

Pause for a moment and think about the things or ideals that your school promotes. These may include:

- competition
- cooperation
- gender sensitivity
- human rights
- diligence
- dedication and commitment to duty
- compassion and fairness.

These attributes are **values** or shared ideas about desirable goals. Usually values deal with what is good or bad, right or wrong and desirable or undesirable.



Self-Assessment 2

Read the following statement.

It has been argued that society is experiencing so many problems because most education systems are not value-driven!

As a teacher, how do you feel about this assertion?

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



Norms

As a teacher, you appreciate that every social organisation has values that it cherishes. To achieve these valued ends, some orderliness is required. The guidelines or shared rules of conduct that specify what people ought or ought not to do are referred to as **norms**. Some norms can be enacted into rules, regulations and procedures in order to bring about social control. Take a step back to your school days! Do you remember those rules and regulations? Even now, you still enforce school rules to enable the school to achieve its goals.

Socialisation

Let's turn back the clock to the time you were born. You had no language. You did not know who you were. You had no idea about what was right or wrong. You did not belong to any social group. You were like a blank cheque.

However, this condition is a thing of the past, as you now have a language, you know who you are, you know what is right and wrong and you belong to several social groups. It was society that imprinted these attributes on you through the process of socialisation.

Datta (1984: 54) defines **socialisation** as the process "by which the accumulated culture of society is transmitted to its members and especially to children". Datta argues that this is done through conversation, reciprocal acts and the exchange of ideas, information, language and social skills.

Socialisation is thus a process through which the individual becomes a person as a result of the transmission of culture by various agents.

Agents of Socialisation

When you look at the life of an individual, from the cradle to the grave, you will appreciate that a number of agents are responsible for the socialisation of that individual. Their influence, or the lack of it, has a bearing on how that individual relates to the rest of the members of society.

In this section, you will examine some of the socialising agents that are critical to the physical, social, emotional and intellectual development of the individual.

The Family

The family plays a very central role in the socialisation of the child. It is in the family that the following processes occur:

- The mother-child bond is established. The child experiences love, tenderness and warmth, which are essential ingredients for the social and emotional development of children.
- The child develops both identity and individuality. The family facilitates the development of the self-concept.
- The child acquires a language, which is very critical to social and intellectual development.
- The child acquires and internalises the norms that govern the conduct of the members of society.
- The child imitates speech, gestures and behaviour.
- The child's biological needs are satisfied.

Datta (1984) concludes that experiences in the early years have an enduring impact on the physical, intellectual and personality development of the child, a fact that adds to the importance of the family's socialisation function.

Peer Group

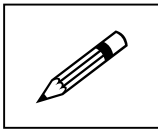
It is apparent from the previous discussion that the infant is largely socialised within the family. However, as the infant grows into a child and matures into an adolescent, he or she spends most of the time among friends. Such a circle of friends is a very powerful socialising agent.

According to Datta (1984), the peer group performs the following functions:

- It shelters and protects its members.
- It provides psychological sustenance by meeting emotional needs of affection, understanding and acceptance.
- It provides an effective learning situation. It transmits culture, though in some instances in a diluted form, and teaches certain roles that parents may not wish to teach the child.
- It conditions the attitudes and sentiments of its members.

Accordingly, the peer group can influence the following:

- members' dress and hair-do
- attitudes towards work and authority
- attitudes towards sport
- social habits, including anti-social habits like drinking, smoking, drug abuse and sexual promiscuity that may be a result of peer pressure
- the commission of crime, which at times may be done to please peer group members.



Self-Assessment 3

Any normal child must belong to a peer group. List four positive and four negative influences that may result from one's membership in a peer group.

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



The Media

The media play a very important part in the process of socialisation:

- Children, especially those in urban areas, spend many hours watching television and listening to the radio.
- The press bombards children with all sorts of information.
- Children learn about issues such as sex in periodicals and magazines.
- The Internet has made information more accessible to children.

It is therefore not surprising that society blames the media for some of its ills.

The School

As a teacher, you appreciate that the school plays a very critical role in the socialisation of the child. While children are in school, the school takes the place of their parents.

A close look at the functions of education clearly reveals the socialising function of the school. The following are some of the functions of education:

- Transmission of culture from generation to generation. Culture here means values, norms, concepts, beliefs and images of good behaviour, skills, facts, rules and procedures. It is the duty of the school to select relevant experiences and present them to the children.
- The exposure of children to new ideas, knowledge and innovations in order to turn them into productive and responsible members of society.
- Economic development of the country through skills training and behaviour changing. The bias towards science, technology and mathematics in most education systems results from the realisation that these subjects provide a basis for a country's development.
- Selecting and directing people to different areas of specialisation, thereby reproducing existing inequities or facilitating social mobility. This can have influence on the choice of future leaders.

How does the school do this? As a teacher-learner you are aware that each school has a **formal curriculum**. It offers a range of subjects, which include physics, chemistry, mathematics, English, the mother tongue, history, biology, business management, computers or information technology, human ecology, foreign languages and many others. The child is thus socialised through the formal curriculum.

In addition to the formal curriculum, children also learn through the **hidden curriculum**. This refers to the unwritten experiences that children encounter at school. This has tremendous impact on the child's behaviour and personality. In order to help the child adjust to contemporary society, you as a teacher must keep abreast with changes in the society and transmit these changes to your learners. Often, these changes are included in the hidden curriculum of values, beliefs and attitudes.

The Teacher in Contemporary Society

You now have a good understanding of the basic concepts in sociology and their implications for classroom practice. You also need to understand your status in contemporary society. What is a teacher in contemporary society? Has your social status as a teacher changed over the years? To answer these questions, you need to understand what social status is, what factors influence social status and what your social roles are.

Social Status

Social status is the position that a person, family or social group occupies in a social system.

The following factors influence status:

- how much one earns
- general working conditions
- academic and/or professional qualifications and experience
- social influence exerted by members of the occupation as an organised group
- historical factors
- importance attached to a role measured by the amount of money the state spends on it.

The Teacher's Role in the Community and the School

Each of us plays a role in our society. A **social role** is the expected behaviour associated with a social position.

Your role in the school is that of:

- a mediator of learning,
- a disciplinarian,
- a parent substitute,
- a judge, and
- someone who can be confided in.

Your role in the community is that of:

- a community leader,
- an expert,
- a model of good behaviour,
- a responsible adult, and
- a parent figure.



Self-Assessment 4

List three factors that influence your status as a teacher.

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



Teacher's Role Conflicts

Children, the head, politicians and parents have different expectations from the teacher. These expectations can exert opposing pressures on the teacher, resulting in role conflicts. You are expected to be someone pupils can confide in and at the same time, you are expected to be a disciplinarian. To be a confidante, you have to be kind, sympathetic and understanding. To maintain discipline, you have to be strict and occasionally severe.

As a teacher, you will face a number of conflicting roles that are affected by:

- outside pressure which affects your teaching;
- your values as a teacher that may not be supported by the wider society, such as morality, honesty, tolerance, readiness to help others and truthfulness; and
- different expectations from the head, colleagues, pupils and parents.

Professionalisation of Teaching

Despite the role conflicts and other problems mentioned, teaching is a profession. At this stage, you need to be equipped with facts about the professionalisation of teaching.

A profession is an occupation of a special kind, which emphasises three aspects:

- expertise,
- self-determination, and
- public recognition.

Let us discuss these aspects in detail.

Expertise. Professionals must possess competence in a well-defined field. Your primary field is teaching. In this field, you must have:

- a thorough knowledge of the subject matter,
- professional skills to raise and sustain a child's interest, and
- good moral character.

Teachers have expertise in various fields, including teaching methods. Effective teaching requires specialised knowledge of both subject matter and teaching methods.

Despite the expertise required for one to be a teacher, the high status once accorded to the African teacher has declined. The following factors have contributed to the decline in status:

- low salaries and lack of material incentives
- poor working conditions
- lessened social prestige
- decline in importance attached to teaching by society
- employment of untrained teachers
- lack of educational resources in schools
- lack of access to political power and influence.

Self-Determination. In addition to expertise, a profession is characterised by self-determination on matters such as training programmes and the establishment of an institutional framework within which members have to practise.

Public Recognition. In addition to expertise and self-determination, a profession is marked by public recognition. You will certainly agree that teaching is well recognised by the public.



Self-Assessment 5

Why is teaching not regarded as a profession like medicine or law?

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



Three Theories of Sociology of Education

Theoretical perspectives are used by scientists to provide logical explanations for why things happen the way they do. It is therefore important for you to know some common theories that help to explain the many issues found in the sociology of education.

Functionalist Theory

The assumption here is that the study of the sociology of education helps us to explain issues that we do not understand. It emphasises the fact that institutions within society, such as education, are made up of inter-dependent parts all working together. Emile Durkheim's ideas (Blastine, 1983: 5) centred around the relationship between society and its institutions, which he saw as being interdependent. He

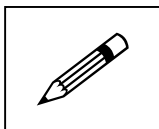
concluded that any change in society reflects a change in education and vice versa. In fact, education is an active part of the process of change.

Conflict Theory

The theory assumes that there is tension in society and its parts, which is created by the competing interests of individuals and groups. Max Weber (Ballantine, 1993: 7) concentrated on the concept of status group relationships. Such conflict can be experienced at schools that include teachers and children from several different cultural or status groups. Mass education is also a source of conflict, as it leads to selection at higher levels and thus creates inequalities.

Interaction Theory

This theory stresses that individuals interact with each other. If they share the same culture, their interpretation or definition of social situations will be similar. They will share common norms that will guide their behaviour.



Self-Assessment 6

From your experience as a teacher, give one example of a situation that illustrates each of the three theories of the sociology of education that were discussed in this unit.

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



Practice Activity

As a senior teacher at your school, how would you convince your colleagues who want to resign and go overseas that teaching is a noble profession?

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



Summary

In this unit, you have considered basic sociological concepts, your role in contemporary society and sociological theories. We hope that these theories and concepts will help you understand what goes on in your classroom, school and society.



Reflection

How do you think the theories of sociology will assist you in your day-to-day teaching?



Unit Test

1. You have been invited to a Sixth Form Careers Day, and you are asked why the status of the teacher is declining. How would you answer the student?
2. In countries in the Southern African Development Community (SADC), all children have access to education. This has resulted in large numbers of children completing secondary education and not being able to proceed to university. Only a few students are accepted at universities. This creates inequality and conflict in societies that advocate for mass education. How do you explain this problem of selection for entry into university from a sociological perspective?

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



Suggested Answers

Self-Assessment 1

Possible answers to this activity will vary depending on your society, but you may wish to consider the following:

- friendliness
- desire to help one another
- extended family relationships
- gender differentiation
- respect for one another
- respect for elders.

Self-Assessment 2

A teacher who is aware of theories of the sociology of education would disagree with this statement. These theories emphasise the interdependence of schools and society. Schools are driven by the values held by society. These values can be classified as 'good' or 'bad', depending on your point of view.

Self-Assessment 3

Four positive influences of peer groups are:

- protection of members,
- provision of psychological relief,
- transmission of culture, and
- possible shaping of positive attitudes.

Four negative influences of peer groups are:

- anti-social habits,
- commission of crime,
- dress and hair-do that are unacceptable to adults, and
- negative attitudes towards work and authority.

Self-Assessment 4

A few factors that influence the status of teachers are:

- salary earned
- academic and professional qualifications
- social standing acquired through material possessions
- working conditions
- social influence.

Self-Assessment 5

There are several possible answers to this question, but it is likely that teachers lack the status of doctors and lawyers because of low salaries and the employment of untrained teachers.

Self-Assessment 6

Answers to this activity will vary, but you may consider the following:

- Functionalist theory: parents and teachers working together to socialise children.
- Conflict theory: teacher from a rural peasant background teaching children of high-status people like doctors, lawyers, university professors and company directors.
- Interaction theory: a homogenous group in a local rural community.

Practice Activity

Answers to this activity will vary, but you may consider the following:

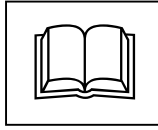
- Teachers have expertise in various fields, especially teaching methods and subject matter. Other professions do not have this expertise.
- Teachers are respected members of the community.
- Teachers generally have job satisfaction and job security.
- Teachers operate rather independently because of their expertise.
- Teachers get satisfaction from helping people see or attain their potential. Few other occupations offer this type of satisfaction.
- Good teachers are urgently needed in African countries.

Unit Test

1. Possible reasons for the decline of teachers' status could be:
 - low salaries,
 - lack of incentives,
 - employment of untrained teachers, and
 - lack of resources that will help teachers do their jobs properly.
2. The problem can be understood from a theoretical perspective by making reference to the functionalist theory and the conflict theory. The functionalist theory stresses the

interdependence of society and various institutions, while the conflict theory maintains that conflict always exists among different interest groups. Therefore, since resources are limited, there has to be a selection of students who are allowed to attend the university.

Unit 2: The School as an Organisation



Introduction

In Unit 1, you were introduced to the basic concepts of the sociology of education. The various relationships and forces that are found in schools were reviewed.

As you are aware, a school is made up of a group of people who can be described in many different ways. A school will have both young people and adults of different ages and from various backgrounds. It is these differences in ages and backgrounds that you, as a teacher, need to know about. This information will help you address problems that may arise in the school.

We are sure that you are familiar with conflicts that may occur in a family because of misunderstandings. These problems could be found among the children themselves or between the children and their parents. A family or an organisation that is characterised by quarrels and animosity cannot be happy and prosperous. A school or organisation may not produce a conducive environment for good learning and teaching if it is characterised by disharmony.

In this unit, we will continue to examine the school as a social organisation and discuss the effects of culture, community and finance on the school.

Objectives

After completing this unit, you should be able to:

1. Define an organisation.
2. Identify the characteristics of an organisation.
3. State the role of the school.
4. Explain what multi-culturalism involves.
5. Describe the relationship between the school and the community.
6. Explain how discipline can be maintained in a school.
7. State how education is financed.

Definition of an Organisation

According to Shipman (1975: 53), an **organisation** is a social grouping deliberately established for a certain purpose. A **social organisation** is that network of relationships between individuals and groups that binds them into society. Horton and Hunt (1976: 216) state that formal organisations are

related to social organisations as the parts are related to the whole. According to Banks (1976: 191), one of the most important aspects of the formal structure of an organisation is its system of administration. In a modern society, the typical administrative system is the bureaucracy.

A **bureaucracy** is characterised by:

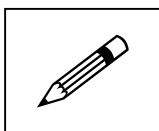
- a high degree of specialisation
- a hierarchical system of authority
- explicit rules which define the responsibility of each member of the organisation and the coordination of different tasks
- the exclusion of personal considerations from official business
- impartiality in the treatment of subordinates and clients
- recruitment of experts
- the existence of a career.

The Role of the School

An effective school does much more than simply impart academic knowledge. According to Shipman (1975: 3), schools are agencies of socialisation, operating alongside the family, religion and the local community. In a complex society, there is no guarantee that all will share common values, and pupils and staff may experience conflicts as they each play their roles in different parts of society.

Schools are frequently trying to impart values that may not be shared by other influences on their pupils. Schools may work against as well as with other agencies of socialisation. In order to exclude bad influences that go against the important values that it supports, a school must be exemplary. Staff must try to organise the school as a model of what life should be: moral, disciplined, hardworking and friendly.

Unfortunately, the poorer the area in which the school is situated, the greater will be the contrast between the values of the community and those of the school. When such a sharp contrast exists, the result is usually the frustration of the teachers and a rejection of the school by the children.



Self-Assessment 1

From your experience as a teacher, list at least two examples of areas in which the views held by the school and the community may differ.

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



Culture and Multi-Culturalism

As stated earlier, a school is an organisation that imparts more than academic knowledge. One of the things it passes on is culture, which we introduced in Unit 1 of this module. Here, we will present another perspective on culture.

Horton and Hunt (1976: 46) state that from people's life experiences, they develop a set of rules and procedures for meeting their needs. The set of rules and procedures, together with a supporting set of ideas and values, is called a culture.

The classic definition of **culture** framed by Sir Edward Tylor in Horton and Hunt (1976: 46) reads:

Culture is that complex whole which includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society.

Stated more simply, culture is everything that is socially learned and shared by members of a society.

What you have read above can be applied to a school, which is an organisation or a social unit in its own right. Therefore, you can talk about the culture of a particular school. It is a unifying factor and a stabiliser that brings order and harmony.

If you analyse the word 'multi-culturalism', you can probably determine its meaning. Yes, it simply means something about many cultures. The term **multi-cultural education** refers to education that promotes respect for the racial and cultural differences of individuals. The concepts and purposes related to such education must be comprehensive, penetrating and integrating, not narrow or restrictive.

Multi-cultural education concerns itself with the application of normal educational principles and procedures to a situation in which your pupils have been brought up and will continue to be influenced by a variety of cultural traditions. This type of education is regarded as preparation for the social, political and economic realities that individuals experience in culturally diverse and complex human activities. Multi-cultural education is based on the following principles:

- The school must seek to establish the closest possible relationships between the educational experiences that it provides and the early experiences in the home.
- The school curriculum should portray and interpret the entire local society around its walls and should prepare the pupils to function effectively within it.
- One of the tasks of education is to achieve national unification and reconciliation, promoting social harmony and moral consciousness among all sections of the population.



Self-Assessment 2

From your experience as a teacher, describe the cultural forces that affect your school.

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



School and Community

If you were asked to define education, what would you say? Perhaps you would say that **education** is the organised part of the process through which each successive generation learns the accumulated knowledge of a society. Since a school does not exist on its own but within society and a community, it follows then that the immediate community will have a lot of influence on the school. Remember that the school tries to fit children into the existing pattern of life so that they associate with others in a predictable and efficient way. However, the process of influence is not one-way because sometimes it is the school that will influence its community. The level of influence will vary according to the communities involved. Issues such as values, norms, economic background, homogeneity and heterogeneity may affect the level of influence either way.

Sometimes, the community may have greater impact on the school or vice versa. When the community is enlightened and organised, the impact on the school will be great. For example, when Parent-Teacher Associations are very active and enlightened, the community will have a bigger say about what goes on in the school in terms of values, morals and principles.

Sometimes, there may be a conflict between the community and the school. For example, there could be too much political interference by individuals who may want to use the school as a springboard to political or civic office. The conflict may be dysfunctional and retard the development of the school and the academic progress of its pupils.

How Schools Maintain Discipline

It is true that a school may influence the community around it, but the school has no control over the community. A school, however, does have control of the activities and behaviours that occur within it. The school tries to maintain order through rules and customs. Not all students will follow these guidelines; they will deviate from what the school regards as acceptable behaviour. As a result, the students will be disciplined.

Deviance may be defined as the failure to observe the norms of the society in which one lives. In a school situation, you are aware of pupils who do not observe the regulations and traditions of the school. When school rules have been broken, the punishment will vary according to the seriousness of the act. According to Wright and Randall (1975: 121), some researchers believe that it is not the nature of the act that identifies it as deviant, but the people's reaction to it.

This theory, known as **labelling**, says that societies label different acts as deviant at different times. The same act may be considered to be as deviant on some occasions but not at other times.

Maintaining order in an organisation with large numbers of people like a school is very necessary. As a teacher, you may regard discipline as a pre-condition for effective teaching and learning. The nature of the order in schools can vary widely according to the way staff-pupil relations are organised.

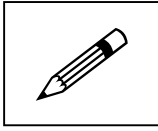
There are several ways in which a school can maintain discipline. A few of these are:

- formulating certain customs and rules and demanding that everyone adheres to them
- according teachers the right to be obeyed
- employing rewards and punishments
- using power or coercion.

Max Weber (Shipman, 1975: 126) stated that authority could become legitimate by several means, including:

- rational-legal, that is, obedience being granted to rules and procedures laid down independent of any particular individual;
- loyalty to long-established ways of doing things; and
- authority legitimated by the influence of the leader who has charisma or personal magic.

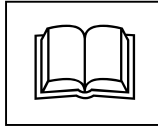
Teachers usually apply a mixture of the above methods to maintain discipline at schools.



Self-Assessment 3

As a teacher, why do you think discipline is necessary? How have you maintained discipline at the school or schools where you have taught?

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



Financing Education

A school, like many other organisations, must be financed. How it is financed can affect its procedures, attitudes and the achievement of academic goals. However, it must be made clear that good students can graduate from poor schools and become successful. Achievement is usually due to will rather than the resources available.

The usual procedure for financing education is that educators decide what is to be done and then economists determine how much it will cost and how the money will be raised. However, in many instances, the government decides how much will be allocated to education, and the educators determine how they can use what they receive to educate children. What the government may provide may not have any real relationship to what education would cost if everyone were served equitably.

How education is financed, be it centrally or locally, publicly or privately, solely out of taxes or out of taxes supplemented by user charges, can affect the structure and character of the education system. An education system that is entirely financed out of general taxes without fees or user charges of any kind may produce relatively high rates of return on investment in voluntary education systems. However, the scale and composition of secondary and higher education would be different from what it would be if cost-covering fees were charged.

An education system that is largely financed locally is more likely to be subject to popular pressure about, say, the quality of amenities provided and the type of curriculum adopted than a system that is centrally financed.

Therefore, the particular way in which education is financed in a country can largely determine who will be educated and in what fashion. The social rate of return on educational investment is affected by the pattern of educational finance. When social and cultural objectives are taken into account, the question of finance becomes very important. Usually it is the question of finance that will prevent some noble ideas in education from being implemented. To assign all educational finance to central governments may deprive local school administrators of any incentives to experiment and innovate. For example, sticking to single salary scales when the school has a shortage of science teachers may keep down

expenditures, but poor or no science education will be the result.

There are advantages and disadvantages in adopting different patterns of educational finance.



Practice Activity

Parents of children in the locally-funded school in which you teach complain to your head about poor performance by their children in public examinations. Do you think the parents are justified to complain?

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



Summary

In this unit, a school was described as an organisation. As one of the organisations in society, it is subjected to the same social forces that affect society at large. You must have realised that culture plays an important role in all organisations. This is so because the behaviour of individuals in any organisation is largely influenced by their cultural background.



Reflection

What values does your school reflect? Does your school reflect multi-cultural values and those of the community? What values do you bring to the school and your students? Are your values similar to those held by your students?



Unit Test

1. Describe the impact the community may have on the school.
2. Why is discipline necessary in school?
3. If you discover that your school is characterised by conflict and disharmony, what issues would you consider as possible causes? List at least seven causes and give examples of two of them.

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



Suggested Answers

Self-Assessment 1

Please note that answers to this activity will vary depending on your experience. However, the school and the community could disagree about the following issues:

- subjects offered
- content or amount of moral teaching
- levies charged
- use of the school premises for political gatherings
- sporting and cultural activities offered.

Self-Assessment 2

The school may be influenced by:

- the community as a whole,
- religious organisations,
- other organisations or groups within the community such as musicians, artists and athletes, and
- politicians.

Self-Assessment 3

Below are different forms of discipline:

- punishment involving manual work
- corporal punishment, which is unlawful in many countries
- guidance
- use of prefects
- encouraging good behaviour by offering rewards, in the form of prizes
- exclusion or expulsion from school
- involving the pupils' parents in disciplinary cases.

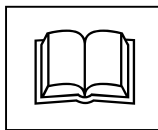
Practice Activity

The parents, having provided the bulk of the school's funds, would be justified in demanding good pass rates. However, that does not mean that their children should pass if they don't have the ability and/or don't do the work that is necessary to pass.

Unit Test

1. The community may have a great impact on the school, especially if there is an active Parent-Teacher Association. The community may affect such things as:
 - the discipline within the school
 - the subjects taught
 - the activities that children are able to do or not do.
2. Discipline is necessary at school in order to maintain order, to create a conducive environment for learning and to establish exemplary behaviour.
3. There are many possible causes for conflict and disharmony. A few are presented below.
 - the environment
 - the curriculum
 - the school culture
 - relationships between staff and pupils
 - relationships among staff
 - relationship between staff and administration
 - staff behaviour
 - methodology employed in teaching the pupils
 - staff performance
 - pupils' examination results
 - parents' involvement
 - economic situation of pupils
 - pupils' home backgrounds.

UNIT 3: The Change Process in Education



Introduction

Change is a fact of life that we all must be ready for. In this unit, we will discuss change and how it affects your school. You need to be prepared to change the way you and other teachers can meet the changing goals of your school.

As a teacher, you are expected to have a clear understanding of the concept of change. This will equip you with skills to help you act as a change agent at your school.

Objectives

After completing this unit, you should be able to:

1. Define education, society and change.
2. Describe types of change.
3. Describe the internal and external forces that bring about change in education.
4. Identify agencies of change and their role in the change process.

Definition of Education

As a teacher, you are expected to have a clear understanding of what education is. The community and society look upon you as a guide and role model for their children and themselves.

Education is an essential process in human development. It is a universal practice engaged in by societies at all stages of development. Education should not be equated with schooling. **Education** is the total process of human learning by which knowledge is imparted, faculties trained and skills developed.

Farrant (1991: 19) states that:

true education deals with knowledge that is
recognisably worthwhile and capable of
achieving a voluntary and committed response
from the learner.

Education leads to a quality of understanding that gives rise to new mental perspectives in learners. It uses methods that encourage learners to exercise judgement and use their critical faculties.

Education, therefore, helps the society to pass on its major characteristics to the next generation. Each generation is

different from the one from which it sprang. Education keeps society alive.

Definition of Society

Horton and Hunt (1976: 47) define **society** as:

a relatively independent, self-perpetuating human group who occupy a territory, share a culture and have most of their associations within this group.

A society is made up of smaller groups like families, communities and institutions, such as schools.

What Is Change?

The concept of change dates back to 500 B.C. when Hericlitus and Ephesus (Armstrong, 1995: 820) said, “Everything flows and nothing abides. Everything gives way and nothing stays fixed.” The phenomenon of change applies particularly to organisations and the life that goes on within them. The survival, existence and growth of society call for innovation, re-organisation, introduction of new technology and changes in working methods, procedures and practices.

Hanson (1979: 291) echoes the same sentiments when he says, “**Change** is the process of implementing an innovation in an organisation.”

Change goes on all the time in human lives and organisations; it cannot be avoided.

To many people, change is two-fold: it can be stimulating and motivating, or it can bring suffering and fear, depending on how it has been introduced.

Schools in many parts of the world are finding it helpful to have a development plan to assist them in managing change. Many Southern African Development Community (SADC) countries are requiring schools to produce and use development plans that will help schools to raise pupil achievement.

Types of Change

There are three major types of change:

- evolutionary,
- spontaneous, and
- planned.

Evolutionary Change. Evolutionary change is a slow process of gradual progression from one form or state to another, for example, the evolution from primates to humans or the growth of a child to an adult. You are familiar with institutions that started small and grew to be large institutions, for example, villages that became towns. Each village grew from just a few houses until it had a major market place and offered a variety of services. This change was gradual. It did not happen overnight.

Spontaneous Change. This type of change is unplanned and it happens quickly. The change takes place as a result of an unexpected event, such as, a strike at a school.

Planned Change. Most changes in schools are planned and geared towards specified targets. Owen (1979: 291) defines planned organisational change as “a conscious and deliberate attempt to manage events so that the outcome is redirected by design” to some intended goal.



Self-Assessment 1

List at least two examples of planned change that took place in schools within your area.

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



Forces of Change

Schools, like other organisations, can experience pressure that forces them to have planned or unplanned change. The pressure can come from different sources that may be from inside or outside the school and the education system.

The pressures can be social, economic or political. Examples of such pressures are:

- the existence of underprivileged and deprived children in a country,
- the decline in government ability to fund schools, and
- the need to improve the quality of education.

External forces could be legislative, demands from the society, or different social values, philosophies and practices. An example of government legislation that significantly affected schools was proclaimed in Zambia in 1996. This policy required that initial literacy in Grade 1 be developed in the local languages while literacy in English would begin in Grade 2.

In a school situation, change could be brought by new legislation, a new headteacher, poor discipline, poor examination results, negative attitudes and behaviour. A new headteacher may introduce changes in the syllabi and the

curriculum because of internal pressure. Change may also come from outside the school. Parents of children attending your school could insist on school development planning that addresses their concerns. Many SADC countries are requiring schools to produce and use development plans (Commonwealth Secretariat, 1998: 91).

The Role of the Change Agent

According to Stoner and Wankel (1986: 355), the **change agent** is an “individual who is responsible for taking a leadership role in managing the process of change”. Those who receive such help are the client system.

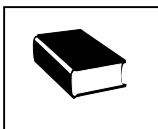
The change agent can be local or foreign. For example, the SADC countries asked the University of Cambridge to assist in localising their Form 4, Form 5 and Form 6 examinations. You too can be a change agent at your institution. You can lead at the local level. If you don't, who will?



Self-Assessment 2

1. What social, economic and political pressures may schools face?
2. If you acted as a change agent, where would you be most successful in making changes?

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



Summary

This unit introduced you to the concept of change and noted that change is a constant in life. To live, one must change. In an education system, change also occurs. The change may be evolutionary, spontaneous or planned. Frequently, it is planned change that occurs within education.

Schools may change due to a variety of internal and external influences. The government and parents are the two major external influences. Change is usually facilitated by a change agent or a leader who takes charge of the change process. All teachers can be change agents.



Reflection

Reflect on your performance as a teacher playing the role of a change agent at your school. What changes have occurred because of your leadership?



Unit Test

1. Describe the three major types of change and identify the one most likely to occur in the education system.
2. Having gone through this unit, can you cite a situation at your school or a neighbouring school that requires a change agent? State the recommendations that you would offer.

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



Suggested Answers

Self-Assessment 1

Please note that answers to this activity will vary, depending on the different planned changes which took place in your area. However, you should note whether these changes were the result of external forces, such as the government, or internal forces. Did you have a leadership role in any of these changes?

Self-Assessment 2

1. Some examples of what schools may face include:
 - the existence of underprivileged and deprived children,
 - declining government ability to fund schools,
 - the need to improve quality education, and
 - the 1996 policy change in Zambia on Grades 1 and 2 literacy in local languages and English, respectively.
2. If you were to act as a change agent, you would be most successful at making changes in the classroom because it is something you know about and have some control over.

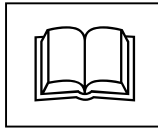
Unit Test

1. The three types of change are identified below:
 - evolutionary change – gradual change from one state or form to another
 - spontaneous change – unplanned and sudden change resulting from unexpected events
 - planned change – organised change that has an intended target or goal.

In education, planned change most frequently occurs.

2. The answer to this question will vary according to the situation cited. Note that a change agent is required whenever leadership is needed. Individuals as well as groups may act as leaders. For example, the Parent-Teacher Association may pressure the school to change the subjects it offers, to shift the emphasis from sports to community work and to change the methods used to discipline students.

Unit 4: Resistance to Change



Introduction

In Unit 3, you were introduced to the concept of change in schools. You were informed that change can be evolutionary, that is, it unfolds over time, or it can be a process of unexpected or planned events. You realised that you, the teacher, can also be a change agent in your school.

For teachers, dealing with change is inescapable. Ichak (Cole, 1990: 503) supports this view:

Living means solving problems and growing up means being able to solve bigger problems. The purpose of management, leadership, parenting or governing is exactly that: to solve today's problems and get ready to deal with tomorrow's problems. This is necessary because there is change. No management is needed when there are no problems, and there are no problems only when we are dead. To manage is to be alive, and to be alive means to experience change with the accompanying problems it brings.

You will appreciate that change in any organisation comes in all shapes and sizes. Change can be resisted for various reasons. As a teacher, you should understand how resistance to change affects the smooth functioning of the school, retards progress and affects quality education at the school. This unit will deal with reasons why teachers resist change.

Objectives

After completing this unit, you should be able to:

1. Explain why change is resisted.
2. Describe how resistance to change can be overcome.

Reasons for Resistance to Change in Education

Most of the reasons for resistance to change are a result of poor communication between the change agent, the person who is managing the change, and the client system, a person or group of people who are helped by a change agent (Stoner and Wankel, 1986: 355). The following reasons have been selected to enable you to understand why change is resisted in schools:

Fear of the unknown. Teachers resist change because of the uncertainty about causes and effects of the change.

Lack of information. Teachers carrying out the change need information about the aims and benefits of change, what is needed to introduce the change and how the change will be introduced. If this information is not provided, change will be resisted.

Misinformation. If incorrect information is given about a change, the teachers' view of the change will be unclear; hence the usefulness of the change will not be perceived.

Threat to status. A change may mean adopting new ways of doing things. Old ways that teachers are used to or are competent in are now useless. If there is no training to develop new skills to cope with the change, then the change will be resisted. Some changes may call for a reduction in the size of an organisation. This means that some people may lose their top posts or positions.

Threat to power base. Some changes can reduce the influence one has in a school. Such a change will be resisted by the affected persons.

No perceived benefits. If the benefits of the change are not clear, the change is seen as a threat to the already established routine.

Low-trust organisational climate. If there is mistrust within a school, any change introduced is seen as a trap.

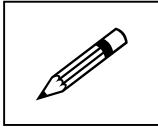
Poor relationships. When relations between the change agent and the client system are strained, communication and the general flow of information are bound to be poor. This leads to resistance to change.

Fear of failure. Teachers may fear to try out new ideas because they are not sure of the results.

Fear of looking stupid. Resistance occurs when the procedures for implementing the change are not explained and they are unfamiliar.

Custom. Changes that tamper with traditions and customs are seen as a threat, hence they are resisted.

Peer-group norms. A group of teachers develop rules and values that they want to be identified with. If the whole group does not accept the change, individual teachers may not adopt the change being introduced.

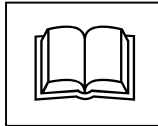


Self-Assessment 1

Explain how the following can cause resistance to change at a school. Give realistic examples.

- lack of information
- fear of the unknown
- threat to status.

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



Overcoming Resistance to Change

Resistance to change may be a sign that something is wrong with the proposed change. Mistakes made during the introduction or presentation of the proposal can also lead to resistance to the proposed change. From your experience, you are aware that resistance to change is caused by many factors. These factors can be dealt with using different techniques so as to experience success in the implementation of the change. As a teacher, it is very important for you to know how you can overcome or manage resistance to change, since you can also be a change agent.

Kotex and Schlesinger, as cited by Kreitter and Kinicki (1992: 737), offer six major strategies for overcoming resistance to change:

- education and communication
- participation
- facilitation and support
- negotiation
- manipulation and co-option
- coercion.

Education and Communication

- This method is used where there is little or no information about the change.
- Teachers do not see the need for the change.
- In order to reduce resistance, teachers have to be informed about the rationale or reasons for the change.
- Teachers have to know what is happening and why they have to do what they have to do.
- The information can be passed to the teachers through one-to-one discussions, memos, group presentations or reports.

- This method works only if the relationship between the change agent and the client system is good.
- Communication should be honest, sincere and truthful.
- Language used should be clear and straightforward.

Participation

- It is rare for individuals to resist change if they have participated in all the stages of decision making.
- Participation in both the design and implementation of a change creates a sense of commitment to the change.

Facilitation and Support

- The client system (teachers) should be prepared to face the effects of the planned change.
- This can be done by facilitating, retraining and providing staff development programmes which will help the teachers acquire new skills to cope with the change.
- Staff development programmes can be in the form of in-service workshops or seminars.

Negotiation

- During negotiation, the change agent should democratically and in a friendly manner campaign for change.
- Discussion should be held with those opposed to change.
- The client system (teachers) realise that their rights, welfare and views are respected.
- The planned change is thus supported.

Manipulation and Co-Option

- When using this strategy, the change agent twists facts to make them attractive to the client system.
- All negative information is withheld. False rumours may be created in order to make the client system accept the change.
- Leaders of the resistance are bought off by giving them a key role in the change process.
- These leaders' contributions do not improve the quality of decisions made.

Coercion

- This method involves using force and threats on the resisters of change.

- These can be in the form of threats of transfers, negative performance appraisals, loss of promotion or a poor letter of recommendation.
- The advantage of this method is that change is implemented quickly.



Self-Assessment 2

Read the following case study. Then answer the question that follows it.

One Way to Introduce Cricket, Rugby and Tennis

Mr Moyo has been the sports master at St. Paul's School for the past ten years. He is an expert in soccer, netball and athletics, which are the traditional sporting activities offered in the area. A new teacher who has graduated from college, Mr Dube, joined the school at the beginning of the year. Upon realising that the school offers limited sporting activities, Mr Dube asks the head if he could introduce cricket, rugby and tennis. The head welcomes the idea and announces the innovation to the staff. He also thanks Mr Moyo for having been the school's sports master and then relieves him of that duty. He gives the duty to Mr Dube. The head justifies his decision by saying that Mr Dube is knowledgeable in the old and new sporting activities. He will be a better sports master. This angers Mr Moyo, who influences other members of staff and children to resist the change.

What is the cause for the resistance? Explain.

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



Summary

A change agent who wants to introduce change in a school must inform the client system about the need for change, the reasons for change and the advantages of the change. Changes often fail to fulfil the client system's dreams and hopes because there is no feedback once the change has been introduced.

In this unit, various reasons why people resist change have been discussed. Strategies for overcoming such resistance to change were discussed in the second part of this unit. It is important for you as a teacher to be able to:

- respond to change when the need arises,
- implement change in your school,

- understand clearly the problems which you may encounter in implementing change, and
- find ways of overcoming resistance to change.

You should view yourself both as a change agent and a client system. Your response to change can either hinder your school from operating effectively or make it a more effective learning centre.



Reflection

Think of a change that was introduced in your school, but was not well accepted, despite the change agent's good intentions. Based on the information provided in this unit, what could you have done to make it acceptable?



Unit Test

State five reasons why teachers resist change in schools. How can this resistance be overcome?

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



Suggested Answers

Self-Assessment 1

Please note that answers to this activity will vary depending on the situation cited.

Self-Assessment 2

The causes for resistance could be:

- threat to status
- threat to power base
- fear of the unknown
- no perceived benefits
- reluctance to let go.

The explanations will depend on the responses given to the first part of the question.

Unit Test

Possible answers will be any five of the following:

- lack of information
- fear of the unknown
- threat to status
- threat to one's power base
- no perceived benefits
- low-trust organisational climate
- poor relationships
- fear of failure
- fear of looking stupid
- custom
- reluctance to let go
- peer-group norms.

The answer to the second part of the question will depend on the answers given in the first part. However, note that change is more likely to occur if:

- individuals are informed of the benefits of the changes to themselves or others,
- they are able to participate in the decision-making,
- professional development opportunities are provided, and
- they receive recognition for contributing to or embracing the change.

UNIT 5: Theories of Change



Introduction

One of the main reasons why you may resist change is lack of information. In this unit, you will examine four theories of change that will help you to understand and appreciate the need for change. Each theorist sees a different pattern that you can relate to change.

However, you will find that change comes in different forms just as there are various theories to explain it.

Objectives

After completing this unit, you should be able to:

1. Give brief descriptions of the following theories:
 - evolutionary and neo-evolutionary theory
 - Social Darwinism
 - structural-functionalist theory
 - the Marxist or conflict model.
2. Briefly examine the implications of the four theories for educational change, particularly at the school level.



Introductory Activity

Do you think that all human societies developed in distinct, identifiable stages?

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



Evolutionary and Neo-Evolutionary Theory

Evolutionary theory refers to the long-range, cumulative consequences of major and minor alterations in an organisation (Owen, 1979: 291). One example is the change from single-sex schools to mixed-sex schools.

If you consider African countries and European countries, you know that the two continents have developed differently but in a similar way, that is, through one continuum: simple to complex.

According to Dermain (1981), human societies started basically as hunting and gathering societies and evolved into technological societies. This linear process can be summarised as:

primitive → agricultural → industrialised → modern

The theory of linear evolution states that every society must pass through the same stages of development. However, supporters of neo-evolutionary theory emphasise multi-linear evolution. This view says there are various ways that societies can develop, not just one line of development. Thus, societies can be classified according to their level of complexity and differentiation.

Social Darwinism

This theory sees societies as competing for an upper position in life. The idea is based on Darwin's work on biological evolution. Like living organisms, human societies struggle with one another for survival. Today, Western societies appear to have out-paced other societies in this struggle. You could conclude that such societies have reached the highest stage of social progress achieved to date.

Some writers have used this theory to justify the supremacy of whites over blacks. This notion has been dismissed because human cultures are diverse. Therefore, they cannot be viewed in such a simplistic way.

Structural-Functionalist Theory

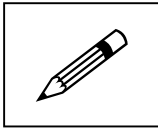
The structural functionalist framework is, to a great extent, a modern version of the evolutionary theories. The evolutionists place major emphasis on stage-by-stage social, economic and cultural development. Structural-functionalist theory differs from the evolutionary theories in that it focuses on the **homeostatic**, or balancing, nature of a society as it constantly adjusts to maintain an equilibrium between its different elements. However, both theories view societies as highly complex and differentiated.

The structural-functionalist theory recognises that there are inequalities in society. The inequalities are regarded as necessary to have order in society.

Structural-functionalists see inequality and stratification in education as arising from the needs of society as a whole, not just those of individuals or some groups with special interests. Therefore, according to the structural-functionalist view, change happens in the educational sector as a result of the interaction between the school and society, that is:

- a need arises in society,

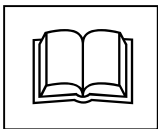
- the school is required to meet the need,
- change in the educational structure takes place to accommodate the new function,
- the school assumes a new role, and
- changes take place in society as consequences of the new educational function.



Self-Assessment 1

As a teacher, how would or did teaching about the HIV/AIDS pandemic affect you?

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

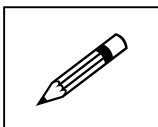


While working on the last activity, you may have realised that schools may introduce significant changes into society. However, it would appear that schools are rather conservative, as change is generally initiated by society. Schools seem to maintain the traditional way of doing things. The problem is that unless the change at your school is accepted by the society, it will be difficult to implement.

Structural-functionalist theory proposes that:

- society is made up of parts (structures) such as the family, education and religion, which are linked to one another like parts of a machine;
- each part of the system or society performs a function which benefits the whole society;
- those parts which make up the whole society can only be understood in relation to each other; and
- society is like a well-oiled machine.

At this stage, you might realise that the structural-functionalists are also trying to explain how law and order, integration and continuity are maintained in society and in education.



Self-Assessment 2

Based on the structural-functionalist view, if the children you are teaching are to gain maximum benefit from school, you must link the school with the community. How can you maintain this link?

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



The Marxist or Conflict Model

This theory emphasises that change in society is brought about by interaction with the environment. It states that:

- the society has classes, and there is a constant struggle between the rich and the poor;
- the struggle between the contending classes or interested groups leads to inevitable conflict; and
- change comes about as a result of the conflict.

According to Marxist theory, change is initiated from below. This means that the state, which controls knowledge, cannot initiate transformation.

From a Marxist perspective, schools can be regarded as repressive institutions. This is because ordinary people and teachers, too, have little control over what they learn; they tend to be passive actors. Education systems tend to transmit the values and ideas of the ruling class.

Thus, change can only be brought about by the violent or revolutionary overthrow of the dominant class and its ideology.

Some Implications of Social Theories for Education

The diversity of cultures makes it difficult to categorise societies only in terms of degree of development. Therefore, educational change strategies based on evolutionary and neo-evolutionary considerations are of little use to education personnel. This is because these theories are not easy to test and they explain very little.

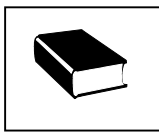
The structural-functional approach, sometimes referred to as the **consensus model**, has serious implications for educational change. It can be used by headteachers and educational authorities to elicit cooperation from you and your fellow teachers. This approach is based on values that are acceptable to the society. In the school improvement process, teachers and curricularists, among others, try to make school activities relevant to existing cultural and normative trends. This means that changes that are revolutionary are not easily acceptable. The structural-functional theory may be too conservative a model in societies that are changing very rapidly.



Practice Activity

Imagine that you have been posted to a remote rural school where the headteacher will not allow you to teach lessons on HIV/AIDS because of cultural or religious considerations. How would you persuade the headteacher to allow you to teach the subject?

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



Summary

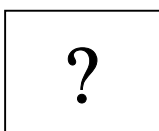
This unit presented an overview of the following theories of change: evolutionary and neo-evolutionary theories, Social Darwinism, structural-functionalist theories and the Marxist or conflict model. Based on the information provided, you should be able to see the relationships of these theories to education.

Though the four theories contribute something to your understanding of the change process, not one of them is able to provide you with the complete picture. However, the knowledge you have gained from the four theories may enable you to better understand and respond to situations that should be changed at your school.



Reflection

Reflect on your performance as a teacher in playing the role of a change agent, considering the theoretical knowledge you now have.



Unit Test

Cite the relevant theoretical considerations that you would use to persuade the headteacher, fellow teachers, the pupils and their parents of the need to change the school's uniform, which has been used for the past twenty years.

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



Suggested Answers

Introductory Activity

There is no proof that all human societies developed in distinct stages because they are diverse and cannot be considered in such a simplistic manner.

Self-Assessment 1

Several possible answers may be given, depending on your own individual reaction.

If the subject was included in the curriculum, the government required it or your headteacher told you that you would have to teach the new subject. But because it requires special handling, it would mean you would require in-service training at an organised workshop.

In addition, your timetable would be affected, and you would have more work to do.

Self-Assessment 2

You maintain the link through pupils you teach. Your pupils' social backgrounds can tell you much about their families and conditions of life. When your school invites the pupils' parents to school functions, a link is created between you and the community. The existence of Parent-Teacher Associations and school boards will also assist in maintaining this link.

Practice Activity

In order to persuade the head to allow you to teach the subject, you could:

- encourage the head to attend courses on HIV/AIDS,
- request the head to allow speakers to address teachers, and
- seek the help of the education officer in charge of HIV/AIDS training.

Unit Test

Below are two approaches that could be used to convince others to change the uniform.

- The problem is historical and therefore the evolutionary and neo-evolutionary theories could be cited to persuade the other people that it should be updated to a more contemporary style.

- You could also refer to the structural-functionalist approach if you demonstrate that the changes will make the uniform more appropriate for the community in which you live.

UNIT 6: Types of Change Strategies



Introduction

This unit not only introduces you to the types of change strategies, but it also reminds you about topics covered in Unit 4. In Unit 4, we discussed factors that can lead to resistance to change and how resistance can be overcome. As a teacher, it is important to know that many forces affect organisations, including the schools, as they strive to achieve their goals. Some of these factors are:

- the need to be more competitive and productive,
- the rise of learner organisational structures, and
- the search for organisational excellence.

For organisations to fulfil their identified goals, members at all levels must perform as leaders. What does this mean to you as a teacher? You should understand general strategies and procedures to make your plans succeed.

In this unit, we will discuss three general strategies for effecting change.

Objectives

After completing this unit, you should be able to:

1. Define strategy.
2. Identify and outline features of general strategies for effecting planned change in education.

Defining Strategy

Before we introduce you to types of change strategies, you should have a clear understanding of the term 'strategy'.

A **strategy** is

- what an organisation hopes to do,
- the process of planning something or carrying out a plan in a skilful way, and
- what an organisation eventually does.

Types of Change Strategies

There are three types of strategies that can be used to effect planned change. These are:

- rational-empirical strategies,
- power-coercive strategies, and
- normative re-educative strategies.

These three groups of change strategies will be discussed in relation to the relevant education systems.

Rational-Empirical Strategies

These strategies regard people as rational. They can accept change in organisations as long as evidence for the need to change is supported by research findings. The findings should reveal the benefits to be gained from the change. The model should show how and where the change should occur.

These strategies include the following activities:

- staff development clusters or workshops
- open days
- surveys.

The information gathered from these activities should convince people that the education of children will suffer if the planned change is not implemented. These strategies are effective where a change is to be introduced at a national level. The implementers or teachers, in the case of an educational institution, must become knowledgeable about the change.

As a teacher, it is important for you to understand the activities that are completed before the change is passed to you to implement. These steps are:

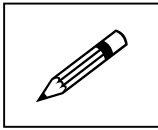
1. A central team does basic research that is used to plan and develop the change or innovation.
2. The innovation is tried in pilot schools. Circulars could be sent to schools while conferences, workshops and courses are held to sell the idea and explain possible difficulties arising from the change.
3. The change is implemented by the client system or teachers.

This approach can be used at the school level when change is initiated by the headteachers who have to implement it. The main advantage of this rational-empirical approach is that change is initiated by experts in the education system, so the nation tends to benefit from the change.

This approach has some limitations, including those listed below:

- The teachers who are the implementers are only involved to a limited extent.
- The change is imposed on the teachers from the top.

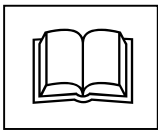
- Local needs and variations may be ignored if the change is initiated centrally.
- The teachers and heads may not receive adequate training to manage the change.



Self-Assessment 1

Identify a change that was initiated from the Regional or Head Office of your Ministry. Explain how it was introduced.

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



Power-Coercive Strategies

These strategies are used by people who have power to influence the change. They include:

- government officials,
- education authorities at the national and local level,
- education officers,
- heads of schools, and
- teachers.

All these change agents have political, legal, administrative and economic power to require that the change occur.

Power-coercive change strategies bring immediate and quick results if the client system and change agents accept the change proposed. These strategies are also relatively easy and cost-effective to implement.

However, power-coercive strategies have their own disadvantages:

- The top-down approach used for changing the curriculum or the education system eliminates creativity and self-realisation.
- The individuality of the client system is not considered.
- The use of force or coercion can lead to resistance to planned change.

Normative Re-Education Strategies

Strategies in the third group are also referred to as problem-solving, self-help and participative models. These strategies are based on the philosophy that people are active and they need satisfaction, hence they should be motivated. Therefore, change takes place as a result of change in attitudes, skills, values, norms and relationships within the client systems.

For change to take place, there should be cooperation between the agent and the client system. There is two-way

communication between the change agent and the client system.

The client system identifies a need. The need is translated into a problem. Then the following steps are followed:

1. The problem is diagnosed.
2. The diagnosis leads to a search for a solution.
3. Possible solutions are sought.
4. The best alternative solution is chosen.
5. Trials are carried out.
6. The innovation or change is implemented.

The advantages of these strategies are:

- The need for change comes from the client system. It is a bottom-up approach. Local initiative, responsibility, collaboration, self-help and reliance on local resources are the driving forces behind the change.
- The change agent acts as a consultant, hence provides guidance, expertise and inputs.
- It encourages individual or group growth and development.

The only disadvantage of these change strategies is that change is taken as a natural or evolutionary process. It may be unsystematic and unplanned. Hence, there may be delays in bringing about the desired change.



Self-Assessment 2

1. How can you, as a teacher, influence change in the curriculum?
2. Your head asks you to conduct a staff development course on change strategies in education. Outline the main points that you would include.

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



Practice Activity

A teacher from your school comes back from three months of maternity leave and finds that a new subject has been introduced. The head asks you, as a senior teacher, to explain the change to the teacher. How would you go about it?

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



The change strategies outlined in this unit cannot be used in isolation because they are interrelated. Strategies used to effect

planned change depend on many forces and circumstances. For successful implementation of change to take place, power-coercion strategies can be blended with normative re-education and rational-empirical strategies in order to gain the commitment to the implementation.

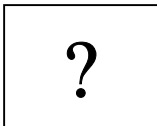
In the Southern African Development Community region, it is difficult to wait for detailed research findings before implementing needed changes. Where this has happened, it has resulted in a loss of a large amount of resources. Resources in the region are scarce and not always available.

This unit has outlined different strategies for effecting change in the education system and in schools. You should note the strengths and weaknesses of the different strategies.



Reflection

Think of a change or innovation that was introduced by your head. How did you react to it? How would you react to it now, given the knowledge gained from this unit?



Unit Test

Choose one group of change strategies. Outline its main characteristics and weaknesses. Identify a change in your education system where these strategies were used. Give reasons why the particular group of strategies was used.

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



Suggested Answers

Self-Assessment 1

Please note that answers to this activity will vary according to the changes introduced by the ministries of each country. The purpose of this activity was to help you identify innovations and the processes by which they were introduced.

Self-Assessment 2

1. As a teacher, you can influence change in the curriculum through participation in:

- subject panels,
- workshops, and
- teachers' organisations.

You can also approach your head with suggested changes.

2. The main points that could be included in the course are listed below.

- Definition of strategies
- The rational-empirical strategies, whose main features include:
 - Changes only take place as a result of research findings.
 - The research pinpoints where and how the change should occur.
 - The change is introduced on a large scale.
 - The strategies are organised and systematic.
 - They are controlled centrally and they produce packaged solutions for the implementers (teachers).
 - State the advantages and disadvantages of these strategies.
- Compare the rational-empirical strategies to the other two types of strategies and indicate when one may be more appropriate.
- Outline the power-coercive strategies, which are used by individuals from groups who have power to influence change, for example, government, education authorities, education officers, heads and teachers who have political, legal and administrative power to effect change. State advantages and disadvantages of these strategies.
- Outline the normative re-education strategies.
 - These strategies seek to change attitudes, skills, values, norms and relationships within the client system.

- They call for cooperation between the client system and change agent.
- State advantages and disadvantages of these strategies.

Practice Activity

The answers to this activity will vary according to the change strategy chosen and the situation the teacher is working on.

Unit Test

The answers to this activity will vary according to the group of strategies chosen and the changes that have taken place in different countries. However, do refer to the answer in Self-Assessment 2, question 2, which will provide you with the main points regarding the various strategies.

UNIT 7: Social Effects of Change in Education



Introduction

When a country such as Zambia, Mozambique, Namibia, Zimbabwe and, recently, South Africa attains national independence, there are bound to be tremendous changes in the newly independent country, particularly in education.

Education plays an important role in the political and economic emancipation of the indigenous people of a country that has been under colonial rule. The changes in the education system made at independence and thereafter will have an impact on the people of the country. As a teacher in one of the Southern African Development Community (SADC) countries, you are aware of some of the important changes made in the education system of your country.

In this unit, **Zimbabwe will be used as a case study** to bring out the effects that a country can experience after changes have been made to its education system.

Objectives

After completing this unit, you should be able to:

1. Explain the phrase 'social effects of change'.
2. Describe the social effects of change in education and training reform.
3. Describe the social effects of an education for all policy.
4. Describe the social effects of change in the curriculum.

Explanation of Social Effects

As a society changes, these changes will affect how it conducts itself. The arrival of a new idea or invention can affect the society in a variety of ways. According to Thompson (1981), three general forms of the social effects of invention can be distinguished as:

- dispersion, which involves multiple effects of an invention;
- succession, which means that an invention produces changes in the organisation which in turn produces further changes; and
- convergence, which means that several influences of different changes meet at the same point.

Since 1980, various changes have been initiated in the education system in Zimbabwe, but this unit will be confined to three major changes:

- education and training reform,
- education for all policy, and
- curriculum changes.

Education and Training Reform

After independence was initiated, the government of Zimbabwe aimed at eliminating inequalities in education and training that existed during the colonial era. The changes involved social, economic and political processes that had an impact on the redistribution of power and material resources in the Zimbabwean society. These reforms led to changes in the Zimbabwean educational policies.

Since Zimbabwe's independence, a variety of educational reforms have occurred. This has led to significant changes, which are outlined below.

- The national allocation of human and material resources of education has increased phenomenally.
- The allocation of resources within the existing education system has spread to all corners of Zimbabwe.
- The number of pupils completing different levels of education from different socio-economic backgrounds has increased to unprecedented levels.
- The number of females enrolled in different levels of education has increased.
- The goals of the curricula, in terms of their form, content and orientation, have changed significantly.



Introductory Activity

Cite one government reform in education and relate how it has affected you as a teacher at your school.

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



Education for All Policy

The change from an elitist, settler, racially-based and dual education system to one that was mass-based in its orientation was the most fundamental policy reform at Zimbabwe's independence. This change was politically and ideologically justified. The changes were aimed at satisfying the demand for education by the black majority and also creating a more egalitarian and just society. The newly elected leaders saw this change as a process of nation building.

The universal access to primary and secondary education policy resulted in increased enrolments in Zimbabwe. The primary school enrolment in Zimbabwe has almost tripled, from 819 586 in 1979 to 2 281 585 in 1990. Secondary enrolment has increased ten-fold, from 66 215 in 1979 to 708 080 by 1990. Thus, it was necessary to build a large number of new schools. Primary schools nearly doubled, from 2 401 in 1979 to 4 291 in 1986. Secondary schools increased from 177 to 1 279 during the same period.

The large increases in enrolment resulted in **multi-shifting schooling** (Chung and Ngara, 1985). This means, schools had to cater to two or more entirely separate groups of pupils during each day. In Zimbabwe, the first group attends school in the morning, while the second attends in the afternoon. In some cases, a group of adults uses the school in the evening.

The multi-shift system allowed a single set of buildings and facilities to serve more pupils. This system also increased the number of school places, particularly in urban areas. You may be aware of the rural to urban migration that resulted in large numbers of pupils requiring school places.

As a teacher, you are probably familiar with the problems brought about by the multi-shift system. The school day is shortened and the periods of teaching a subject are reduced from 40 minutes to 35 minutes in secondary schools. What does this mean to you as a teacher and to your pupils? Of course, it means that the quality of education is affected. Teachers who teach in both sessions are overworked. The system also contributed to discipline problems. Pupils have too much free time to engage in activities such as drug abuse, theft and promiscuity.

The multi-shift system increases the wear and tear on the facilities. This results in strain on the maintenance budget.

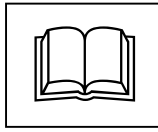
Since the facilities are limited, some schools have classes at other schools far away from the main base. This makes the headteacher's work much more difficult, as the headteacher has to travel to these satellite bases in order to maintain order.

Due to the inadequate teaching at school, some parents might have to pay for extra lessons for their children. You may also be tempted to provide extra lessons to the pupils you teach. This undoubtedly is unfair and would create dissension in the community between families that could afford additional tutoring and those that could not. Nevertheless, low salaries have led some teachers to charge for helping students after school.



Self-Assessment 1

Identify the changes that your school has experienced since your country attained independence and state whether the changes were positive or negative.



Changes in the Curriculum at the Primary Level

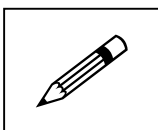
You may be familiar with the work of a special unit in the Ministry of Education called the Curriculum Development Unit, which is responsible for the form, content and orientation of the curriculum. The work of this unit is to re-orient the subjects taught in schools so that they meet the development needs of your country.

There has also been a deliberate move to widen the curriculum by introducing new areas of study. Thus, some Southern African Development Community (SADC) countries, like Zimbabwe, have introduced social studies, a result of the integration of geography, history and civic education. Previously, these subjects were taught separately. Emphasis is now placed on the use of discovery learning, experimentation and simulation games.

Regarding religious and moral education, the shift has been from the prescriptive approach to a more liberal and flexible approach. African traditions and religious beliefs have now been incorporated on the same level as Christian, Islamic, Jewish and Hindu beliefs and practices.

You may have experienced some problems brought about by changes to the curriculum. In Zimbabwe, the problems listed below became evident:

- As many as 13 subjects were now taught at the primary level.
- There was resistance to these changes by some teachers.
- It was felt changes were initiated from above rather than from below.
- The shorter lesson periods defeated the whole purpose of schooling.
- Failure to provide examinations in all primary school subjects led to teaching that emphasised English and mathematics.



Self-Assessment 2

If possible, find out what the curriculum was before independence in your country. Then compare it with your current curriculum.

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

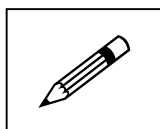


Changes in the Curriculum at the Secondary Level

The secondary school level also faced many problems due to the changes made at this level. The main problems faced in Zimbabwe are listed below.

- There was a lack of trained teachers.
- The curriculum had to be standardised.
- The curriculum had to meet the needs of an egalitarian society while at the same time respond to the needs of the economy. There was to be one examining board, the Cambridge School Certificate Examinations, for all 'O' and 'A' level pupils.
- New subjects were introduced to address some deficiencies in the old curriculum. Thus the following new subjects were introduced:
 - political economy
 - technical subjects
 - vocational subjects
 - physical education
 - education with production.

However, many teachers resisted because of the top-bottom approach that was used. There were also a lack of funding and a lack of trained teachers to teach the special subjects.



Self-Assessment 3

Identify some benefits derived from recent government policies on education in your community.

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



Practice Activity

Imagine that a teacher from another SADC country has been appointed to your school and you have been asked to tell the new teacher about your curriculum. What would you tell the teacher?

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



Summary

In this unit, you were shown some of the important changes in educational policy that could have taken place in some of the SADC countries. Three main changes that could have taken place were:

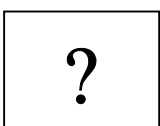
- education and training reform,
- education for all policy, and
- changes in the curriculum.

You should have also noticed that the influence of change in an organisation may be functional or dysfunctional. Further, three basic effects of planned change, namely dispersion, succession and convergence, were defined. The unit also looked at the impact of the expansion and the phenomenal growth in the education and training system.



Reflection

Reflect on your performance as a teacher and determine how you have been affected by the changes that have taken place in the curriculum.



Unit Test

1. As a teacher, what would you say have been the main benefits which you have enjoyed due to your country's recent educational reform policies?
2. How can an education for all policy affect the school system? List five effects.

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



Suggested Answers

Introductory Activity

The answers to this activity will vary depending on the reform cited. However, the reforms could have a bearing on:

- education and training,
- education for a policy, and
- curriculum changes.

These reforms may have made you:

- learn new skills,
- teach subjects you have never taught before,
- work in a multi-shift school,
- work with an increasing number of untrained teachers,
- deal with shorter school periods,
- work in facilities that lack sufficient space and resources,
- deal with more children with discipline problems, and
- feel frustrated yet challenged.

Self-Assessment 1

Answers to this activity will vary, depending on your school and country. However, you may wish to consider some of the following:

- multi-shift system: negative
- shorter periods: negative/positive
- high teacher-pupil ratio: negative
- more places for children: positive
- expanded syllabi: negative/positive
- provision of extra lessons: positive.

Self-Assessment 2

Possible answers to this activity will vary according to the country in which you live. However, you may wish to consider the following changes that could have occurred:

- Introduction of new subjects, such as
 - social studies
 - HIV/AIDS
 - human rights
 - population education

- gender issues.
- African traditions and religious beliefs incorporated on the same level as other religions.

Self-Assessment 3

Recent government policy may have led to the benefits below.

- Every child can go to school.
- More schools were built.
- Discrimination in schooling was eliminated.
- Education helps in nation building.
- Adult literacy became a major issue to be addressed.
- Free primary education was introduced.

Practice Activity

Answers will differ, but the answer could contain the following items:

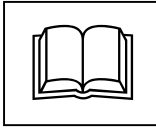
- changes in the curriculum
- changes in the timetable
- multi-shift or single-shift sessions
- the teaching of religious education
- the teaching of social studies.

Unit Test

1. Answers to this unit test will vary according to your country. However, you may wish to consider the following:
 - better facilities
 - change in the curriculum
 - quality training
 - equal opportunities
 - recognition of blacks as equal citizens.
2. An education for all policy can have a significant initial impact on the school system. The school system may be affected in the ways outlined below.
 - Student enrolments will increase significantly.
 - Pressure on the limited facilities will increase.
 - The number of schools will increase significantly.
 - A multi-shift system may be put in place to accommodate the growth in student enrolment.

- There will be a severe lack of qualified teachers. Therefore, untrained teachers will be hired to address the teacher shortage problem.
- New subjects may be added to the curriculum in order to address the diverse needs of the population.

UNIT 8: Factors Affecting the Adoption of Change in Education



Introduction

In this unit, you will be introduced to factors which affect the adoption of planned change and those which affect the implementation of change. The change process will be explained. It is important to note that many forces interact to make the change process possible. The process is not a simple one. Events at one stage may affect events in the next stage.

Objectives

After completing this unit, you should be able to:

1. Describe factors which affect the adoption of change in schools.
2. Identify factors which affect the implementation of change in schools.

Factors Affecting the Adoption of Change

Change is a process, not an event. Many forces interact in order to make the change process possible. These factors influence each other during the change process. This will become clearer as you read on.

The adoption of change starts when we are able to realise that changes or innovations exist and that they could help us to make our society the way we would like it to be.

The quality of the innovation is measured against the existing state of affairs. If the innovation is rated highly, it is adopted. For example, social studies was introduced as an attempt to address the social goals of education in Zimbabwe. This innovation was meant to give the pupils a broad and integrated learning experience, compared to the rigid curriculum which was in existence.



Introductory Activity

Identify innovations in the school system which you rate highly. Explain why.

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



Below is a description of the factors which affect the adoption of planned changes in an education system.

Access to Information

People who have access to information tend to adopt change successfully. For example, senior officials in the Ministries of Education spend a lot of time in conferences and workshops locally and abroad. These senior officials are exposed to many ideas on education in other countries; hence they see the need for change. Senior officials also have good communication networks in their offices, for example, telephones, e-mail and fax machines.

Teachers, who are the implementers of innovations, are not exposed to such conferences and reliable communication networks. Therefore, their access to information is limited. Despite all these limitations, teachers have to force innovations to occur in the education system. In order to do this, they must have access to information. Unlike senior officials who have greater access to electronic media and overseas workshops, teachers rely heavily on printed materials for information. They have to pull resources together and set up reference libraries that can help them with implementing change.

Teacher Advocacy

Did you know that you, as a teacher, are a great innovator in the education system? You may have fewer opportunities for coming into contact with new ideas, but you play a vital role in the adoption and implementation of change in education.

A school is as good as its teachers. Schools with qualified, innovative teachers usually produce good results. Teachers are willing to become more qualified and improve their performance if their working conditions are clearly spelled out. The head or the Regional Office personnel who are supportive and allow teachers to meet and exchange ideas also encourage teachers to perform at their best and to introduce new ideas. Teachers who are members of subject associations, for example, a mathematics teachers' association, tend to be very innovative.

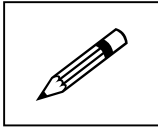
Linking Agents

Ministry of Education and Regional Office support is necessary in the adoption of an innovation. Education Officers and heads of schools act as linking agents. They should hold regular meetings with teachers to encourage them to adopt innovations. These meetings enable the teachers to air their views about the innovations and to discuss issues regarding the implementation. Thus, resistance is reduced. Education Officers can seek clarification from Head Office and give the teachers the necessary feedback.

Community Support

Schools do not exist in isolation. They are part of communities. The community pressure on a school can affect the way the school adopts an innovation.

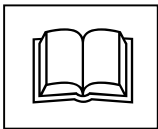
Communities need to be informed about planned changes in schools. They need to know the reasons for and benefits of the change. In Zimbabwe, for example, the Ministry of Education tried to introduce political economy as a subject in secondary schools. The churches and the schools owned by wealthy parents strongly opposed this innovation; hence it was not adopted.



Self-Assessment 1

How would you convince the community you are working in that HIV/AIDS education should be introduced in the upper primary classes?

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



Availability of Funds from the Government and Other Sources

The availability of funding or money plays an important role in stimulating innovations. If the central authority takes a long time to release funds for the programme, the innovations may encounter a number of implementation problems. Wherever the funds are coming from, the fact still remains that funding an innovation is a critical factor for its adoption.

New Central Legislation or Policy

The laws made by the government and passed in Parliament can play an important role in the adoption of an innovation. In Zimbabwe, various policies and legislation for reform focussed on special education. Vocational and formal education are also a product of central government policy. Remember that just because a policy has been passed does not mean that it will be successfully implemented. Policies must be adopted and implemented by the users.

Orientations of Schools and School Districts

The culture of a school affects the way it adopts innovations. A school that has a positive philosophical orientation tends to adopt innovations, while a school with a negative philosophical orientation tends not to adopt innovations. The latter type of school may not even bother to examine the benefits the change might bring.

Bureaucratic Orientations

The adoption of an innovation is usually accepted if the innovation adds resources to the organisation.

An innovation is also adopted if it eases external pressure. For instance, the adoption of the double sessioning or multi-shift system of education was a result of the pressures from the community regarding the need for all students to attend school even though there was a shortage of facilities. The multi-

shifting proposal became more acceptable once teachers and Education Officers were oriented to the idea.

Advocacy from Central Administrators

One of the most powerful advocates for adoption of education is the central administration. This includes the Minister of Education, the Permanent Secretary and the Directors. This view is supported by Fullan (1982: 45) when he says, “educational adoption never occurs without an advocate”. The central administrators can advocate, sponsor or block the adoption of change programmes.

You now have a clear understanding of the factors that affect the adoption of planned change in education. The next step is to deal with the processes of implementing the planned change.

The Processes of Implementing Planned Change

Implementation is the process of putting into practice an idea, programme or set of activities that is new to the people who are attempting or expected to change. Implementation is not an easy process. Therefore, we will discuss factors which affect the successful implementation of change in education. Fullan (1982: 56) placed these factors into four broad groups:

- characteristics of the change
- characteristics of the district or community
- characteristics of the school as a unit
- factors external to the local system.

These categories will now be discussed in detail to show you how they affect the implementation of innovations.

Characteristics of the Change

- **Needs.** A needs assessment should be carried out to determine the specific needs of the client system.
- **Clarity.** The goals and ways of implementing the change process should be clear and specific. Lack of clarity may lead to confusion, distortion and an absence of specified means to implement the change.
- **Complexity.** The extent of change required of the individuals who are responsible for the implementation should be specified.
- **Quality.** The quality of the product is important. Inadequate learning materials and technologies can affect implementation adversely.

Characteristics of the School District

In this section, we will look at factors that affect implementation at the school and at the district level.

- **Knowledge of the history of the district** is important. The teachers and the district's population may have had negative experiences with previous changes in the district or elsewhere. As a result, they may be opposed to the change regardless of the possible benefits to be obtained from the innovation.
- When change is being adopted, it is necessary to **involve the teachers** in all stages of the change. They have the day-to-day teaching experience, and they are the ones who come in contact with the students who should benefit from any changes made in the education system.
- **Education Officers** in the district should support the change. They should be as committed to the change as the teachers.
- **Staff development courses** should be conducted so that teachers are oriented or re-oriented to the new idea. Staff development leads to school improvement and change.

Characteristics of the School as a Unit

The school is a unit of change, hence the interpersonal relationships, attitudes and orientations of the school and teachers are important in influencing the school as implementers of change. For change to be effective, the head should play an active role as an instructional leader and not as an administrator. The head must nurture a healthy school climate and positive interactions among teachers who influence the success of the change implementation.

The External Environment

It is important for you to know the external factors that influence the school and its environment in the implementation of change. This is supported by Hanson (1979: 63), who says, "an institution, like a tune, is not constituted by individual sounds, but the relationships between them". This means that the relationship of the school to outside agencies influences its performance and its ability to adopt and implement change.

The government plays an important role in the implementation of change as it supports and funds change programmes. In addition, external assistance to schools in the form of technical assistance for implementation is frequently provided by the United Nations Education, Scientific and Cultural Organisation (UNESCO) and United Nations International Children's Education Fund (UNICEF).



Self-Assessment 2

You have been transferred to a school that has had negative experiences in implementing change. How would you convince the teachers to implement change that will benefit the school?

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



Practice Activity

Your school has received a directive from the Ministry of Education to introduce a new subject. What role would you play?

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



Summary

In this unit, we discussed the process of change in education. Change is an ongoing process. The events in one phase of the process can affect other phases. We also reviewed factors that affect the adoption and implementation of change. It is important for you to understand these factors and try to apply them to your own situation.



Reflection

Reflect on the role you play in implementing change in your school. Think of how you would approach this role, given the knowledge gained from the unit.



Unit Test

Select and discuss four main factors which influence change implementation.

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



Suggested Answers

Introductory Activity

Please note that answers to this activity will vary according to your experiences regarding change in your school system. The purpose of this activity was to encourage you to think about implementing change and the factors that made implementation a success.

Self-Assessment 1

In citing strategies to be used, you could consider the items below.

- Inform the community about the effects of HIV/AIDS on:
 - the community
 - the children at home
 - the children at school.
- Outline the effects AIDS is having on the world beyond their doorsteps.
- Illustrate the benefits of prevention.
- Announce the Ministry of Education requirements for HIV/AIDS education.

Self-Assessment 2

The answers to this activity will vary according to the negative experiences cited. However, you might want to outline your positive experiences with change and its effects upon the students and community. You could try to determine the specific causes for this negativity and try to address their issues. Frequently, they do not have all the information they need or do not see that it is worth the effort to change.

Practice Activity

Again, answers to this activity will vary according to how your Ministry introduces change, but you could do the following:

- Find out what the teachers know about the subject.
- Identify the new skills needed.
- Determine what resources are available from the Ministry of Education and the school.
- Ensure that the subject is relevant to the community or attempt to make it relevant.

Unit Test

Factors that influence the implementation of change are:

- the need for change,
- clarity of the reasons for the change,
- the school,
- the community,
- the external environment, and
- effective communication.

UNIT 9: How to Cope with Change in Education



Introduction

In this unit, you will examine another important component of the change process, that is, coping with change. In Unit 4, you were introduced to the reasons why people resist change and ways to overcome this resistance. In this unit, we will focus on ways to facilitate change. We will present ideas that you can use to develop appropriate strategies to strengthen your role as a change agent.

Objectives

After completing this unit, you should be able to:

1. Define the word 'cope'.
2. Describe ways of coping with change.
3. Explain why change must be carefully planned and implemented.
4. Discuss the importance of knowledge and skills in the change process.
5. Describe organised learning relative to the change process.
6. Discuss the importance of adaptability in the change process.

Definition of Cope

According to the *Oxford Advanced Learner's Dictionary* (1995), the word **cope** means to deal successfully with a difficult situation.

Ways of Coping with Change

The process of change may be difficult to achieve but it is achievable. What you need to do is to think carefully about the people to be affected and the people who will cause the change. Freire (1974) suggested that change can be achieved if an amicable relationship and empathy exist between people who are engaged in the change. Thus, the planners, decision-makers, implementers and the community to be served must agree on the change and how to cope with the change. There is need for a critical assessment of whether the change is desirable in relation to set goals. Critical consideration should be given to whether or not the change can be implemented.

In order for you to cope with change, you have to:

- Assess whether the change is worth the effort.
- Use a different approach if the original one fails.
- Assess whether the change will address the need. The need must be top priority among other needs.
- Assess whether you have access to the appropriate resources, support services and leadership needed to implement the change.

You can see that there is an urgent need in any change process to study the situation intelligently and then work on the change. Unit 4 in this module presented some reasons why change is sometimes resisted or fails. In order to consolidate your knowledge on coping with change in organisations or schools, perhaps you should review Unit 4.

Success in many schools is possible in the face of some of the most difficult education problems. School research demonstrates that effective schools and classrooms have a positive impact on student learning in difficult situations (Fullan, 1982) if:

- the leadership in the school is strong and in favour of the programme;
- administrators and teachers make instruction a high priority and there is a high proportion of 'time on task' by the students;
- administrators and teachers expect that virtually all children can improve their achievement;
- the school atmosphere or climate is orderly and supportive of the instructional emphasis; and
- there is a system to monitor pupil progress through diagnostic data collection and the use of data for instructional improvement.



Self-Assessment 1

From your experience as a teacher, what should you do before you react to your headteacher's request to introduce hockey at your school?

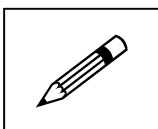
Possible answers to this activity are provided at the end of this unit.



Planning and Implementing Change

Successful educational change can only result if the planners and implementers keep the following guidelines in mind:

- Accept other people's views about what change should be. There are strengths and weaknesses in most perspectives.
- Clarify issues in order to achieve effective implementation.
- Recognise that conflict and disagreement are necessary and fundamental to successful change because human beings are individuals. Any planned change can meet with conflict of interests and expectations. It is normal to have such a situation.
- Realise that some people must be forced to change, while others need freedom to make choices.
- Be patient; effective change takes time.
- Understand that the rejection of a proposed change could be a result of a perception that the change has no value or there is a lack of resources to support implementation. Insufficient time may have elapsed between the announcement of the change and the actual implementation to allow people to get used to the idea.
- Acknowledge that most people do not adapt to change easily; this is a process that passes through several steps.
- Recognise that a plan is necessary to effect change.
- Face the fact that the change process can be frustrating and discouraging.



Self-Assessment 2

List at least five guidelines that should be observed by planners and implementers in implementing a change.

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



Knowledge and Skills

You cannot effect change successfully if the change agent and user system do not have the appropriate knowledge and skills. There may be a need to in-service the implementers on what the change is all about, its potential impact on the culture of the user system, the objectives that should be achieved and how they can help these changes to be a success. In addition, any doubts and questions the user population has should be dispelled and answered, respectively.

Once you accept change as inevitable, you have to trust that the objectives can be achieved. You also need to trust those you

work with. It is this trust that will ensure the success of an agreed-upon change.

Organised Learning

Organised learning implies you have knowledge and strategies to bring together new ideas into an established system to produce better ways of doing things. You can have organisational learning either loosely coupled or double coupled. **Loosely-coupled organisational learning** can be viewed as a situation in which there is only one way to make changes or alterations. Leadership orientation of this kind leads to difficulties in adapting to change. **Double-coupled learning**, on the other hand, involves looking at a situation in more than one way and is therefore flexible.

Adaptability

Adaptability is the leader's ability to see change in a holistic manner. The leader looks at change in an overall perspective and can see all the parts or players and how they interact. When something happens, the leader can make adjustments. A leader who establishes trust and is flexible enough to adapt to new situations rather than react to them is ready for change.



Self-Assessment 3

How would you as a teacher describe a headteacher who is always dominating staff meetings and does not allow full participation by staff members when a change is being made?

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



Practice Activity

Imagine you have been promoted as a head of a small school and you would like to introduce the teaching of sex education. What are the important factors that you need to bear in mind?

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



Summary

In this unit, you were provided with ways to cope with change. The process of planning was described as a fundamental step when introducing change. You were informed about the need to have knowledge, skills and strategies that can help you and the user system implement change effectively. Without a positive, effective and adaptable leader, the change process can be a challenge.



Reflection

Reflect on your performance as a teacher and explain how you would help the headteacher to introduce change at your school.



Unit Test

1. In order to cope with change, what are three things that you can do?
2. If your headteacher wants to introduce a new course, what must he or she do in order to be successful? Provide at least five suggestions.
3. Compare and contrast the bureaucratic (loosely-coupled) and the problem-solving (double-coupled) approaches to change.

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



Suggested Answers

Self-Assessment 1

You need to know:

- the game,
- whether there is a suitable playground,
- whether there is suitable equipment available or in the school budget, and
- whether there is a teacher who will be responsible for this new sport or whether you are willing to learn it.

It would also be advisable to find out why the headteacher made the request. Did he or she want to do it because of personal interests or because the Minister of Sports and Culture requested it?

Self-Assessment 2

The choice of the five guidelines will vary according to individuals. However, you may wish to consider some of the following:

- Accept other people's points of view.
- Clarify issues.
- Accept that conflicts and disagreements are necessary and fundamental to successful change.
- Note that change takes time.
- Recognise that most people do not take to change easily.
- Have a plan and a back-up plan or alternatives.
- Note any socio-political considerations.
- Recognise that change can be frustrating and discouraging.

Self-Assessment 3

The headteacher may not:

- have the knowledge and skills needed to affect change,
- have change strategies that he or she can use, and
- be adaptable.

The person may not really believe in the change, but is making it due to internal or external pressures.

Practice Activity

To introduce a new course at the school, you would need to:

- have the knowledge and skills needed to affect change,
- convince others, including other teachers and parents, of the benefits of the course,
- have a plan in mind, and
- acquire the necessary resources.

Unit Test

1. In order to cope with change, you should:
 - assess whether the change is worth the effort;
 - ascertain whether the change will meet your, the students' or the system's needs;
 - assess whether you have the necessary resources;
 - determine alternative plans if the original plan fails; and
 - have a positive attitude towards the change.
2. The answer to this question is the same as the answer for Self-Assessment 2.
3. The loosely-coupled approach is rigid and inflexible. The double-coupled approach is open to alternatives and is flexible.

UNIT 10: Models of Organisational Change



Introduction

This unit introduces you to models of organisational change that are applicable to the education system.

You might be asking yourself how the knowledge of these models will help you as a teacher. For you to play an effective role in any change that takes place in your school, you should know how the school as an organisation should work and how it can be changed. You should be able to analyse change processes from the perspective of various theories. The theories should be used as a guide to help you understand how the world we live in works. The theories can be used in different situations and contexts according to their suitability. In this unit, we will focus on Greiner's model, Lewin's model and organisational analysis and development.

Objectives

After completing this unit, you should be able to:

1. Outline the models of organisational change.
2. Explain the characteristics of each model.
3. Use Lewin's model to explain how teacher behaviour can be changed.
4. Describe the organisational analysis and development process.

Greiner's Model of Organisational Change

Larry Greiner's model for organisational change is easy for you to understand and apply to your work situation. This model involves two parties: the change agent and the client system. Do you still remember what these two terms mean? The change agent is the individual who is responsible for the change and the client system is the user of the implemented change. This model outlines six phases or stages of successful organisational change.

Phase 1: Pressure and Arousal

The leadership in an organisation senses internal and external pressure and the power structure reacts to the pressure. In a school, the reaction would come from the head, teachers and children. It is at this stage that the leaders should support the change and review possible problems.

Phase 2: Intervention and Reorientation

At this stage, change agents should be selected to investigate the problem. These change agents should have the necessary expertise. They can come from outside or inside the organisation or school.

Phase 3: Diagnosis and Recognition

The change agent gathers information about the challenges facing the organisation. Information about the proposed change is made available to the client system.

Phase 4: Intervention and Commitment

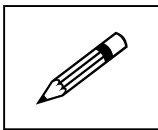
At this stage, possible solutions to the problem are generated. Efforts are made to avoid the use of only old methods. The change agent's role is to encourage organisations to use new ways of solving the problem.

Phase 5: Research

At this stage, problem diagnosis and possible treatment are tested and/or piloted. Alternative or different ways are reviewed to see if they are practical.

Phase 6: Reinforcement and Acceptance

The change is introduced and those who have difficulty in accepting the change are supported and given time to adapt.



Self-Assessment 1

Using Greiner's six-phase model of successful organisational change, explain how a change in your school can be brought about.

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



Lewin's Model of Change

Kurt Lewin's model of organisational change involves a process called force-field analysis. This model is useful when we are conceptualising situations that require changes in skills, knowledge and attitudes. In **force-field analysis**, change is characterised as a state of imbalance between forces of change (such as the introduction of new technologies) and forces that are against change (such as an individual's fear of failure).

As a teacher, you can make use of this model by examining a situation in your school. Identify the proponents of change (generally, the school administrators) and the opponents of change (generally, one or more teachers).

The three stages of Lewin's model can be applied to an educational organisation to help you understand how you as a change agent could bring about lasting changes within your school. These stages are described below.

Phase 1: Unfreezing

As a change agent, you can identify weaknesses among other teachers at your school. These weaknesses could be absenteeism, poor marking, giving insufficient written work to students or lack of cooperation with other teachers.

If you were to apply Lewin's theories of change to this situation, you (or a headteacher or other authority) would point out to the teachers the problems they are causing in the school. It may be necessary to put pressure on these individuals by making them so uncomfortable that they are willing to change (unfreeze) their present behaviours.

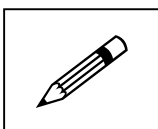
Phase 2: Change

When the teachers recognise the consequences of their unacceptable behaviours, they may see the need to change. They may actually want to adopt new attitudes and practices. They should be provided with any assistance required to make the necessary changes. If the change is to last, these teachers will require motivation and support.

Phase 3: Refreezing

When change has taken place, the new and acceptable behaviour patterns and attitudes are recognised and rewarded. The acceptable attitudes and behaviour become 'frozen' into the teachers' work habits and practices.

People react positively or negatively to pressure to change their behaviour. It is very difficult to change other teachers' behaviour in schools; it is easier to change their skills through staff development programs. Note that a good organisational climate must be maintained in order to manage change in any organisation.



Self-Assessment 2

Briefly describe how Lewin's approach can be applied to managing change in individuals. Do you agree with Lewin when he says that changing skills, knowledge and attitudes encourages successful change?

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



Organisational Development

We will now deal with organisational development, which affects the way you manage change and conflict in a school. This is a long-term plan that is used by the whole group to manage change.

What is the purpose of organisational development? It is the process of renewing an organisation so that it can effectively

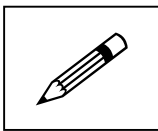
cope with change in the environment. Its main characteristics are:

- shared management which is not imposed,
- an ongoing process which involves a lot of interaction between the change agent and the client system, and
- a process which takes place over a period of time.

Organisational development makes a number of assumptions:

- People respond to challenges and responsibilities if their basic needs are satisfied.
- Organisational effectiveness and efficiency are increased when work is organised to meet individual needs for responsibility, challenge and interesting work.
- Staff development and the achievement of organisational goals are best achieved by open communication.
- The change process should be designed in such way that individual, group and organisational goals can all met.
- Personality conflicts can arise when the organisation's designs are not accurate.

The main point to note is that organisational development changes behaviour by creating and encouraging group interaction.



Self-Assessment 3

What have you learned about organisational development that is relevant to the change process in your school?

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



Practice Activity

Cite examples of situations when you can use:

- Greiner's model, and
- Lewin's models of organisational change in a school situation.

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



Summary

This unit outlined several theories that you can use as models for change in your organisation. The Greiner model for organisational change is a six-stage process that many can follow easily. Lewin's three-phase model focuses primarily on attitudinal changes and rewards those who display an

acceptable attitude and behaviour. Either model can be used to guide you as you try to introduce change in your school.



Reflection

Reflect on how you would help a fellow teacher overcome his or her problem of assigning insufficient written work to students.



Unit Test

1. Explain the six phases in Greiner's model of organisational change and provide an example that illustrates each phase.
2. What are the assumptions on which organisational development is built?

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



Suggested Answers

Self-Assessment 1

The six phases of Greiner's model are listed below. You should have added details about your particular situation to this outline.

- External and internal pressures create a need for change.
- The problem is investigated.
- A study is carried out.
- The problem is discussed by the whole staff.
- Possible solutions are sought.
- The change is accepted or adopted.

Self-Assessment 2

Lewin's approach can be used to change people's skills and knowledge through staff development programmes. The following process would be followed.

- Unfreezing: Unacceptable practices are identified. The teacher is made aware of the negative effects the practices have on the school.
- Change: The teacher realises this and is assisted in changing the negative behaviour.
- Refreezing: The new behaviour is recognised and rewarded, and the teacher continues to practise the new behaviour.

Change is effected by creating a balance between forces for change and forces resisting the change. Note that in many situations, it's the attitude toward change that makes all the difference.

Self-Assessment 3

From reading about organisational development, you may have learned that the best way to make changes in your school is to involve all of the teachers and administrators in the process.

Practice Activity

The answers to this activity will vary, but you may wish to consider the following:

- Greiner's model could be used to:
 - change the starting time for lessons in the winter,
 - shorten the tea break in order to accommodate a new subject in the curriculum,
 - introduce a new sport or subject, and
 - introduce a new levy in the school.
- Lewin's model could be used to deal with a teacher who:
 - is always absent from school,
 - comes to school drunk,
 - does not mark children's exercises,
 - does not prepare for lessons adequately or performs poorly, and
 - does not cooperate with other teachers.

Unit Test

1. The answer to this question is the same as for Self-Assessment 1. However, you will have added your own examples. This six-phase process can be used in a variety of situations, so take the time to understand the actions to be completed at each phase.
2. Organisational development as discussed in this unit makes the following assumptions:
 - If you satisfy people's basic needs, then they will respond to challenges.
 - Organised and relevant work increases organisational effectiveness.
 - Effective communication helps to achieve goals.
 - Goals must satisfy individual, group and organisational needs.
 - Organisational goals must be clear and specific in order to avoid personality clashes.

Module Test

1.
 - a. Describe the internal and external forces which bring about change in education.
 - b. Identify an actual change that took place in your school. List the forces that may have forced the change and categorise each as internal or external.
2.
 - a. What is the role of the teacher in contemporary society?
 - b. Describe three key challenges that teachers in the SADC region face.
3. What role does the school play in maintaining the culture of the community in which it is situated?
4. List three types of change and describe how you would deal with each type.
5. Explain why change is resisted in schools. Provide at least five reasons.
6. How can you be an effective change agent? When answering this question, provide an example of a change you have made or would like to make and explain your role in implementing the change.
7.
 - a. What is planned change?
 - b. What strategies can you use for effecting planned change in your school?
8. When an education for all policy is introduced, it requires the education system to change rapidly. If you had the authority to implement an education for all policy, how would you avoid some of the challenges that SADC countries have faced when similar policies were introduced?
9. Identify an innovation that has taken place in the education system of your country. What strategy or strategies were used to effect the change? How would you improve upon the strategies that were used?
10. Use the Greiner model of organisational change to describe how you would introduce the topic of population control in your school. Don't forget to include how you would address the concerns of the headteacher and the community, which has strong religious beliefs.

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