

Educational Leadership

Edited by: Juan Manuel

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PREFACE

Educational leadership is a collaborative process that brings together the skills and talents of teachers, students, and parents. The goal of educational leadership is to improve education quality and the education system as a whole. Educators at all levels provide leadership in the various organizations and government bodies that comprise the world's educational sectors. We require educational leadership because many students and their families do not benefit from current educational policies and practices. Leaders are those who influence policy and/or practice changes in order to better serve all learners. Because multicultural, detailed, contexts shape educational systems, such as schools and colleges, leadership can take many forms and exist in a variety of processes. Leadership can be both individual and collective. Effective educational leadership makes a difference in student achievement. There's nothing new or especially controversial about that idea. What's far less clear, even after several decades of school renewal efforts, is just how leadership matters, how important those effects are in promoting the learning of all children, and what the essential ingredients of successful leadership are. Lacking solid evidence to answer these questions, those who have sought to make the case for greater attention and investment in leadership as a

pathway for large-scale education improvement have had to rely more on faith than fact.

The book covers the characteristics of good leadership and the skills of effective educational leadership. It explores a career transition into administration, a goal of the book is to give readers a clear understanding of the decisions faced by educational leaders, the skills and knowledge necessary to perform effectively, and to give participants an opportunity to explore strategies for balancing the demands of the job, personal commitments, and responsibilities. The book deals with a wide range of leadership approaches taken by individuals, organizations and groups including, but not limited to: principals, superintendents, heads of school, teachers, faculty, deans, administrators in postsecondary education, legislators, community organizers, parents, policymakers, and students themselves.



CHAPTER

1

EDUCATIONAL LEADERSHIP: CONCEPT AND DYNAMICS

INTRODUCTION

Educational leadership has become a priority in education policy programs worldwide. It plays a crucial role in refining school outcomes by influencing the motivations and capabilities of the teachers, as well as the school climate and environment. Operative educational leadership is vital to improve the efficiency and pertinence of education. Educational leadership responsibilities should be adequately defined through an understanding of the practices that are required to make an improvement in teaching and learning. In many countries, the school administrators and the principals have heavy work-loads, they are over-burdened with work. Most of these individuals are reaching the retirement age and it is difficult to find leaders with capabilities and competencies. Educational leadership functions can contribute in making provision of guidance on the main characteristics, tasks and responsibilities of proficient leaders in the field of education.



Educational leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. This term is often used synonymously with School leadership in the United States and has supplanted educational management in the United Kingdom. Several universities in the United States offer graduate degrees in educational leadership. Certain obstacles of educational leadership can be overcome. A self-assessment technique can help examine equity and justice that affects student diversity, especially with selection of candidates.

The recruitment of educational leaders should be based on important characteristics. They should possess appropriate educational qualifications, capabilities, competency, proficiency, effective decision making skills, leadership skills, and resourcefulness. It is up to the leaders to carry out the tasks and functions in an appropriate manner to achieve the desired goals and objectives of the educational institution. The increase in the responsibilities and accountability of educational leadership are creating the need for the distribution of leadership. This is within the schools and outside the schools. The policy makers and the practitioners need to make sure, the roles and responsibilities associated with the improved learning outcomes are at the centre of the educational leadership practice. With the impact of leadership skills, the

individuals are able to strengthen the roles of management and administration. The individuals are able to adequately guide, direct and control the operations of the institution with the impact of effective leadership skills.

1.1 CONCEPT OF LEADERSHIP

Leadership comes from the Anglo-saxon word *laedan*, meaning to go, and is defined as guiding, conducting, proceeding, or being foremost. Leadership has been defined in terms of individual's traits, leadership behaviour, interaction patterns, role relationships, follower perceptions, influence over followers, influence on task goals, and influence on organisational culture.

Educational leadership theories borrow from business management principles. In the United States and other developed nations, leadership models from the business world were adapted to fit the educational setting. Since schools and their communities are diverse and change over time, theories regarding the role and function of educational leaders have likewise been reformed and remodelled.



Researchers continue to investigate leadership in different educational settings. One style of leadership is not better than another. Each is more or less effective based on the context of the setting in which a leader works. Environmental factors such as size, school culture, staff, and personalities dictate the most suitable leadership style.

Leadership Characteristics

Most theories of educational leadership refer to the type of leader or style of leader based on essential elements such as capabilities, practices, and approaches. Theory components are classified into three categories: characteristics, concepts, and practices of educational leaders. These three components help in understanding leadership types as a theory.

- Characteristics of educational leadership, which include behaviours, styles, and leadership traits
- Concepts of educational leadership, which include management vs. leadership, power, coercion, and conceptual frameworks; and
- Activities or practices of educational leaders, which include approaches or ways of leading

Through an understanding of these components, you can begin to understand yourself as an educational leader and understand the impact of leadership on student learning.

Leadership is the ability and readiness to inspire, guide or manage others. Dictionary of Behavioral Sciences defined that leadership is the exercise of authority in initiating, directing, or controlling the behavior or attitudes of others, and bring out with their consent, those qualities of personality and training, which make the guidance, and control of others successful. According to Hemphill, leadership is the initiation of a new structure or procedure for accomplishing the organizational goals and objectives for changing an organization's goals and objectives. Leadership in terms of interpersonal influence, which is defined as influencing people to co-operate towards some goals, which

they come to find desirable. Halpin stated that a successful leader contributed to group objectives and to group relationship. He described leadership behavior in two dimensions of initiating structure and consideration. Davis said that leadership is the ability to persuade others to seek defined objectives enthusiastically; the human factor binds a group together and motivates it towards its goals.

McGregor defined it as leaders inducing followers to act for certain goals that represent the values and motives, the wants and needs, the aspirations and expectations of both leaders and followers. Leadership is thus inseparable from the followers' needs and goals as leadership occurs in a group. Therefore, this term refers to leadership behavior in the group rather than to any sets of traits or personal attributes. It is functional and consists of leadership behavior and operations. This shift from personal attributes to functional behavior has marked a significant change in our understanding of the process of leadership. Leadership, therefore, may be considered as a process through which others are influenced towards desired direction.

Lipham described leadership as that behavior of an individual which initiates a new structure in interaction within a social system; it initiates change in the goals, objectives, configuration, procedures, inputs, processes and ultimately the outputs of social systems. The definition takes into account effectiveness and efficiency measures. Group achievement and group maintenance functions, situational and personality determinants, organizational and individual contacts, active and passive relationships, contexts, means and ends, and similar dichotomous definitions leadership is dynamic since it involves social system in action and interaction. Leadership is commonly defined as the process of influencing others in a manner that enhances their contribution to the realization of group goals. This process is widely seen to involve the positive impact of one person on behavior of many others, and for this reason it is often viewed as the key to effective and efficient organizations.

According to Hersey and Blanchard leadership is process of influencing the activities of an individual within a group in its effort towards goal achievement in given situation. Koontz and Weihrich, opined that leadership is an influence, that is, the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals. Yoki and Vanfleet defined that leadership is viewed as a process that includes influencing the task objective and strategies of a group or organization; influencing people in the organization to implement the strategies and achieve the objectives, influencing group maintenance and identification, and influencing the culture of the organization. According to Terry, leadership is essentially a continuous process of influencing behavior. A leader breathes life into group and motivations it towards goals.

A more recent definition of leadership is as follows: leadership is the process of influencing and supporting others to work enthusiastically toward achieving objectives.

Despite the multitude of ways in which the leadership has been conceptualized, several components can be identified as central to the phenomenon of leadership. These are:

- (a) leadership occurs within a group context,
- (b) leadership is a process,
- (c) leadership involves influence
- (d) leadership involves goal attainment, and
- (e) leadership is interaction of power between leader and others.

1.1.1 Functions of Leadership

To understand the basic nature of leadership, which is considered a part of directive function, one should look into the role played by the leader in a group. The role of leader can be defined in terms of various functions performed by him. Leader performs these functions in every situation. He takes initiative to form a group by bringing members together, infuses life in it and makes

it operational for seeking common goals. He also establishes interpersonal relations with members, inspires them, guides them, and helps them to march in the given direction. He takes care of the members by making adequate provisions to satisfy their personal needs and interest so that members can stay in a group for a longer period.

Broadly, it is a leader who makes the group march towards the achievement of objectives. To perform in a better way he maintains high morale among the members of the group led by him. Manz and Sims, argued that the leader is one who has power, authority, or charisma enough to command others.

In this regard, Krech and Crutchfield have pointed out that all leaders must perform the following functions at least to some degree:

- (a) as an executive,
- (b) as a planner,
- (c) as a policy maker,
- (d) as an expert,
- (e) as a group representative
- (f) as an arbitrator and
- (g) as a model of behavior.

The essential function of a leader is to work towards unity and cohesiveness in the organization and to see that members have a pleasant satisfying experience. According to Killan's study brought out by the American management association, the following are the five functions of leadership:

1. Leadership makes decisions (not a reckless shooting from the hip but a calculated searching for and weighing of facts).
2. Leadership renders a service (by multiplying the contribution of every individual who is its beneficiary).
3. Leadership achieves results (by guiding human energy in a definite direction for a specific purpose).

4. Leadership elicits response (leading others to sufficient understanding and to motivate the response necessary for accomplishing the task at hand).
5. Leadership is willingness to be different (a discipline and standard of performance higher than that followed by non-leader).

The more common functions of leadership may be enumerated as under:

- (a) motivating members,
- (b) morale boosting,
- (c) support function,
- (d) satisfying needs of members,
- (e) accomplishing common goals,
- (f) representing members,
- (g) creating confidence
- (h) implementing change and resolving conflicts.

Gross-and Herriott suggest that influence based on personal power is associated with greater effectiveness. They identified six important leadership functions:

- (1) Develop goals, policies, and directions.
- (2) Organize the school and design programs to accomplish the goals.
- (3) Monitor progress, solve problems, and maintain order.
- (4) Procure, manage, and allocate resources.
- (5) Create a climate for the personal and professional growth and development.
- (6) Represent the school to the district office and the outside world.

1.1.2 Leadership skills

Besides personality traits, it has been assumed that the acquisition of certain skills on the part of leader has almost become a necessity

for the successful performance of his task. He would, of course, be successful only to the extent that he is equipped with certain managerial skills in getting things done through people. The term management skills have been used in this context to refer to an ability which can be developed and which is manifested in performance.

Modern management requires various skills. Katz identified three kinds of skills as technical, human, and conceptual. Actually, an effective leader appears to rest on three personal and basic developable skills:

- (i). Technical skills, which is used to refer to proficiency and understanding of a specific kind of activity involving, process, procedure or technique. This skill is primarily concerned with working with things.
- (ii). Human skills, which is the manager's ability to work with others and build a cooperative effort with the group he manages. This skill is primarily concerned with working with people.
- (iii). Conceptual skills, which implies the ability to visualize the organization as a whole.

This skill enables the manager to perceive and recognize the interrelationships of various factors operating within the total organization. The relative importance of these skills varies with the organizational levels. At lower levels, technical and human skills are required more than the conceptual skills. At higher levels, the manager's effectiveness depends more upon conceptual and human skills. Koontz and Weihrich added the fourth one-design skill to Katz's three skills. This skill involves the ability to solve problems of the organization.

Moshal classified the abilities required to be possessed by the managers under five skills as follows:

- (i). Conceptual skills: it is an ability to visualize the organization as a whole system and form image and develop vision in the context of future environment.

- (ii). Analytical skills: these skills are more related with scientific attitude and thinking on the part of manager for solving different problems and making decisions.
- (iii). Human relations or behavior skills: the basic responsibility of every manager is to get things done by others. These skills refer to those abilities, which are needed by the manager to deal with subordinates effectively.
- (iv). Administrative skills: it refers to those abilities which he uses for coordinating various activities, seeking effective utilization of allotted resources and getting things done by subordinates.
- (v). Technical skills: these skills refer to specialized knowledge and proficiency in handling methods, procedures, and techniques for doing specific job.

1.1.3 Power resources of leadership

The concept of leadership relates strongly to power. Weber as a socialist classified three different forms of power as charisma, tradition and legal/rational. The most widely used and recognized analysis of the bases of power is the framework developed by French and Raven. They identified five general basis of power in organizational settings: legitimate, reward, coercive, expert, and referent power. Another approach categorizes power in organizations in terms of position and personal power.

Position power is power that resides in the position, regardless of who holds it. Thus, legitimate, reward, and some aspects of coercive and expert power can all contribute to position power. Position power is thus similar to authority. In creating a position, the organization simultaneously establishes a sphere of power for the person filling that position. He or she will generally have the power to direct the activities of subordinates in performing their jobs, to control some of their potential rewards, and to have a say in their punishment and discipline. There are, however, limits to a manager's position power. A manager cannot order or control activities that fall outside his or her sphere of power, for

instance, directing a subordinate to commit crimes, to perform personal services, or to take on tasks that clearly are not part of the subordinate's job.

Personal power is power that resides with an individual, regardless of his or her position in the organization. Thus, the primary bases of personal power are referent with some traces of expert, coercive, and reward power. Charisma may also contribute to personal power. Someone usually exercises personal power through rational persuasion or by playing on followers' identification with him or her. An individual with personal power can often inspire greater loyalty and dedication among followers than someone who has only position power. The stronger influence stems from the fact that the followers are acting due to necessity and thus will respond more readily to requests and appeals. Of course, the influence of a leader who relies only on personal power is limited, because followers may freely decide not to accept his or her directives or orders.

1.1.4 Styles of leadership

Another approach to the study of leadership has been an attempt to identify various styles of leadership. Several different classifications have been developed in connection with this concept. The growth and development of an institution depends on the relationship between leader and followers. In fact, leadership style of the principal is based on the interaction among them. Leader's style is a product of the study of leadership behavior from the point of view of personal qualities of the individual leader. Personal qualities of individuals tend to differentiate them with respect to their leadership behavior. According to Hersey and Blanchard, the leadership style of an individual is the behavior pattern that person exhibits while attempting to influence the activities of others. Subordinates of the leader can perceive this behavior pattern. As Stoner mentioned, leadership styles are various patterns of behavior exhibited by leaders during the process of directing and influencing workers.

In a classic study of leadership, Lewin proposed to find out whether different group behaviors resulted from different styles of leader behavior. They began the task by defining behaviors that appeared to characterize three known styles namely

- (a) Authoritarian,
- (b) Democratic, and
- (c) Laissez-Faire styles.

While the term laissez-faire leadership is in a sense internally inconsistent, it has nevertheless been used to characterize the behavior of persons in positions of leadership status who often take a passive stance towards the problems of a group or organization. These styles of leadership have largely been replaced in current thinking by leadership theory and research studies that are typically less ideologically oriented.

Nevertheless, the earlier differentiation of styles of leadership is still useful for some purposes. Actual leadership broadly never exist in a pure form as autocratic, democratic or laissez – faire leadership but to some extent combines them all. Undoubtedly, however, some types of leadership are best characterized by one term and some by another. The different leadership styles may be useful as a means of conceptualizing leadership.

A more recent conception of leadership identifies leadership styles as being nomothetic, ideographic, and personal or transactional. These three styles of leadership can perhaps be best understood in reference to Getzels and Guba's social system model. It will be recalled that this model includes:

- (1) an organizational dimension, which concerns organizational decision-making or legislative action; and
- (2) or personal or idiographic dimension, which concerns the individual or idea aspect of organization.

Other classifications of leaders and leadership styles have been developed, such as task- oriented, technique- oriented, and people- oriented and builders and consolidators. Based on various approaches for studying leaders to increase effectiveness and

efficiency of leaders, researchers developed following various styles, models and theories of leadership.

1.1.5 Theories of leadership

There are several distinct theoretical bases for leadership. Because of a persisting interest over a period of years in the phenomenon of leadership, many leadership theories and models have been developed. The leadership theories, according to Stogdill represented serious attempts to gain an increasingly more sophisticated understanding of the nature of leadership.

The recent classification of leadership theories as advanced by Stogdill are:

- Great man theories;
- Environmental theories;
- Personal – situational theories;
- Interaction expectation theories;
- Humanistic theories;
- Exchange theories
- Behavioral theories;
- Perceptual and cognitive theories.

Many theories have been put forward to explain the specific qualities and behaviors that differentiate the leaders from the majority.

The multitude of theories can be grouped under four main headings:

- Trait theory
- Behavioral theories
- Situational theories
- Transformational leadership

Trait Theory of Leadership

The trait model of leadership is based on the characteristics of many leaders - both successful and unsuccessful - and is used to predict leadership effectiveness. The resulting lists of traits are then compared to those of potential leaders to assess their likelihood of success or failure.

Scholars taking the trait approach attempted to identify physiological (appearance, height, and weight), demographic (age, education and socioeconomic background), personality, self-confidence, and aggressiveness), intellective (intelligence, decisiveness, judgment, and knowledge), task-related (achievement drive, initiative, and persistence), and social characteristics (sociability and cooperativeness) with leader emergence and leader effectiveness.

Successful leaders definitely have interests, abilities, and personality traits that are different from those of the less effective leaders. Through many researchers conducted in the last three decades of the 20th century, a set of core traits of successful leaders have been identified. These traits are not responsible solely to identify whether a person will be a successful leader or not, but they are essentially seen as preconditions that endow people with leadership potential.

Among the core traits identified are:

- *Achievement drive*: High level of effort, high levels of ambition, energy and initiative
- *Leadership motivation*: an intense desire to lead others to reach shared goals
- *Honesty and integrity*: trustworthy, reliable, and open
- *Self-confidence*: Belief in one's self, ideas, and ability
- *Cognitive ability*: Capable of exercising good judgment, strong analytical abilities, and conceptually skilled
- *Knowledge of business*: Knowledge of industry and other technical matters

- *Emotional Maturity*: well adjusted, does not suffer from severe psychological disorders.
- *Others*: charisma, creativity and flexibility

Behavioral theories

The behavioral leadership theory focuses on how leaders behave, and assumes that these traits can be copied by other leaders. Sometimes called the style theory, it suggests that leaders aren't born successful, but can be created based on learnable behavior. Behavioral theories of leadership focus heavily on the actions of a leader—this theory suggests that the best predictor of leadership success is viewing how a leader acts. Action rather than qualities are the focal points of behavioral learning theory. Patterns of behavior are observed and categorized as “styles of leadership” in this theory. Some of the styles of leadership include task-oriented leaders, people-oriented leaders, country club leaders, status-quo leaders, dictatorial leaders, and more. At the end of the day, the actions and actual behaviors of a leader are what defines success in this theory.

The behavioral theory has many advantages primarily that leaders can learn and decide what actions they want to implement to become the kind of leader they want to be. It allows leaders to be flexible and adapt based on their circumstances. Another great benefit of this leadership style is that it suggests anyone is capable of becoming a leader. Some disadvantages of the behavioral theory are that while it allows flexibility, it doesn't directly suggest how to behave in certain circumstances. There are dozens of leadership styles that stem from the behavioral theory, but there isn't a right one for every circumstance.

Situational theories

The situational theory of leadership suggests that no single leadership style is best. Instead, it depends on which type of leadership and strategies are best-suited to the task. According

to this theory, the most effective leaders are those that are able to adapt their style to the situation and look at cues such as the type of task, the nature of the group, and other factors that might contribute to getting the job done.

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The Situational Leadership Model has two fundamental concepts: leadership style and the individual or group's performance readiness level, also referred to as maturity level or development level.

Transformational leadership

Transformational leadership is a theory of leadership where a leader works with teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group; it is an integral part of the Full Range Leadership Model. Transformational leadership is when leader behaviors influence followers and inspire them to perform beyond their perceived capabilities. Transformational leadership inspires people to achieve unexpected or remarkable results. It gives workers autonomy over specific jobs, as well as the authority to make decisions once they have been trained. This induces a positive change in the followers attitudes and the organization as a whole. Transformational leaders typically perform four distinct behaviors, also known as the four I's. These behaviors are inspirational motivation, idealized influence, intellectual stimulation, individualized consideration.

Transformational leadership serves to enhance the motivation, morale, and job performance of followers through a variety

of mechanisms; these include connecting the follower's sense of identity and self to a project and to the collective identity of the organization; being a role model for followers in order to inspire them and to raise their interest in the project; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, which allows the leader to align followers with tasks that enhance their performance. It is also important to understand the qualities a transformational leadership can bring to a work organization. Transformational leadership enhances commitment, involvement, loyalty, and performance of followers. Followers exert extra effort to show support to the leader, emulate the leader to emotionally identify with him, maintain obedience without losing any sense of self-esteem. Transformational leaders are strong in the abilities to adapt to different situations, share a collective consciousness, self-manage, and be inspirational while leading a group of employees.

1.2 THEORIES OF EDUCATIONAL MANAGEMENT AND LEADERSHIP

Education is the main change agent in developing and developed societies. As a result, the management of educational organizations is regarded as one of the most important management perspectives. Basically, educational management is a discipline with respect to the management of educational organizations and since this field of study has been developed on the premises of other resolutely established disciplines, there is not a unique statement to set out this subject of study. Although the process of determining organizational goals is fundamental to educational management, linking between goals and aims of education and actions of educational management may be considered as vital. The other issue of importance is the closely interlocked relation between educational management and educational leadership and a true combination of them to reach educational excellence.

Management is a series of actions and tasks relevant to highly well-organized and effectual application of resources within

the organization in order to attain organizational objectives and educational management may be regarded as a discipline with respect to the management of educational organizations.

From another perspective, Bolam believed that educational management is a function of execution for fulfilling decided policies and made a distinction between educational management and educational leadership. However, there should be a main link between goals and aims of education and actions of educational management and thus, the process of determining goals of organizations is fundamental to educational management.

Additionally, Bush based on four elements including the level of agreement about objectives, the concept of structure, the level of environmental influences and the most appropriate leadership strategies within the educational organizations categorized the models of educational management into six clusters which are formal, collegial, political, subjective, ambiguity and cultural models and finally linked these six models with nine different leadership styles in the context of educational organizations. These nine leadership styles are managerial, participative, transformational, distributed, transactional, postmodern, emotional, contingency and moral. It is notable that since the concentration of instructional or learning-centered leadership is mostly on learning and teaching (direction of influence rather than the essence and origin of influence), it has not been linked with any of the six models of management.

1.2.1 Formal Model of Educational Management

Structural, systems, bureaucratic, rational and hierarchical models constitute the formal models of educational management. These models assume that the structure of the organizations is hierarchical and predefined objectives are pursued based on a rational method. The authority and power of heads is the product of their formal positions and also these managers are responsible and accountable to sponsoring bodies for the operation and execution of agreed policies in their institutions.

Formal models of educational management are linked with the managerial leadership style. This style of leadership has some assumptions such as concentration on execution of actions, tasks as well as activities proficiently as a means of facilitation of other organizational members activities, high degree of rationality in the behavior of organizational members and allocation of authority and influence to formal positions based on the status of the positions within the organizational chart.

Moreover, managerial leadership, unlike most of the leadership styles, does not encompass vision as a core concept since it is concentrated on successfully management of existing activities rather than dreaming a better future for the educational organization.

1.2.2 Collegial Model of Educational Management

The second models of educational management are the collegial models. Major assumptions of these models are policy determination and formulation, decision making based on a process of discussions, agreements and consensus and sharing the power among some or all of the members of the organization who are considered to have a common perception of the organizational objectives. Collegial models are linked with three leadership styles which are transformational leadership, participative leadership and distributed leadership.

The core assumptions of transformational leadership are concentration on commitments and competences of organizational members and the fact that the higher level of personal commitments to organizational objectives as well as greater capacities for goal attainment would contribute to the productivity of the organization. Additionally, Leithwood has conceptualized the transformational leadership in education sector based on eight dimensions as building school vision, setting school objectives, intellectual stimulation provision, offering individualized patronage, best practices and core organizational values modeling, high performance anticipations display, productive culture

creation within schools and finally encouraging participation in school decision making process by developing required structures.

Participative leadership which sometimes is described as shared, collaborative or collegial leadership is the second approach pertinent to collegial models of educational management. It has been defined as the opportunities for the organizational members to be engaged in the decision making process within the organization and this engagement is a vital action needs to be taken. As a normative theory, participative leadership is premised on three criteria which are an increase in school efficiency due to applying participative approach, justification of participation by democratic principles and availability of leadership to any lawful stakeholders in the framework or context of site-based management.

The third leadership style related to collegial models is distributed leadership which has been at the center of attention of scholars in the 21st century. Harris also mentioned that this leadership style is one of the most significant approaches within the context of educational leadership in the past decade. This kind of leadership is detached from the positional authority and is based on the competencies and skills of members in the organizational chart. In this way, Harris stated that distributed leadership focuses on seeking and utilization of expertise wherever it exists in the organization regardless of the organizational positions of the skilled members. In summary and in the context of educational institutions, distributed leadership is a leadership approach in which collaborative working is undertaken between individuals who trust and respect each other's contribution and happens most effectively when people at all levels engage in action, accepting leadership in their particular areas of expertise and finally requires resources that support and enable collaborative environments.

1.2.3 Political Model of Educational Management

The third model of educational management is the political model which assumes that educational policies and decisions in

the institutions stem from a complicated process of bargaining and negotiation over the goals of subunits and specific policy objectives are pursued by interest groups through formation of alliances. In addition, conflict is a natural phenomenon based on this model and power accrues to coalitions with higher level of dominance instead of being the preserve of the formal leader in the organization. The practice of this model in educational settings has been called micro-politics by Ball and Hoyle as well.

Baldrige has developed one of the classical political models. In his model, he suggested five stages in the policy process which are social structure, interest articulation, and legislative transformation, formulation of policy and finally execution of policy. Power as one of the factors representing which sub group would have victory over other sub groups in any conflicts in educational settings encompasses positional power, personal power, authority of expertise, control of rewards, coercive power and control of resources. In addition, Bolman and Deal, Handy and Morgan have addressed some other power sources such as physical power, power of developing alliances and networks, power with regard to access to and control of agendas, power of controlling meaning and symbols, power of controlling boundaries and lastly power of gender relations management.

Moreover, transactional leadership is deemed as the most relevant leadership style to political model of educational management. According to Miller and Miller, transactional leadership is a process of exchange and Judge and Piccolo suggested that transactional leaders concentrate on appropriate exchange process of resources. They identified three dimensions of transactional leadership as contingent reward, which is a degree to which constructive exchange process is built between the leader and the followers; active mode of management by exception, which implies monitoring members by the leader, problems prediction and taking corrective actions; and finally passive mode of management by exception which implies the behavior of passive leaders in facing problems. These passive leaders wait until some problems caused by the behavior of members happen and then

take any required actions. It is notable that based on the concept of transactional leadership, exchange process is viewed by the members of the organization as a reputable political strategy.

1.2.4 Subjective Model of Educational Management

The fourth educational management model is the subjective model. This model mainly stresses the aims and perceptions of individual members in the organization rather than subgroups, units or the whole organization and thus the concept of organizational objectives is rejected based on this perspective. Hence, organizations are depicted as complicated entities reflecting interpretations and understandings of its members derived from their backgrounds, beliefs, values, and experiences and are formed based on the interaction of perceptions of these organizational members rather than something unchanging, stable or preset. In other words, organizations have different meanings for their members and finally, based on subjective model, relationships with external environments are considered subservient and therefore, little attention is paid to these interactions from a subjective perspective.

With respect to related leadership styles to subjective model of educational management, it may be noted that postmodern and emotional leadership are aligned with subjective model. Postmodern approach as a relatively recent model of leadership has been studied by some scholars. Keough and Tobin identified several characteristics of postmodernism including multiplicity of realities, language incapability to reflect reality, stress in multiple meanings and appreciation of situations at local level with specific attention to diversity. Additionally, Bush argued that few evidences are postulated by postmodern leadership in terms of how leaders are anticipated to take action.

Emotional leadership as the second leadership style associated with subjective model is concerned with emotions and feelings. Emotion implies individual motivation and meaning of events rather than a fixed and stable concept or fact and appreciation of

emotions of leadership is central to high performance and long term sustainability in headship.

1.2.5 Ambiguity Model of Educational Management

Bush presented ambiguity model as the fifth educational management model in his classification which stresses turbulence, confusion, instability and complexity of organizational life, loose coupling within the groups, uncertainty and unpredictability, sensitivity to the signals emanated from the external environment, emphasis on decentralization, lack of clarity of organizational objectives and low level of appreciation of processes due to the problematic technology utilized within the organization and a fluid participation of members in decision making process.

Based on an empirical study by Cohen and March in the context of higher education institutions in the US, it was suggested that the ambiguity is the main feature of universities and the garbage can as the most popular perspective of ambiguity was developed which rejected the rational process of decision making introduced in formal models. Based on this concept, the decision making process and choice opportunities within it, were considered as a fundamental ambiguous activity similar to a garbage can into which different types of problems and solutions are dumped. These scholars argued that on the premise of the garbage can, the decisions would be made based on the four fairly independent streams and interaction between them which are problems, solutions, participants in the process of decision making and the choice opportunities.

While the participation of leaders in policy making process or forsaking direct involvement in that process are regarded as two leadership strategies to deal with ambiguous situations, the most appropriate leadership style aligned to ambiguity model of educational management would be the contingency model of leadership. This leadership style primarily stresses the advantages of adapting leadership styles to the specific situations by assessing the situations as well as reacting appropriately to them rather

than applying one style to diverse situations. Yukl in support of exerting contingent approach to setting and situations argued that the managerial jobs are so complicated, instable and unpredictable to be dependent on predefined standardized responses to events and effectual leaders are permanently analyzing situation for evaluating how to change their behaviors based on them.

1.2.6 Cultural Model of Educational Management

The sixth model of educational management is the cultural model. Based on this model, some concepts such as ideas, beliefs, norms, values, attitudes, symbols, rituals, traditions and ideologies are considered as central to organizations and the members behave and assess the behavior of other members based on them. Moreover, it focuses on how understanding and viewpoints of members are integrated into common organizational meanings.

The most relevant leadership style to be aligned with cultural models of educational management is moral leadership which stresses in the values, beliefs and ethics of leaders in the organization. Some other terms has also been used by scholars to define moral or values-based leadership including ethical leadership, authentic leadership, spiritual leadership, and poetic leadership.

1.3 LEADERSHIP STYLES IN EDUCATION

Leadership in education can play an integral role in creating a positive school culture. It can also influence student learning and achievement. Effective school leadership is increasingly viewed as the key to far-reaching education transformation. With the right leadership approach, education heads can turn an average school into a successful one.

Here are effective leadership styles in education that will prepare you to lead for impact.

Instructional leadership

Effective school management generally comes from engagement in instructional leadership. There's a growing body of evidence which shows that schools with instructional leadership outperform others. This coaching style of leadership concentrates on student learning outcomes by improving teaching quality. To realize this goal, school leaders adopt the responsibility for the professional development of teachers.

Instructional leadership involves the practice of planning, evaluation, coordination and improvement of teaching and learning. Instructional leaders define the school's mission, manage the instructional program, promote high expectations and provide incentives for teachers and students.

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Transformational leadership

Taking a collaborative approach, transformational leaders empower their school teams to have a say in decision-making processes and enable collective goal-setting. Through role modelling, these leaders create a culture of innovation and improvement and a shared sense of purpose. This sets the foundations for growth and success.

Transformational leaders are able to influence school outcomes by outlining high-performance expectations, developing people through individual support, building productive relationships and providing instructional support. According to researcher Bernard Bass, the four attributes of transformational leadership are defined as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

Transformational leaders instil trust, admiration, loyalty and respect – which inspires teacher motivation, morale and performance. The influence exerted by transformational leaders has been described as “the generating of feelings.” Using charisma, compassion and emotional intelligence (EI), transformational leaders are able to monitor and manage not only their own emotions but those of others as well. This gives them the ability to energise their teams and drive successes.

Studies have shown that transformational leadership has a direct impact on teacher performance, with teachers willingly taking steps to improve their classroom practice. The findings also show that transformational leadership increases teacher job satisfaction and strengthens their commitment to professional growth. The result is improved student outcomes and lasting progress across the school system.

Constructivist leadership

This type of leadership is about facilitating the learning process, rather than directing it. At the core of the constructivist approach is that learners control their own learning, not teachers. Acknowledging that every learner understands, processes and gives meaning to lessons through their own reality, constructivism places a priority on customized teaching approaches that take into consideration individual learning needs.

School leaders who embrace the constructivist model shift the focus within their school, from knowledge as a product to knowing as a process. Instruction and curriculum design under their leadership encourages the sharing of big ideas and challenging other’s perspectives. The classroom is seen as a place where ‘inquiry and co-construction dominate.’ Constructivist leaders expect teachers to engage in reflective practices and processes with their students and peers. The purpose of reflection is to challenge previous assumptions about teaching and learning and to rethink and reframe student participation.

Constructivist leadership is about immersing teachers in a culture of learning and enabling them to take risks. It is not about dictating to teachers on how to deliver instructions – it's about educating teachers that we are all learners.

Servant leadership

This participatory style of leadership pushes the ego aside and considers the needs of others, rather than focus on self-interest. The philosophy behind servant leadership is that a “great leader must first serve others and that this simple fact is central to his or her greatness: true leadership emerges from those whose primary motivation is a desire to help others.” School leaders who practice servant leadership maintain high expectations; however, they also help teachers and students to develop their skills to improve their performance. These leaders instil the desire for improvement while maintaining a focus on both results and relationships.

Servant Leadership identified the ten characteristics of servant leaders as: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. Servant leaders are able to cultivate high-performance teachers by removing barriers, providing resources and opening communication channels with the whole school community.

Sharing the power in decision-making, servant leaders motivate and persuade their school community to fulfil their long-standing vision. By engaging with teachers and students on what the school's future should look like, servant leaders can implement structural changes that keep an eye on the bigger picture. Research shows that in the long-term servant leadership creates a positive and productive school environment.

Strategic leadership

Strategic leadership is based on long-range planning. Through analysis, evaluation and monitoring, strategic leaders assess

current school performance and take the necessary steps to improve future results. These leaders not only set the direction of the school by having an organizational vision, they create frameworks, set up interventions, allocate resources and maintain systems for reforms to take place.

There are seven guiding principles of strategic leaders. Rather than focusing on day-to-day issues, strategic leaders are future-orientated and prepare for an uncertain destiny. These leaders base their decisions on evidence and research. Drawing on data that demonstrates school learning outcomes, strategic leaders will respond with the most suitable approach – whether that’s staff training, reviewing policies and procedures, or fostering a culture based on achievements. Innovation is at the heart of a strategic leader’s mission – they’re always looking for ways to improve the school environment – whether that’s relationship building, embracing diversity or creating partnerships with parents. Strategic leaders invest in partnerships across the school community and use the power of collective thinking to build a values-based school where transparency, ethics and accountability are the cornerstones of their leadership.

1.4 GOALS OF EDUCATIONAL LEADERSHIP

Leading to the empowerment of other individuals to make significant decisions is regarded to be the primary goal of the leaders when the accountability mechanism includes, providing the members of the community, with the opportunity to speak about their issues and concerns.

The other goals of educational leadership have been stated as follows:

Creating and sustaining a competitive school

This is a goal for district and school leaders when they find themselves in competition for students, for example, in the

education sector that include alternatives to public schools such as charter, magnet and private schools, which are supported through tuition tax credits. The educational institution has to conduct its operations so that it is able to maintain a good status within the community.

Empowering others to make significant decisions - This is a primary goal for the leaders when accountability mechanisms include making provision of greater voice to the members of the community, as in the case of school councils, in which parents also have a say, encouragement of data informed decision making should be a part of this goal. The leaders are required to generate capability amongst the individuals, so that they are able to make significant decisions, which may prove to be beneficial to the institution even in the long term.

Providing instructional guidance

This is an important goal for the leaders in almost all districts and schools with the main objective to advance student learning. But it takes on a distinctive feature in the framework of more unambiguous grounds for assessing the work of educators, as, for example, in the formulation of professional standards and their use for purposes of continuing professional development and evaluation of the personnel.

Developing and implementing strategic and school improvement plans

When the schools are required to put into practice the school improvement plans, as in most school districts in the present existence, school leaders are required to develop the skills associated with productive planning and the implementation of such plans. Almost all district leaders need to be capable in large scale strategic planning processes.

Supporting, evaluating and developing teacher quality

Educational leaders have to be capable enough to adapt the teaching programme to the local requirements of the teachers. The leaders have to implement measures to promote teamwork amongst the teachers and get engaged in teacher monitoring, evaluation and professional development. The teachers should be effectively trained and should possess the knowledge about how to meet the needs of the students, hence, important goal of the educational leaders is to support, evaluate and contribute in the development of teacher quality.

Goal-setting, assessment and accountability

When the goals are formulated, then the educational leaders are required to assess the pros and cons, and make sure appropriate efforts are made that would lead to their accomplishment. It is vital for the individuals within the educational institutions to recognize their responsibilities and work professionally. Policy makers need to ensure that school leaders have preference in establishment of strategic direction and augment their capacity to develop school plans and goals and monitor progress, making use of the data to improve practice.

Strategic financial and human resource management

The human resource management is considered to be the imperative area, which the educational leaders are required to take into account. Policy makers can improve the financial management skills of educational leadership teams by providing training to the educational leaders, instituting the part of a financial manager within the leadership team, or providing financial support services to the educational institutions. In addition, educational leaders should be able to have an impact on the teacher recruitment decisions to progress the match between the candidates and the requirements of the educational institutions.

Collaborating with other schools

This is a new leadership dimension. It needs to be acknowledged as a specific role for the educational leaders. It can generate advantages to the school systems as a whole rather than just the students belonging to a single school. But the educational leaders need to develop their skills to get involved in matters beyond their school. There are certain external market factors, which the educational institutions have to take into consideration. These may be, training and development of knowledge and awareness on the part of the teachers, development of teaching aids, provision of technology in learning, salary and reimbursements of the teachers and staff members and so forth.

1.5 EDUCATIONAL LEADERSHIP VALUES

The values and standards of educational leadership have been stated as follows:

Defining Vision, Values and Direction

Efficient educational leaders have a strong and clear visualisation and set of values for their educational institutions. These are comprehensively influenced by their actions as well as the actions of others, and recognized a clear sense of direction and purpose for the school. These were collective, clearly understood and supported by the staff members. They acted as a standard against which all new developments, policies or ingenuities were established.

Improvement in the Conditions for Teaching and Learning

Educational leaders identified the need to improve the conditions in which the quality of teaching can be made best use of and learning and performance of the students can be enhanced. They developed strategies to improve the school buildings and

services. By changing the physical environment of the schools and improving the classrooms, educational leaders confirmed the vital connection between superior conditions for teaching and learning and the well-being and achievement of both staff members and students.

Restructuring the Organization: Redefining of Roles and Responsibilities

Educational leaders with determination and gradually redesigned their organisational structures, refined the roles and disseminated leadership at times and in ways that encouraged larger staff involvement and ownership. This in turn, made provision of greater opportunities for student learning. While the exact nature and timings varied from institution to institution, there was a reliable pattern of augmentation of participation in decision making at all levels.

Improvement of the Teaching-Learning Processes

Achievement oriented educational leaders frequently looked for new ways to improve teaching, learning and attainment. They provided a safe working environment for the teachers and other staff members to try new methods and strategies that might be more operative. Where this was put into practice, staff responded confidently to the opportunity. It affected the way they observed themselves as professionals and enhanced their sense of self-efficacy and job satisfaction. This, in turn, had a constructive influence on the way they communicated with students and other staff members.

Redesigning and Improvement of the Curriculum

Educational leaders put emphasis upon the redesigning and improvement of the curriculum as a way of developing and prolonging engagement and improving achievement. Academic attainment was not looked upon to be in competition with the

personal and social development. Rather the two should go simultaneously with each other. They modified the curriculum to increase learning opportunities and increase access for all students. The students take pleasure in learning and improve their effectiveness, when there is enrichment in the curriculum.

Enhancing Teacher Quality

The educational leaders made provision of the variety of opportunities that would cause professional learning and development. They contributed towards the raising of standards, sustain motivation and dedication and retain the staff members. The quality of the teachers can be enhanced by providing them training, organization of workshops regarding how they should implement teaching-learning processes in an effective manner, dealing with problems and difficulties, maintaining discipline within the school environment and so forth.

Building Relationships inside the Educational Institution

Building and improving the reputation of the educational institutions is considered important. The reason being, the institution is required to function in accordance with the internal and the external environmental conditions. When there will be establishment of mutual understanding and good relationships amongst the individuals within the organization, only then they will be able to cope up with the internal and the external environmental conditions. Conflicts and disputes should get minimized and there should not be any kinds of discriminatory treatments amongst the individuals. All individuals should be provided with equal opportunities.

Building Relationships outside the Educational Institution

Building and augmenting the reputation of the school and involvement of the wider community were observed as fundamental to achieving long-term success. Educational leaders

and the other members of the organization, developed positive relationships with the community leaders and built a number of connections across the school with the other organisations and individuals. Strong connections with the key participants in the local community were seen to generate advantages for the school. Measures and policies are required to get framed so that the institution is able to create its reputation in the outside world.

Common Values

The recognition and proper implementation of the strategies and functions certainly assist the educational leaders in accomplishment of the desired goals and objectives within the educational institutions. The growth and development of the students is regarded to be the primary objective of the educational institutions. In educational institutions, it is vital for the teachers and leaders to make sure that students perform well and are able to achieve their goals. Besides the growth and development of the students, it is vital for the educational leaders to promote a caring, considerate, supportive, and amiable and an approachable environment.

1.6 STANDARDS OF EDUCATIONAL LEADERSHIP

Professional standards define the nature and the quality of work of the individuals who practice the profession, as in this case, there are educational leaders. They are created for and by the profession to lead professional practice and how specialists are organized, employed, advanced, administered and appraised. They inform government policies and regulations that administer the profession. By expressing the opportunity of work and the values that the profession stands for, standards recommend how practitioners can achieve the consequences that the profession demands and the public expects. Professional standards are not stagnant. They are frequently revised and accustomed to precisely

reflect the evolving understandings of, expectations for, and frameworks that figure the objectives of the profession.

Proficient educational leaders articulate, advocate, and cultivate the core values that define the school's culture and problems that may arise in the implementation of the school functions. The education should focus upon the needs and requirements of the students, in other words, it should be made child-centred. Besides making the education child-centred, the educational leaders and the teachers should implement the rules and policies in an appropriate manner. The work or the assignments are required to be done in accordance to certain standards, for instance, untidiness in the work is not considered acceptable. Factors such as high expectations, student support, equity and inclusiveness, social justice, trust, and continuous improvement should be put into practice with complete dedication and enthusiasm. The organization of competitions and activities enable the students to put in more confidence in themselves and make efforts to enhance the performance of their tasks and activities. These not only generate enthusiasm and motivate the students towards learning but also serve as a source of recreation and enjoyment. For instance, students find competitions relating to extra-curricular and creative activities pleasurable.

In educational institutions, there are individuals who possess different natures and varying attitudes. Some are introvert by nature, some are extrovert and take pleasure in interacting with the people. Some individuals are calm and composed in the performance of all the functions and in interacting with the other individuals, whereas some are impatient and even get involved into conflicting situations with the other people. Within the workplace, individuals do encounter numerous kinds of problems and difficulties. It is the job of the educational leaders to make sure that individuals get engaged into effective communication with each other. There should be implementation of norms relating to the maintenance of discipline, decorum, modesty and dignity. Safeguarding and promotion of the values of democracy, individual freedom, responsibility, equity, social

justice, community and diversity are the imperative standards that are required to be put into operation by the educational leaders. The grievances and occurrence of conflicts and disputes should be addressed with effective resolutions and techniques. The leaders have to make the individuals understand that they are required to work in harmony with each other and possess a friendly and an approachable attitude.

It is the job of the educational leaders to make sure they are able to challenge and modify institutional prejudices of student marginalization, deficit-based schooling, and low expectations associated with ethnicity, race, class, culture, language, gender and sexual orientation, and disability or special status). Within the educational institutions, there are students with special needs, such as, visual impairments, hearing impairments, speech problems, and so forth. It is vital that they should be made provision of assistance devices and facilities that would help them understand and learn. There are individuals who experience problems in walking, hence provision of wheel chairs and elevators would help them within the educational institutions. It is unlawful to discriminate against anybody on the basis of caste, creed, race, ethnicity, religion or socio-economic background. In the organization of seminars, events, and functions within the educational institutions, it is vital to include the participation of all the individuals. Within the classroom setting, the teachers should evaluate the students in accordance to their performance and any kinds of factors that lead to discriminatory treatment of the individuals should not come within the course of the teaching and learning processes.

One of the primary standards is the implementation of coherent systems of curriculum and instruction, teaching-learning methods, class tests and assignments, performance appraisal systems, work ethics, rules and policies, conflict resolution procedures, effective pedagogy, technology, innovative and modern strategies, and organization of workshops. In higher educational institutions, the heads of the departments and the deans have numerous responsibilities. They are even required to introduce new courses that would enhance the knowledge of the students. When students

are engaged in the pursuance of Masters or Doctoral programs, they have the main objective of acquiring a job. They normally consult their supervisors to seek guidance from them regarding where to apply and look for employment. Therefore, it is vital for the educational leaders to possess knowledge and information so that they can effectively contribute in helping specially those students who belong to disadvantaged sections of the society. When parents of the students are not much educated and aware and when these students pursue high educational qualifications, they need help from the educational leaders regarding awareness about future career opportunities. In the present existence, the usage of technology has effectively implemented the performance of the students. The usage of technology has largely facilitated the work of the leaders and the staff members. Therefore, students should be encouraged to make use of technology as internet is one of the most important areas that has contributed in the enhancement of knowledge.

1.7 PERSPECTIVES OF EDUCATIONAL LEADERSHIP

Leadership is referred to the influence that is exerted by one individual over the others to structure the activities or the relationships within the groups or the organizations. It is referred to as the social influencing process. Leadership concepts are different in terms of who applies influence, the nature of the influence, the purpose of the exercise of that influence and its outcomes. Educational leadership is mainly associated with the formal organizational positions in schools. Therefore, the discussions about educational leadership focus upon principals, head teachers, these are classified into the categories of deputy and assistant head teachers, principals, heads of departments, subject leaders, and heads of the year.

There are also informal leaders such as the specialist leaders whose influence emerges from the subject knowledge and skills with

the groups of learners, or individuals who have a social impact with their peers and influence interpretations and approaches. Leadership is not necessarily attached to the role but it can be looked upon as a process rather than a position of authority. The concept of educational leadership can also be extended to comprise the development of student leadership as one of the goals of the educational process. This is regarded to be an important skill in the lives of the individuals. Educational institutions are considered imperative within the community, they play an important role in promoting the development and growth of the individuals. They even support learning beyond the school boundaries. The concept of educational leadership are categorized into six major areas.

These are stated as follows:

Instructional Leadership

Instructional leadership puts emphasis upon the primary job duties of the teachers within the schools. Their main job focuses upon providing instructions to the students and they are required to possess efficient knowledge about how to instruct them in an appropriate manner. The teaching and learning methods, organization of class tests, exams, evaluation, advancement of the students, their achievements and rate of absenteeism come under instructional leadership.

Transformational Leadership

This leadership is concerned with the commitment of the colleagues and their dedication towards their job performance. The changes and transformations are required to be brought about within the educational institutions over a period of time. These transformations may be relating to rules and policies, teaching-learning methods, extra-curricular activities, evaluation techniques, training of the teachers, organization of competitions, and so forth. The leadership which is implemented to bring about transformations is termed as transformational leadership.

Moral Leadership

Besides academic learning, it is vital to train the students regarding the concepts of discipline, values, norms and ethics. The students should possess within themselves the traits of morality and decency within the educational institutions as well as outside. Moral leadership puts emphasis upon the significance of values, vision and ethical leadership.

Participative Leadership

In the making of decisions, bringing in new and innovative instructional methods, technology and implementation of other tasks and functions, require taking ideas and suggestions from the other individuals within the institution. Participative leadership involves consulting colleagues as well as subordinates, shared decision making and social resources. In educational institutions, useful ideas and suggestions are given by the other individuals to the leaders, which they should consider to put into practice effective leadership functions.

Managerial Leadership

Managerial leadership focuses upon the significance of defining tasks and behaviours of the other individuals. The individuals have different positions within the institutions, in accordance to which they carry out their job duties. The managerial leadership adequately put emphasis upon the tasks, performances, activities and behaviours of the individuals.

Contingency Leadership

This kind of leadership takes into consideration, how the leaders respond to the particular organizational circumstances and problems. There is existence of problems and difficulties within the educational institutions. The leaders are required to deal with them and find adequate solutions. The subordinates too approach

the leaders when they have to seek solutions to the problems, hence, they should provide them useful solutions.

1.8 JOB DUTIES OF AN EDUCATIONAL LEADER

The job duties of the educational leader are focused upon the areas, which have been stated as follows:

- An educational leader is required to analyse the multiple sources of information and data about the current practice, prior to developing or revising goals and objectives. For this purpose, an analysis of the school is conducted. The individuals obtain data regarding various aspects of the schools, such as the teaching-learning methods, evaluation techniques, utilization of technology, organization of competitions and events, performance appraisal systems and so forth. The data, when collected on all these aspects, are analyzed to find out the flaws and inconsistencies and where improvements are required to be made. Therefore, collection and analysis of data is considered to be one of the primary job duties of the educational leaders.
- Implementation of vision and goals with high measurable expectations for all students and educators is an important area. It is vital to develop a plan for putting into practice, goals and objectives of the institution. The educational leaders determine, if the expectations are measurable, precise and are connected to the goals and objectives. It is vital to put into operation, appropriate measures that are required for the achievement of the desired goals and objectives. It is vital to differentiate between goals and objectives that are measurable and non-measurable for all the students. The goals that are measurable should be beneficial for all the students.
- One should be able to converse and ask important questions about the purposes of education. It is vital to formulate proper measures that are necessary for the

educational purposes. It is essential for all the individuals to possess vital knowledge about the goals and objectives, so that they will be able to implement important measures. The students, teachers, parents, aides, administrative staff members, school board members, central office administration, about the purposes of education should be consulted. In the achievement of the desired goals and objectives, it is vital to communicate all kinds of information to the individuals, as they are required to work in collaboration.

- The job of the educational leaders also comprises of engagement of the staff and community members with different perspectives to implement the vision and achieve the goals. The identification of the individuals with diverse perspectives are from the internal and the external communities. Another area is identification of strategies to get the individuals involved belonging to the internal and the external communities. When the individuals participate in the achievement of the goals and they belong to the internal and external communities, it is vital for them to acquire complete knowledge and information about the goals and how they would work to accomplish them.
- The educational leaders are required to establish common obligations and responsibilities amongst the staff members and the community for selecting and carrying out of the strategies towards the implementation of the vision and goals. It is vital to build consensus and a plan for the distribution of responsibilities. The staff members within the educational institutions have their own job duties and responsibilities. They are required to carry out their job functions in accordance with the guidance and direction from the leaders. The leaders possess this responsibility to make provision of job duties to the individuals and allot them work assignments.
- It is vital to communicate the shared vision and the goals in the ways that facilitate the abilities of the

individuals to understand, support and act upon them. The communication system has to be proper and in accordance to the norms. The individuals are required to possess certain qualities while getting involved into communication with each other. These are effective listening skills, proper feedback, politeness and truthfulness. It is necessary to implement effective communication strategies for the particular individuals. The individuals may communicate with each other in a verbal or in a written manner. The communication strategies are implemented in accordance to the areas or the subjects regarding which communication takes place.

- The educational leader develops a shared understanding of and commitment to the high standards for all students and for overcoming all the obstacles and barriers that may arise within the achievement of the goals and objectives. It is vital to create a culture of high expectations for all the students. It is vital to identify the achievement differences and develops plans to cause a reduction in the differences. Within the organization or an educational institution, the individuals are from diverse backgrounds, cultures, religions, ethnicities, race, nationalities and socio-economic status. They are required to understand organizational culture and work in co-operation with each other.
- The educational leaders guides and supports job-embedded standards, based on professional development. The professional development of the individuals should be focused upon building the skills and abilities that would contribute in the enhancement of their job performance. The development of processes and procedures that supports the growth and interest amongst the teachers and which in turn supports the learning of the students is considered as an important function of the educational leaders. The situation within the classroom is required to be analyzed by the teachers. If the students are not able to understand the concepts

through oral communication, then the problem should be communicated to the educational leaders and they suggest solutions. If oral ways of teaching do not work, then it is vital to implement written methods.

- It is vital to create structures, procedures and relationships that make provision of time and resources for a collaborative teaching and learning community. The promotion of mutual benefits and distribution of responsibilities and accountabilities amongst the teachers and the learning communities. Promotion of the collaborative teaching and learning opportunities and involvement of the students within the school functions and teamwork. The teachers and the students should work in co-ordination with each other in order to facilitate the teaching and the learning processes. In case of occurrence of any kinds of problems, support and assistance is obtained from the educational leader.
- Within the educational institution, it is vital to have a safe working environment, in which the staff members are able to carry out their job functions with keenness and enthusiasm. It is the primary job duty of the educational leaders to make sure the individuals are safe within their environment. When the individuals will feel secure within the working environment, then they will be able to put into operation, the norms, values, standards, principles and cultures. When one feels safe, he or she will be able to express their ideas and give suggestions. Safe environment generates opportunities to bring modern and innovative techniques and methods in the teaching-learning processes.

1.9 LEADERSHIP EFFECTS ON STUDENT LEARNING

Within educational institutions, the primary objective is to improve student learning. For the purpose of improving student

learning, the individuals are required to introduce well-organized curriculum and the instructional strategies. The teaching-learning methods should be appropriate and in accordance to the needs and requirements of the students. Effective communication between the teachers and the students, proper counselling and guidance should be made available to the students, for the purpose of helping them in providing solutions to their problems. The approaches to school reforms are entirely dependent upon the success for the motivations and capacities for school leadership. The leaders within the educational institutions should also be able to provide assistance to the colleagues in helping them perform their job duties in an adequate manner. It is vital for the leaders to obtain co-operation and support from the parents in order to facilitate student learning. The support from the parents can only be obtained by establishing support, understanding and co-operation.

The students within educational institutions are different from each other in various perspectives. These are, they possess different learning abilities, skills, viewpoints, natures and way of communication. There are students who perform very well in class and do not need much training and guidance from their teachers. They are able to understand the concepts in just one class and practice makes them perform well and enhance their scores. On the other hand, there are students, who do not take much interest in studies, they find difficult to pay attention and focus upon their work. These students need counselling and guidance to help them perform well. For this purpose, the role of educational leaders is considered imperative. Proper guidance, counselling and training methods will contribute in improving the performance of these students. Widespread emphasis in improving educational leadership is the key to the successful implementation of the large-scale reform.

The effects of educational leadership are considered the largest where they are mostly needed. For instance, within the educational institutions, besides the education, growth and development of the students, the implementation of managerial functions is also

necessary. These functions are planning, organizing, leading, controlling, directing, and staffing. These functions should be put into operation in an adequate manner. The leaders should possess sufficient knowledge of how to solve the problems and difficulties. When the leaders possess appropriate knowledge and skills regarding how to solve the problems and implement proper functioning, this would lead to productivity and well-being. On the other hand, when the leaders are not able to bring about solutions to the problems, when they are not able to properly guide or direct students and other members of the organization and when they experience problems in effective decision making, then impediments would take place within the course of achievement of the desired goals and objectives. Therefore, the effects of leadership upon student learning would be positive through their capabilities, qualities, creativeness, resourcefulness and ingenuity.

1.10 MEASURES FOR SUPPORTING EDUCATIONAL LEADERSHIP

Measures for supporting educational leadership within the institutions have been stated as follows:

- In educational institutions, there is a need to prepare, train and develop leaders. Effective leadership development is implemented in two areas, educational institutions and organizations. In both these areas, educational leaders need to work and practice to enhance their performance. However, the functions of the leaders should be accompanied by the activities that are organized out of the school. These include increasing a person's knowledge and awareness of a range of leadership approaches, theories, reading, reflection, and interaction with the peers in other schools and areas.
- Mentoring and coaching can prove to be advantageous to the leaders who are newly recruited. The leaders who are appointed may possess the necessary qualifications, capabilities and experience. In spite of these areas, it

is crucial to mentor and train them about the jobs and functions, they are introduced to the personnel and the other staff members, and gradually they become skilled and proficient in the implementation of their tasks and functions. When the person is at the topmost position, then authority and control is vested within him, he has the power to make decisions and exercise influence on carrying out of all kinds of tasks and functions. In spite of having power and authority, mentoring and coaching from other experienced and proficient individuals certainly contributes in development of capabilities amongst the educational leaders. The leaders may too come across problems and difficulties for which they need assistance and support.

- Making use of the skills and expertise of the leaders. The previous experience of the individuals who have served as leaders can make them skilled enough to render effective job duties in other institutions. The leaders, who are largely proficient in their tasks and performances do not always make good mentors or coaches. It is vital for the leaders to perform their job duties in a moderate way. They should not overload themselves with work, as too much work at a time do not generate the desired outcomes.
- Identification of the leadership skills and potential. These should be observed as a part of the principal's responsibilities in every educational institution. In leadership, individual obtains the opportunities to make use of their skills, and abilities to lead to the welfare of the community. There are personnel within the institutions which do not possess the knowledge and information regarding making best use of the skills and knowledge. The leaders are required to make sure, their skills and abilities are made use of to generate welfare of the community.
- Development of leadership teams is important. Distribution of leadership is considered important.

Educational institutions need not just one leader, but there are numerous leaders, heads of the departments, chairpersons, deans, directors and principals. All the individuals have their own responsibilities, job duties and functions. They organize meetings, implement rules and policies and carry out numerous tasks for the effective functioning of the educational institutions. The distribution of leadership is required to get co-ordinated in an appropriate manner.

- Consideration of student leadership programs is significant for the progress of the students. In educational institutions, students too are provided with the opportunities to assume leadership roles. They assume roles of class monitors, heads of groups, teams involved in some kind of project work, teaching assistants and so forth. The student leadership programs generate capabilities amongst the students and they learn how to exercise tasks and functions in an appropriate manner. In this manner they put in more confidence within themselves and put in more efforts to improve.

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LEADERSHIP ROLES: CHALLENGES AND PERSPECTIVES

INTRODUCTION

Teachers are leaders all day. They lead by example in the way they act, speak, and behave. They lead their students through challenging activities and rigorous learning. Then, they take on additional teacher leadership roles inside and outside the classroom. Activities, events, and extracurricular programs are what build positive school culture and often require additional leadership support from teachers. Endless academic and social opportunities for students within schools benefit from teacher initiative and leadership capabilities. Educational leaders play a pivotal role in affecting the climate, attitude and reputation of their schools. They are the cornerstone on which learning communities function and grow. With successful school leadership, schools become effective incubators of learning, places where students are not only educated but challenged, nurtured and encouraged.



On the other hand, poor or absent school leadership can undermine the goals of an educational system. When schools lack a strong foundation and direction, learning is compromised, and students suffer. According to a Wallace Foundation study, “Leadership is second only to classroom instruction as an influence on student learning.”

2.1 LEADERSHIP FOR THE LEARNING COMMUNITY

Increased pressure from tight accountability measures renders the advancement of student achievement an urgent task for school leaders. Leadership can have a significant impact on student learning outcomes by shaping conditions that build school capacity for change and foster effective teaching and learning. Instructional leadership had its vital role in improving school effectiveness in the past. Entering the 21st century, international assessments such as TIMSS, PISA and PIRLS have prompted nations to attach greater importance to teaching and learning.



2.1.1 Leadership for Systems Change

Engagement in change must occur at the levels of belief and practice; roles and relationships; and structures and policies. The process of change itself must be accompanied by ongoing and open communications that engage key stakeholders. If these things do not occur, true and lasting change is unlikely. If we are committed to readiness for every child, leadership must think and act systemically to generate systemic improvement. Our communities need education leaders who not only have the knowledge, skills, and dispositions that we associate with success, but who are keenly aware of the contexts within which they are operating and know how to lead from one situation to the next in very purposeful ways.

The challenge, then, is for leadership to create a set of conditions (a culture) that makes successful systemic change more likely than not – in part because people see themselves more united, empowered, and equipped around the core mission than not – and then to sustain those conditions until they are held deeply and long enough to transform complex organizations. The conditions they set in place characterize the learning community. Finally, if the core mission and organizing concept for a transforming learning community is learning, this is a profound shift. The first

focus will not be instruction and “instructional leadership,” as has often been the case. This is an old paradigm. In a learning-centered context, instruction (like time, funds, and people) should be thought of as an asset – a resource that varies in response to need, is based on savvy interpretation of multiple and varied forms of evidence, and is offered in much more personalized ways. Leadership for learning will increasingly become the focus, rather than leadership of instruction.

“The challenge, then, is for leadership to create a set of conditions (a culture) that makes successful systemic change more likely than not.”

2.1.2 Conditions for Transforming Learning Communities: Focus On Culture

The conditions that surround people taking part in complex systems change matter. One of leadership’s chief responsibilities is to foster the conditions most likely to engage a crucial combination of energy, stability, and focus that will spark and continue to fuel the process of transformation.

We identify some essential conditions below. While each holds implications for action, it will be the combination of conditions that establishes a resilient learning culture focused on iteration and continuous improvement.



In the same way that the atom is at the center of what we assume and experience in our world, the right conditions can provide the environment within which to create, develop, and support a new ecosystem for learning and learners.

Vision for learning is shared, challenging and compelling

Everyone understands what the learning community values and seeks to accomplish. That shared understanding builds shared commitment. Everyone knows why accomplishing the vision is important to the future and appreciates the complexity and hard work that will be involved in making it a reality. The vision is so strong and widely shared that those leading the learning community are comfortable with others having significant decision-making authority relevant to their roles. Members of the learning community are willing to tolerate reasonable levels of ambiguity and feel free to seek and create clarity.

Learning is the core mission and organizing force of the work – not teaching

The prevailing question is, “What is necessary to ensure higher levels of learning for every student?” This includes the professional learning and effectiveness of educators as well as learning how the systems themselves can be changed to remove barriers and increase learning opportunity. Questions about instruction, pacing, curriculum, standards, tools, and resources are asked in the context of nurturing learning. There is a shared understanding that the needs and readiness of each learner within the context of challenging, future-aligned learning competencies must drive decisions rather than standardized, inflexible, group-focused processes. The issue is not to abandon more traditional instruction in favor of new approaches; the issue is to apply all that we know about teaching and learning, and what is possible, to find the mix and balance of approaches that meet the personalized learning needs of individual students.

A growth mindset means mistakes, missteps, and setbacks are mined as rich opportunities for learners and leaders to push to the edge of learning

There is a shared understanding that while leaving anyone in sustained failure is not an option, incremental set backs are crucial aspects of learning. Learning communities take ownership of framing and testing hypotheses, making sense of what occurs, and applying those lessons to future work. In that context, challenging and changing assumptions is valued and expected (rather than being perceived as failure to implement with fidelity). These communities seek to understand what is being taken for granted that may be inhibiting success or obscuring potential options and opportunities. When inhibiting assumptions are exposed, they are replaced by assumptions and intentions more consistent with and supportive of the shared vision. Self-selection by adults, out of and into a learning community undergoing substantive change, should be valued. This is one way the community can grow and refresh itself.

Success is generated through transparency, shared responsibility, collaboration, and interdependence

Shared commitment, mutual support, and high levels of trust lead to a sense of abundance as thinking, creativity, curiosity, insights, ideas, and efforts are shared widely and received with respect. The need to hoard, hide, and compete for resources diminishes as they are shared to create mutual benefit rather than consolidated to build status and power in one or a few members of the community. Similarly, every individual's personal growth increases in value to others because the learning trajectory of the entire community is advanced to some degree.

Learning is treated as an inside-out, student-centered process

Learning starts where the learner is in the context of

developmental progression rather than status against a fixed standard of performance on a pre-planned lesson, where the curriculum-pacing guide says they should be, or where adults want learners to be. Learners are seen as human potential to be unlocked, not vessels to be filled. Learning is characterized by exposure, awareness, purpose, reflection, and iteration. Students are increasingly co-creators, co-designers, and co-assessors of their learning. These learning experiences are anchored in state standards as they are enhanced and expanded at the district and school levels. Within this framework of learning expectations, learners build experiences that advantage their knowledge, interests, strengths and ambitions. Students should be engaged in learning that enables them to take responsibility for their learning and make purposeful connections to the transformative power of education in their lives.

Definition of success is anchored in agency and capacity for future learning

People are not given agency; they develop agency. The growth of agency means learners are internalizing identity as individuals who have choices to make that impact their lives. Supporting both young people and adults in developing agency and the facility for future learning is crucial, capacity-building work. We must prepare today's learners to engage in jobs and careers that have not been invented, requiring skills that have yet to be defined, and working with people who may be very unlike themselves and located anywhere in the world. We must also support teachers in developing deeper learning skills and their own agency to unlock their potential and increase effectiveness. Both students and teachers need exposure to experiences that are unstructured, unfamiliar, and offer the opportunity for choice. They must be skilled learners, not just good students. They need to come to see themselves as leaders of themselves as well as others.

Competencies are guideposts that enable equity – not threats to success

Competencies are employed to meet learners wherever they are on a continuum and support them in setting goals, aligning learning paths, monitoring their progress, and demonstrating mastery through assessment pathways that are meaningful and relevant. They are not instruments to label, blame, or shame. Rather, they are signals of growth in knowledge and skills as well as beacons for success. Everyone – learners and educators – shares responsibility for achievement of goals and works together to see that learning experiences lead to achievement of high expectations. This implies unprecedented need to nurture the capacity of educators to make good judgments based on multiple and varied forms of evidence.

Technology is a tool for unlocking learning potential

There is shared understanding of the potential of technologies, digital content, and social media as tools to transform learning environments, to democratize the learner experience, and to find solutions to teaching and learning problems that have seemed unsolvable. Technology is not viewed as a replacement for human interaction, but as a way for both learners and the teachers who support them to understand more about the learner and learning more rapidly. There is an inclination to use technology for what technology can do best, for both individuals and organizations; to investigate and apply technologies in ways that expand learning opportunity; to make the process of learning more visible and transparent; to enable students and teachers to develop and exercise agency as they create and not simply consume; and to streamline processes so scarce resources and valued assets (people, time, content, funds, space) can be allocated to learning. Technology helps unlock the potential of learning communities, supporting collective learning and moving knowledge quickly.

Learning supports social justice

There is wide acceptance that everyone has the right to and must experience the learning opportunities, supports, and expectations that lead to success. Cultural responsiveness and inclusion are core values. The learning community is mindful of its internal need to develop an inclusive culture and diverse community, as well as its more public-facing responsibility to amplify the voices of those who are traditionally underserved. It is understood that education has the power to alter the trajectory of any life for the better and can be a lever those in rural and urban settings use to transcend poverty. As our society moves through a knowledge economy and into an innovation economy, the ability to learn, unlearn, and relearn – and to create, iterate, and implement – will spell the difference between poverty and economic stability as well as between work satisfaction and mere survival.

2.1.3 Key Dimensions

Below are key dimensions of leadership suggested by the thoughts that frame this paper, including some of the essential knowledge and skills, dispositions, and contextual understandings that could typify or underpin each. We use the term “suggested” because what follows is not intended to be prescriptive. The ideas below should be used in combination with the questions and ideas that precede it as a catalyst for local discussion and deliberative judgment.

The particular knowledge and skills, dispositions, and understandings that any community will value most highly will depend upon its aspirations, context, and capacities. Consider what follows as illustrative of how one community might translate what they most value in leadership and how they might look for evidence of real change over time.



- **SHARED VISION:** Leadership is able to lead the development of and share commitment to a clear and coherent vision for learning that is translated into action with an optimistic and inclusive perspective.
- **VALUES:** Leadership exemplifies a belief in the moral imperative to advance learning, opportunity, equity, and social justice, and finds inspiration for systems-level strategies in the community's aspirations for its children.
- **CULTURE:** Leadership exemplifies and values a growth mindset and fosters a deep commitment to learning as the culture and currency of the organization.
- **CAPACITY BUILDING:** Leadership is mission-focused on developing individual and collective capacity to respond to the needs of all students and on fostering innovation as the space where breakthrough learning is more likely to occur and thrive.
- **ACCOUNTABILITY AND TRUST:** Leadership builds systems of shared responsibility for supporting all students to succeed; for working toward continuous improvement of both individuals and the system itself; and for purposefully building trust and confidence in the system through openness, responsiveness, integrity, fairness, and inclusion.

Shared Vision

Leadership is able to lead the development of and share commitment to a clear and coherent vision for learning that is translated into action with an optimistic and inclusive perspective.

Knowledge and Skills:

- Engages the community in articulating their vision for what will prepare young people to take responsibility for their own lives, be responsible citizens, and thrive within a greater social context
- Leads the development and practice of shared values, fostering honest reflection that uncovers assumptions and leads to examination of long-standing practices and beliefs about who can learn and how learning happens
- Engages in productive dialogue to reduce tension and conflict
- Can point to examples where new approaches to learning, school models, and learner supports are closing gaps in achievement, access, and opportunity so those who cannot believe until they can see can find on-ramps to understanding
- Is able to communicate why developing skilled learners must supersede our traditional focus on student proficiency in academics alone
- Can articulate current challenges in an actionable and optimistic frame

Supporting Dispositions:

- Is inspired by possibility and committed to inspiring others
- Trusts in the capacity and creativity of others to engage in problem solving
- Thinks systemically

Contextual Understanding:

- Understands the current and growing capacity of the learning community to accept and support a vision for

the future of learning that is significantly different from what has been assumed in the past

- Realizes that people often view change as loss
- Grasps the community's historic aspirations for its children, its relationship with formal education, and how it sees its future
- Understands the pace and nature of change under way in the broader community that is impacting the local economy, culture, and makeup of the citizenry

Values

Leadership exemplifies a belief in the moral imperative to advance learning, opportunity, equity, and social justice, and finds inspiration for systems-level strategies in the community's aspirations for its children.

Knowledge and Skills:

- Embraces personalized learning (higher expectations, individually customized pathways, and competency-based progressions) as a necessary condition for learners to thrive – especially those who are traditionally underserved and struggling
- Demonstrates and fosters cultural responsiveness, models willingness to acknowledge personal biases, and understands how to design for inclusiveness
- Ensures the design of learner experiences focuses on developing success skills that transfer from one context to another, within and beyond formal educational settings, regardless of the student's background or current circumstance
- Clearly understands and can successfully advocate for the role of competency-based learning as a strategy to improve quality and equity
- Engages learning partners (both formal and informal) and the broader community to expand learning access

and opportunity and to ensure each student receives needed supports

- Has a solid grasp of the public systems, organizations, and community groups that are impacting students (negatively or positively) and looks for opportunities to create positive change

Supporting Dispositions:

- Is an open and responsive listener
- Is ready to engage in courageous conversations and stand up for the work of the learning community in the face of opposition
- Searches for the gifts and talents each person possesses
- Seeks collaboration and partnership with diverse people and differing perspectives
- Does not accept a lowering of expectations for self, students, adults, or the system
- Is willing to tolerate ambiguity and help others work through conflict as the community becomes aware of, grapples with, and settles on new assumptions and associated thinking and practices

Contextual Understanding:

- Grasps differences in community and stakeholder engagement in and acceptance of long-held assumptions, traditions, and practices
- Is aware of the need to monitor the impact of changing assumptions on traditional influencers and cultural norms
- Understands how family history with education can play a key role in how learners view learning and school
- Understands that students bring different educational and social capital into school and that some are more advantaged than others, but that each brings strengths that have value and can be leveraged to support their learning

Culture

Leadership exemplifies and values a growth mindset and fosters a deep commitment to learning as the culture and currency of the organization.

Knowledge and Skills:

- Approaches problem solving from the standpoint of the needs and motivations of people, rather than from protocols and regulations
- Frames the learning community's work in the context of hypotheses that are tangible, strategic, and always in service to learning
- Supports members of the learning community in taking responsible risks and expanding the boundaries of their experience, knowledge, and skills
- Can productively call out and redirect practices and processes that are not aligned with learning
- Stays aware of new developments and emerging trends, with the ability to understand what the learning community is ready to embrace now and what they will be prepared for over the longer term
- Is skilled at providing formative feedback and readily seeks and accepts feedback from others
- Can navigate other systems, such as licensing and certification, that do not directly value growth mindset, inquiry, and individual agency

Supporting Dispositions:

- Is comfortable with time spent in ambiguity as the learning community works through complex problems
- Takes a "human-centered" approach to problem solving and design
- Is willing, as a leader, to take responsible risks
- Demonstrates and values empathy

- Identifies as a lead learner and “chief curiosity officer”
- Values strong, supportive, and sustained relationships
- Values intellectual curiosity and questioning in others
- Makes running at the hardest parts of the problem the path of least resistance
- Always pushes self and others to their edge of learning

Contextual Understanding:

- Understands that education systems can be prone to compliance and averse to risk
- Grasps differences in community and stakeholder engagement in and acceptance of long-held assumptions, traditions, and practices
- Is aware of the need to monitor the impact of changing assumptions on traditional influencers and cultural norms

Capacity Building

Leadership is mission-focused on developing individual and collective capacity to respond to the needs of all students and on fostering innovation as the space where breakthrough learning is more likely to occur and thrive.

Knowledge and Skills:

- Manages risks by having a structured approach to identifying, testing, and refining new strategies to foster learning success as a priority for the learning community
- Pursues the latest research and emerging developments in teaching, learning science, school models, inclusion, cultural responsiveness, and child development
- Structures and incentivizes professional learning so adults experience the deeper, personalized learning we want students to experience
- Prioritizes tools, training, and supports to help both educators and students collect, curate, and learn from

evidence about the development, current state, and readiness for next levels of learning as a continuum

- Develops the learning community's capacity to use technology, digital content, and social media, and increases their ability to exploit technologies to do what technologies can do best
- Is entrepreneurial in approach to resource allocation; has a deep understanding of what resources are available, how they are allocated, what is within leadership's purview to change, how to approach challenges beyond local control, and how to negotiate smart tradeoffs to create new opportunities
- Is able to take a holistic view of the learning community and the work in which it is engaged on a change continuum, and can differentiate conditions and supports to each: Are what were once innovations becoming the norm? Is the same recent innovation emerging in multiple places? Are there very nascent ideas of high promise?

Supporting Dispositions:

- Is a systems thinker
- Is inclined to flexible management
- Demonstrates curiosity and a commitment to understanding that prevails over the urge to blame and fix
- Demonstrates patience for mistakes and missteps in the interest of learning and pressing the boundaries of understanding – sometimes even when their occurrence might be predicted
- Shows confidence that members of the learning community will make good decisions and take responsible risks consistent with a strong sense of shared purpose and vision

Contextual Understanding

- Understands that when people feel supported to learn

and grow after mistakes, missteps, and setbacks, they are more likely to take responsible risks in the future

- Realizes that when leaders model transparency about their own experiments, successes, and failures, members of the learning community may feel more inclined to take responsible risks themselves
- Works to create an environment in which the nature and level of early risks are responsive to the risk tolerance and history of the learning community
- Appreciates that even if logic, research, data, and experience support new ways of developing learning, there can be reluctance and discomfort with significant change

Accountability and Trust

Leadership builds systems of shared responsibility for supporting all students to succeed; for working toward continuous improvement of both individuals and the system itself; and for purposefully building trust and confidence in the system through openness, responsiveness, integrity, fairness, and inclusion.

Knowledge and Skills:

- Values transparency in reporting and is sensitive to the needs of different audiences when sharing data and information, including explaining how data and evidence are used and how decisions are made
- Possesses a leadership style that evidences commitment and the ability to develop shared ownership and mutual accountability across the learning community, rather than a focus on structures and governance
- Is skilled at building shared understanding of and commitment to the multiple measures and indicators for which the learning community will be held accountable, how progress will be determined, and what will be done in response to what is learned

- Acknowledges different stakeholders and constituencies whose trust and confidence must be gained and differentiates strategies and feedback loops to support each (students, adults in the learning community, families and immediate community, the broader public, policy makers)
- Has a solid working knowledge of governance and regulatory structures within which the community operates and understands how to engage policy makers
- Can translate more abstract ideas into tangible next steps in which people can locate their own role, so complex problems do not overwhelm the community's ability to engage in problem solving and act

Supporting Dispositions:

- Views educational improvement as the primary purpose of accountability
- Consistently and inclusively engages students and the community as key stakeholders
- Approaches the need for corrective action in the context of capacity building and continuous improvement
- Is inclined, when facing what appear to be policy or regulatory barriers, to determine whether they are real or perceived and to advocate for change in an open and forthright way as chief advocate for the learning community

Contextual Understanding:

- Acknowledges and respects the role of the community in defining success for its young people and the complexities of balancing what is valued locally with the demands of a global economy
- Recognizes and respects the evolution of thinking and practice that have led states to broader definitions of success, but resists the urge to freeze around incremental improvement
- Does not underestimate the impact of previous "shame

and blame” approaches to accountability on many educators and on public opinion

- Understands the reciprocal nature of accountability in a multi-level system (local, district, state, federal) and how that can differ from place to place

2.2 DEVELOPING LEADERSHIP AND MANAGEMENT SKILLS AND INSIGHTS

Leadership skills can be learned, and leadership development benefits individuals and organizations.

Leadership development refers to any activity that enhances the capability of an individual to assume leadership roles and responsibilities. Examples include degree programs in management, executive education, seminars and workshops, and even internships. These types of learning opportunities focus on developing knowledge, skills, self-awareness, and abilities needed to lead effectively.

Just as not all people are born with the ability or desire to play soccer like Zinedine Zidane or sing like Luciano Pavarotti, not all people are born with the ability to lead. Personal traits and behavioral dispositions can help or hinder a person’s leadership effectiveness. While these are difficult to change, leadership is a set of behaviors and practices that can be learned through effort and experience.

Cognitive Capacities	Dispositional Attributes	Motives/ Values,	Social Capacities	Problem Solving Skills	Expertise & Knowledge
General intelligence Cognitive complexity Creativity	Adaptability Extroversion Risk propensity Openness	Need for socialized power Need for achievement Motivation to lead	Social intelligence Emotional intelligence Persuasion and negotiation skills	Meta-cognition Problem construction Solution generation Self-regulation skills	Expertise and knowledge in specificness.

Leadership traits: Leadership traits can be broken down into 6 categories: Cognitive Capacities, Dispositional Attributes, Motives/Values, Social Capacities, Problem Solving Skills, Expertise & Knowledge.

Successful leadership development is the result of three things:

- Individual learner characteristics, including willingness and ability to learn
- The quality and nature of the leadership development program, including its structure and content
- Opportunities to practice new skills and receive performance feedback

2.2.1 Methods of Leadership Development

Leader development takes place through multiple mechanisms: formal instruction, developmental job assignments, 360-degree feedback, executive coaching, and self-directed learning. These approaches may occur independently but are more effective in combination.

Formal Training

Organizations often offer formal training programs to their leaders. Traditional styles provide leaders with required knowledge and skills in a particular area using coursework, practice, “overlearning” with rehearsals, and feedback (Kozlowski, 1998). This traditional lecture-based classroom training is useful; however, its limitations include the question of a leader’s ability to transfer the information from a training environment to a work setting.

Developmental Job Assignment

Following formal training, organizations can assign leaders to developmental jobs that target the newly acquired skills. A job that is developmental is one in which leaders learn, undergo personal change, and gain leadership skills resulting from the roles,

responsibilities, and tasks involved in that job. Developmental job assignments are one of the most effective forms of leader development. A “stretch” or developmental assignment challenges leaders’ new skills and pushes them out of their comfort zone to operate in a more complex environment, one that involves new elements, problems, and dilemmas to resolve.

360-Degree Feedback

The 360-degree feedback approach is a necessary component of leader development that allows leaders to maximize learning opportunities from their current assignment. It systematically provides leaders with perceptions of their performance from a full circle of viewpoints, including subordinates, peers, superiors, and the leader’s own self- assessment. With information coming from so many different sources, the messages may be contradictory and difficult to interpret. However, when several different sources concur on a similar perspective, whether a strength or weakness, the clarity of the message increases. For this mechanism to be effective, the leader must accept feedback and be open and willing to make changes. Coaching is an effective way to facilitate 360-degree feedback and help effect change using open discussion.

Coaching

Leadership coaching focuses on enhancing the leader’s effectiveness, along with the effectiveness of the team and organization. It involves an intense, one-on-one relationship aimed at imparting important lessons through assessment, challenge, and support. Although the goal of coaching is sometimes to correct a fault, it is used more and more to help already successful leaders move to the next level of increased responsibilities and new and complex challenges. Coaching aims to move leaders toward measurable goals that contribute to individual and organizational growth.

Self-directed Learning

Using self-directed learning, individual leaders teach themselves new skills by selecting areas for development, choosing learning avenues, and identifying resources. This type of development is a self-paced process that aims not only to acquire new skills but also to gain a broader perspective on leadership responsibilities and what it takes to succeed as a leader.

Leadership Development Models

McCauley, Van Velsor, and Ruderman (2010) described a two-part model for developing leaders. The first part identifies three elements that combine to make developmental experiences stronger: assessment, challenge, and support. Assessment lets leaders know where they stand in areas of strengths, current performance level, and developmental needs. Challenging experiences are ones that stretch leaders' ability to work outside of their comfort zone, develop new skills and abilities, and provide important opportunities to learn. Support—which comes in the form of bosses, co-workers, friends, family, coaches, and mentors—enables leaders to handle the struggle of developing.

The second part of the leader-development model illustrates that the development process involves a variety of developmental experiences and the ability to learn from them. These experiences and the ability to learn also have an impact on each other: leaders with a high ability to learn from experience will seek out developmental experiences, and through these experiences leaders increase their ability to learn.

The leader-development process is rooted in a particular leadership context, which includes elements such as age, culture, economic conditions, population gender, organizational purpose and mission, and business strategy. This environment molds the leader development process. Along with assessment, challenge and support, leadership contexts are important aspects of the leader-development model.

2.2.2 General Electric Model of Leadership Development

Another well-known model of leadership development is used by the General Electric Corporation. Managers with high potential are identified early in their careers. Their development is monitored and planned to include a variety of job placements to develop skills and experience, a rigorous performance-evaluation process, and formal training programs at the corporate leadership center in Crotonville, New York. For top managers, the CEO leads some of the training; the CEO also reviews performance evaluations for high-potential managers during site visits to the various subsidiary divisions.

2.3 VALUES, VISION AND MORAL PURPOSE IN EDUCATIONAL LEADERSHIP

The roles of the educational leader are many: coach, teacher, counselor and sometimes parent. The tools of the trade are equally varied: counseling, revitalizing, sharing, teaching, leading and pointing the way. Leading means articulating a vision and then creating the structure for that vision to come to fruition. As an educational leader, one must be willing to serve, serving those around one and subordinating oneself to the vision and best interests of the organization. The following quotation epitomizes what educational leadership for the 21st century should be:

The new view of leadership in learning organizations centers on subtler and more important tasks. In a learning organization, leaders are designers, stewards, and teachers. They are responsible for building organizations where people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models—that is, they are responsible for learning.

How do educational leaders act as “stewards” for their respective institutions? What are the practices that make for an ethical and moral educational setting? How do these practices affect students? Do these practices teach our students to act in the manner we intend or are we teaching unintended lessons? These are the

questions that educational leaders must ask themselves as they lead our educational institutions into the 21st century. Failure to answer these important questions in a thoughtful and intelligent manner will result in an increase in the kind of moral and ethical difficulties with which we are faced today. In the 21st century, more than at any time in our collective past, educational leaders must be moral role models.

Leadership in any endeavor is a moral task, but even more so for educational leaders. Educational leaders are not only responsible for the success of their particular institution, but their work can impact various other institutions now and in the future, those who are led will be the future leaders of tomorrow. “Adults need to demonstrate to young people that it is possible to live one’s values and advocate for a more just and responsible society”. Educational leaders must be constantly vigilant about their actions as they speak volumes about the values that the educational leader supports. It is impossible for an educational leader to take an action that does not signify some comment about how things should be done – which by definition is moral action – and everyone is watching, especially the students.

2.3.1 School Culture, Climate and Community

Schools constitute minisocieties within the larger culture. They are structured by norms and conventions that frame the affective, personal, and moral elements of the school experience. The principal is the key player in a school; for it is from the principal that the climate of the school will come. The climate of a school is the moral feeling of the place derived from the values that the principal advocates and makes actionable. The climate significantly impacts the culture. The culture is defined by the practices, both explicit and implicit, in which the constituents of the school are involved. These behaviors may be either codified and sanctioned, as in a specific way for addressing grievances within the school, or they may be unspoken assumptions about how one achieves his/her objectives within the community. The climate and culture of the school impacts the type of community that a school will

be. The sense of community is defined by how the relationships within the school are created, valued, sustained and managed. Is the school focused on normative behavior, enforced by rules and regulations, or is there a sense that the community places a value on democratic participation and on positive, affirming relationships among all members of the community above any other considerations?

The responsibility for directing the creation of a sense of community within the school lies with the principal. The principal's actions shape the experiences within the school, directly and indirectly, affecting and determining the norms and conventions of the institution, giving form to the climate, culture and, ultimately, the community. "[A] sense of community in school [is] a pivotal condition for children's ethical, social and emotional development, and also for their academic motivation. Understanding that a sense of community strongly influences student development, educational leaders must focus their attention on activities that enhance the sense of community within the school. Bureaucratic initiatives, policies and procedures are not enough. The leader must create rituals and traditions that symbolically represent the values of the community. These rituals and traditions give life to the values that are espoused by the leader, but more than that they become the foundation on which the climate, culture and community is grounded. These activities teach lessons to all involved in the school community.

2.3.2 Three Principles For Educational Leaders

With the knowledge that lessons are being taught and understanding that one is a steward of the school, the educational leader needs to have self-knowledge – knowledge of one's own values - and the ability to translate that knowledge into action. "Integrity is a fundamental consistency between one's values, goals, and actions. At the simplest level it means standing for something, having a significant commitment and exemplifying this commitment in your behavior". For the principals, the first moral lesson that they teach is that they have beliefs that are valuable and on which they

are willing to take action, demonstrating integrity and practicing authenticity. If leaders do not act from a place of “integrity” then their “authenticity” will be questioned. “Authentic” leaders are those who are trusted, and they are trusted because they “...do what they say they will do – meet their commitments, keep their promises – are trustworthy”. For the educational leader the first principle of moral leadership is authenticity: acting in accord with one’s beliefs, or as the colloquial expression goes, “If you talk the talk, then you better walk the walk.” For example, a principal who believes in Kohlberg’s concept of a “just community” may create a structure for joint decision making and democratic participation that involves all stakeholders, demonstrating in action his/her belief in cooperative power sharing; such a structure will communicate to the community a very strong message about the leader, but even more so it will communicate that the climate, culture and community is founded on such values.

The first principle for educational leaders is “authenticity.” The second principle is balance – balance between the ethics of justice and the ethics of care. Too often educational leaders align themselves with one to the exclusion of the other when what is needed is a balance. More often than not this focus on one rather than the other is an unconscious decision; therefore, the educational leader must make a conscious choice acting with volition to find the balance.

So how is this achieved? The ethics of justice focuses on “problems of oppression, problems stemming from inequality, and the moral ideal... of reciprocity or equal respect. There is a need for a focus on the ethics of justice; although this is a necessary condition for the creation of a morally healthy community, it is not sufficient. The ethics of care must also be actively pursued. “From the perspective of someone seeking or valuing care, relationship connotes responsiveness or engagement, a resiliency of connection that is symbolized by a network or web”. Education is primarily about relationships; the ethics of care supports this notion. Yet, once this point is conceded, one must then consider how all the various relationships within a school community will be managed. An

ethically responsible educational leader will focus on the primacy of relationships and the understanding of the interrelatedness of all the stakeholders within the community, while simultaneously creating a climate in which each individual is free from oppression, is treated with equality and the “golden rule” is enacted in the relationships between members of the community. Linking these two ideals then is the test of the educational leader as moral role model.

The third and final principle for educational leaders is systems thinking. The discipline of systems thinking provides a different way of looking at problems and goals – not as isolated events but as components of larger structures...A system is any perceived whole whose elements ‘hang together’ because they continually affect each other”. Linking the ethics of justice with the ethics of care in an authentic manner in order to affect the school community is approached from a systemic perspective, understanding that the leaders words, actions and/or inactions, and the tenor of his/her relationships have an impact across the entire system. This knowledge forces the educational leader to reconsider his/her role. The days of unilateral decision-making are over. A leader focusing on the systems perspective must rely on others, affirming the interconnectedness and interrelatedness of the stakeholders within the community. Working closely with others and building constructive relationships becomes key. “Systems often take their shape from the values, attitudes, and beliefs of the people in them. That’s because our mental models, our theories about the way the world works, influences our actions, which in turn influence the interactions of the system”.

2.3.3 A Principal's Actions

Although there is no formulaic way for the educational leader to exercise all of the three principles – each leader will respond in a unique fashion - one possibility will be offered. The principal, focusing first on the primacy of relationships, begins his/her tenure at a school by cultivating relationships, engaging all stakeholders in a dialogue about the function of the school - remembering that

the first principle is “authenticity.” The focus of this dialogue will be on unearthing the “mental models” of which Senge (2000) speaks. As the principal authentically engages members of the community in dialogue, s/he is modeling behavior for the others in the community, creating values that will begin to affect the climate and culture of the school. These first values will be: relationships matter, listening matters and everyone has a voice.

As the dialogue continues with the various constituents of the community, the questioning of the current structures and practices begins. How were these structures and practices created? What purposes did they serve? Are they still useful? Have they caused unintended consequences? The lesson that the leader begins to model during this part of the process is one of inquisitiveness and curiosity - two of the most important qualities for any learning community. “It means that learning and the acceptance of uncertainty that is always part of learning are part of the culture, or the genetic code of the system. Leaders expect themselves and others to be uncertain, inquiring, expectant of surprise, and perhaps a bit joyful about confronting the unknown” and questioning the known. However, there is one caveat about this aspect of the process. It must be done with a degree of reverence for the current practices, as they are a part of the present climate, culture and community. Even if the stakeholders are uncomfortable with some of the current practices, they are theirs and to question them in a manner that could be perceived as disrespectful may feel to some in the community like the leader is undermining their very personal foundation, as well as that of the community.

The next step in this process is the most crucial. Since the leader has been clear and open from the beginning, the community will not be surprised by the next phase; actually they will expect it. It is at this point that the need for change is genuinely examined. The educational leader’s authenticity will be most important during this time. Those practices that were discovered to be ineffectual and/or archaic will have to be replaced. Here is where the educational leader must focus his/her energies on the synthesis of the principles. “When faced with such complexity, convening

the appropriate people in the system and facilitating their conversations and learning is called for”.

Decisions about what needs to be done, by whom and when, must be considered in the context of the ethics of justice and the ethics of care and from a systems perspective. How will these changes assist all students in fully developing their individual potential? How do the proposed changes empower stakeholders, and which ones? Are some individuals having their power diminished? Are all individuals and perspectives being respected? What are the longterm benefits and/or consequences of the action across the entire system? Will this positively affect the relationships within the community or will they be diminished? And finally, what are any other costs and benefits from the proposed change? All of these questions, and many others must be considered, but if the leader has done his/her groundwork the constituents will trust that the decisions were arrived at in a competent manner because they were involved in the process. Ron Heifetz, defines leadership as “the ability to mobilize people to tackle tough problems”. The task of the educational leader is the constant review and evaluation of current practices and structures and, where needed, the establishment of new practices and structures that will create the intended climate, culture, and, in turn, community of the school. Understanding that this is a process of constant evaluation and re-evaluation, will allow the community to continue to question itself and its practices making sure that the community is functioning in the intended manner with the goal always of serving the best interests of the students.

As educational leaders attend to the three principles of moral leadership – authenticity, balance, and systems thinking – they are teaching lessons to all within the community, especially the students. The principal is developing a community in which the “adults exemplify positive moral values in their work with one another and with the students...modeling behavior by developing codes of conduct for [their] own work” and their interactions with one another. This task cannot be overstated, as it is the very foundation of a vital education. Frequently, educational leaders

focus on curriculum, policy-making and other bureaucratic functions to the exclusion of the truly vital function of education, assisting students in becoming the very best people that they can be. This must be understood in a holistic context. That is to say that each individual is a thinking, feeling and acting being attempting to make meaning of his/her life. Education, therefore, must focus on the shaping of the whole child and the learning community must be structured in such a way that all of the actions of the school demonstrate the values that the community espouses; for the students will follow the example that the adults on campus set.

2.3.4 Implications for Educational Administration

For successful educational leadership, educational leaders need to (a) articulate a vision and create the structure for that vision to come to fruition; (b) be symbols of the institutional values of the school that they lead; (c) be cognizant of the symbolic nature of their position when taking action; (d) be role models for students, staff and faculty; (e) teach lessons with what they support and how they act; and finally (f) be conscious of the possible implications of all of their decisions and actions.

2.4 LEADING AND MANAGING EDUCATIONAL CHANGE AND IMPROVEMENT

Managing school change is one of the most complex school leadership tasks. School leaders need to understand the change process to lead and manage change and improvement efforts effectively.

Effective school leaders are key to large-scale, sustainable education reform. For some time, educators have believed that principals must be instructional leaders if they are to be the effective leaders needed for sustained innovation. School capacity is the crucial variable affecting instructional quality and corresponding student

achievement. And at the heart of school capacity are principals focused on the development of teachers' knowledge and skills, professional community, program coherence, and technical resources.

School districts' efforts to develop principals into instructional leaders who could achieve a large-scale turnaround in literacy and numeracy. They described some core strategies for developing the role of the principal as instructional leader, including five mutually reinforcing sets of strategic activities: nested learning communities, principal institutes, leadership for instruction, peer learning, and individual coaching.

Characterizing instructional leadership as the principal's central role has been a valuable first step in increasing student learning, but it does not go far enough. Literacy and mathematics improvements are only the beginning. To ensure deeper learning—to encourage problem solving and thinking skills and to develop and nurture highly motivated and engaged learners, for example—requires mobilizing the energy and capacities of teachers. In turn, to mobilize teachers, we must improve teachers' working conditions and morale. Thus, we need leaders who can create a fundamental transformation in the learning cultures of schools and of the teaching profession itself. The role of the principal as instructional leader is too narrow a concept to carry the weight of the kinds of reforms that will create the schools that we need for the future.

2.4.1 Principals Who Lead Cultural Change

Leaders have a deeper and more lasting influence on organizations and provide more comprehensive leadership if their focus extends beyond maintaining high standards. Collins (2001) examined 11 businesses with a minimum of 15 years of sustained economic performance each. The study identified the effective leader, who "catalyzes commitment to a compelling vision and higher performance standards," as well as the executive leader, who goes beyond performance standards and "builds enduring greatness". The best examples of school system success represent accomplishments at the effective level—high performance

standards with corresponding results. These accomplishments may be impressive, but they do not represent the kinds of deep, lasting reforms implemented by executive leaders, who establish the conditions for “enduring greatness.”

When the goal is sustainable change in a knowledge society, business and education leaders increasingly have more in common. Like the business leader, the principal of the future—the Cultural Change Principal—must be attuned to the big picture, a sophisticated conceptual thinker who transforms the organization through people and teams. Cultural Change Principals display palpable energy, enthusiasm, and hope. In addition, five essential components characterize leaders in the knowledge society: moral purpose, an understanding of the change process, the ability to improve relationships, knowledge creation and sharing, and coherence making.

2.4.2 Moral Purpose

Moral purpose is social responsibility to others and the environment. School leaders with moral purpose seek to make a difference in the lives of students. They are concerned about closing the gap between high-performing and lower-performing schools and raising the achievement of—and closing the gap between—high-performing and lower-performing students. They act with the intention of making a positive difference in their own schools as well as improving the environment in other district schools.

Let me be clear: If the goal is *systemic* improvement—to improve all schools in the district—then principals should be nearly as concerned about the success of other schools in the district as they are about their own school. Sustained improvement of schools is not possible unless the whole system is moving forward.

Student learning is paramount to the Cultural Change Principal. This principal involves teachers in explicitly monitoring student learning. But the Cultural Change Principal is also concerned with the bigger picture and continually asks, How well are other

schools in the district doing? What is the role of public schools in a democracy? Are we reducing the gap between high-performing and lower-performing students in this school? district? state? nation? The Cultural Change Principal treats students, teachers, parents, and others in the school well. Such a principal also works to develop other leaders in the school to prepare the school to sustain and even advance reform after he or she departs. In short, the Cultural Change Principal displays explicit, deep, comprehensive moral purpose.

2.4.3 Understanding Change

Having innovative ideas and understanding the change process are not the same thing. Indeed, the case can be made that those firmly committed to their own ideas are not necessarily good change agents because being a change agent involves getting commitment from others who might not like one's ideas. The following guidelines for understanding change:

- The goal is not to innovate the most. Innovating selectively with coherence is better.
- Having the best ideas is not enough. Leaders help others assess and find collective meaning and commitment to new ways.
- Appreciate the implementation dip. Leaders can't avoid the inevitable early difficulties of trying something new. They should know, for example, that no matter how much they plan for the change, the first six months or so of implementation will be bumpy.
- Redefine resistance. Successful leaders don't mind when naysayers rock the boat. In fact, doubters sometimes have important points. Leaders look for ways to address those concerns.
- Reculturing is the name of the game. Much change is structural and superficial. Transforming culture—changing what people in the organization value and

how they work together to accomplish it—leads to deep, lasting change.

- Never a checklist, always complexity. There is no step-by-step shortcut to transformation; it involves the hard, day-to-day work of reculturing.

The Cultural Change Principal knows the difference between being an expert in a given content innovation and being an expert in managing the process of change. This principal does not make the mistake of assuming that the best ideas will carry the day. Instead, the Cultural Change Principal provides opportunities for people to visit sites that are using new ideas, invites questions and even dissent, and expects the change process to proceed in fits and starts during the first few months of implementation. Nevertheless, such a principal forges ahead and expects progress within a year because he or she has nurtured the conditions that yield results sooner rather than later.

2.4.4 Improving Relationships

The single factor common to successful change is that relationships improve. If relationships improve, schools get better. If relationships remain the same or get worse, ground is lost. Thus, leaders build relationships with diverse people and groups—especially with people who think differently. In complex times, emotional intelligence is a must. Emotionally intelligent leaders are able to build relationships because they are aware of their own emotional makeup and are sensitive and inspiring to others.

The Cultural Change Principal knows that building relationships and teams is the most difficult skill for both business and education leaders. This leader works hard to develop the full range of emotional intelligence domains, especially self-management of emotions and empathy toward others. Focusing on relationships isn't just a matter of boosting achievement scores for next year, but rather a means of laying the foundation for year two and beyond. The Cultural Change Principal's efforts to motivate and energize disaffected teachers and forge relationships among otherwise

disconnected teachers can have a profound effect on the overall climate of the organization. Well-established relationships are the resource that keeps on giving.

2.4.5 Knowledge Creation and Sharing

Creating and sharing knowledge is central to effective leadership. Information, of which we have a glut, only becomes knowledge through a *social* process. For this reason, relationships and professional learning communities are essential. Organizations must foster knowledge giving as well as knowledge seeking. We endorse continual learning when we say that individuals should constantly add to their knowledge base—but there will be little to add if people are not sharing. A norm of sharing one's knowledge with others is the key to continual growth for all.

The Cultural Change Principal appreciates that teaching is both an intellectual and a moral profession. This principal constantly reminds teachers that they are engaged in practicing, studying, and refining the craft of teaching. The Cultural Change Principal is the lead learner in the school and models lifelong learning by sharing what he or she has read lately, engaging in and encouraging action research, and implementing inquiry groups among the staff. Teachers who work with the Cultural Change Principal know that they are engaged in scientific discovery and the refinement of the teaching knowledge base. Knowledge creation and sharing fuels moral purpose in schools led by Cultural Change Principals.

2.4.6 Coherence Making

Because complex societies inherently generate overload and fragmentation, effective leaders must be coherence-makers. The other characteristics of the change leader—moral purpose, an understanding of the change process, the ability to build relationships, and the creation and sharing of knowledge—help forge coherence through the checks and balances embedded in their interaction. Leaders with deep moral purpose provide

guidance, but they can also have blinders if their ideas are not challenged through the dynamics of change, the give-and-take of relationships, and the ideas generated by new knowledge. Coherence is an essential component of complexity and yet can never be completely achieved.

Principals not attuned to leading in a culture of change make the mistake of seeking external innovations and taking on too many projects. Cultural Change Principals, by contrast, concentrate on student learning as the central focus of reform and keep an eye out for external ideas that further the thinking and vision of the school. They realize that overload and fragmentation are natural tendencies of complex systems. They appreciate the creative potential of diverse ideas, but they strive to focus energy and achieve greater alignment. They also look to the future and strive to create a culture that has the capacity not to settle for the solution of the day. Cultural Change Principals value the tensions inherent in addressing hard-to-solve problems because that is where the greatest accomplishments lie.

2.4.7 Leadership and Sustainability

To develop and support Cultural Change Principals, we must turn our attention to sustainability—the likelihood that the overall system can regenerate itself toward improvement. Key components of sustainability are developing the social environment, learning in context, cultivating leaders at many levels (and ensuring leadership succession), and enhancing the teaching profession.

2.4.8 Developing the Social Environment

Those concerned about the depletion of resources in the physical environment were the first to discuss the issue of sustainability. Our concern is the depletion of resources in the social and moral environment (Hargreaves, in press). In the social and moral environment of the school, we need the resources to close the achievement gap between high and low performers, to develop

all schools in the system, and to connect schools to the strength of democracy in society. Further, if school leaders do not concern themselves with the development of the social and moral environment of the entire district (in addition to the development of the environment within their own school), then not only will the school system deteriorate, but eventually their own school will also fail.

2.4.9 Learning in Context

Recruiting top-performing principals and rewarding good principal performance are both important. Providing strong principal training is useful, too.

Learning at work—learning in context—occurs, for example, when principals are members of a district’s intervisitation study team for which they examine real problems—and the solutions they have devised—in their own systems. Learning out of context takes place when principals go to a workshop or conference. Such learning can be valuable for further development, but it is not the kind of applied learning that really makes a difference.

Learning in context has the greatest potential payoff because it is more specific, situational, and social (it develops shared and collective knowledge and commitments). This kind of learning is designed to improve the organization *and* its social and moral context. Learning in context also establishes conditions conducive to continual development, including opportunities to learn from others on the job, the daily fostering of current and future leaders, the selective retention of good ideas and best practices, and the explicit monitoring of performance.

2.4.10 Cultivating Leaders at Many Levels

An organization cannot flourish—at least, not for long—on the actions of the top leader alone. Schools and districts need many leaders at many levels. Learning in context helps produce such

leaders. Further, for leaders to be able to deal with complex problems, they need many years of experience and professional development on the job. To a certain extent, a school leader's effectiveness in creating a culture of sustained change will be determined by the leaders he or she leaves behind.

Also crucial to sustained improvement is the effective succession of leaders. Leadership succession is more likely if there are many leaders at many levels. Organizations must set their sights on continual improvement at all levels, and for that they must nurture, cultivate, and appoint successive leaders who are moving in a sustained direction.

2.4.11 Enhancing the Teaching Profession

We will not have a large pool of quality principals until we have a large pool of quality teachers because quality teachers form the ranks of the quality principal pipeline. Individualistic strategies—signing bonuses, pay hikes—will not work to boost the ranks of quality teachers; the *conditions* of teacher work must be conducive to continual development and proud accomplishment. And this is certainly not the case now.

In 2001, PriceWaterhouseCoopers published the results of a teacher workload study they had conducted in England and Wales. The researchers concluded that if the government is to transform the teaching force,

An essential strand will be to reduce teacher workload, foster increased teacher ownership, and create the capacity to manage change in a sustainable way that can lay the foundation for improved school and pupil performance in the future.

Principal-leaders should work to transform teachers' working conditions. From the standpoint of sustainability, the principalship itself benefits from these improved conditions: We will only get quality principals when we have quality teachers. The role of the principal as instructional leader has taken us only so far in the quest for continual school improvement. We now must raise our

sights and focus on principals as leaders in a culture of change. School improvement depends on principals who can foster the conditions necessary for sustained education reform in a complex, rapidly changing society. Never has the time been riper for change leaders than right now.

2.5 ISSUES OF DIVERSITY IN EDUCATIONAL ORGANIZATIONS

Cultural diversity in the classroom is on the rise. In 2014, U.S. public schools hit a minority majority milestone with Latino, African-American, and Asian students having surpassed the number of white students. In 2044, the U.S. Census predicts that over half of the nation's population will be people of color, so this trend will likely continue.

In our increasingly diverse and multicultural society, it's more important than ever for teachers to incorporate culturally responsive instruction in the classroom -- whether teaching elementary school, middle school or high school students. And the increase of diversity doesn't only relate to race and ethnicity; it can include students of different religion, economic status, sexual orientation, gender identity, and language background.

2.5.1 Encourage Diversity in Schools and Workplaces

Fostering inclusion and awareness around multicultural education and taking a culturally responsive approach to teaching benefits all students. Not only does creating greater multicultural awareness and inclusion help students with different backgrounds and needs succeed, but it encourages acceptance and helps prepare students to thrive in an exponentially diverse world. Diversity in and out of the classroom will continue to grow, so it's essential we prepare students to adapt to an evolving world and embrace those different from themselves. Learn more how the programs at the Drexel School of Education are helping to prepare more culturally-responsive educators today.

2.5.2 Managing Diversity in The Classroom

There are several ways teachers and administrators, such as **principals** and coaches, can ensure that both the classroom environment and curriculum are responsive to the increasing cultural diversity of our society. These strategies will encourage all students' cultural awareness, enhancing each student's sense of identity, and foster inclusion in the classroom community.

Get to Know Your Students

Ensuring that cultural awareness is promoted in the classroom starts with the teacher understanding each individual student. Take the time to learn about each student's cultural background, hobbies, learning styles, and what makes them unique. Demonstrating a genuine interest in learning about each student and their culture will help establish trust and allow you to form a bond with them so they feel valued. If students feel appreciated by and comfortable with the teacher, there's a better chance they'll feel comfortable talking with and respect their peers in the class – and communication is the core to a culturally aware and inclusive classroom.

Maintain Consistent Communication

Aside from getting to know your students, teachers should also continue to maintain ongoing communication throughout the semester or school year. Scheduling 1-on-1 meetings with students to “check in” every so often will allow you to consistently improve how accessible the classroom is to everyone. Students can talk about whether they felt included in the classroom culture. This can help identify issues or ways to improve the overall experience. It's also an opportunity to discuss their progress in the class and offer guidance on how they can improve, based on their individual needs as a student.

Acknowledge and Respect Every Student

It's also important for students to celebrate and respect their own diverse backgrounds, as well as each other's. When appropriate, teachers should encourage students to research and learn about their own ethnic and cultural backgrounds. This allows them to better understand their own culture as well as the differences and nuances with their peers. As a bonus, this can be a great ice breaker assignment, allowing students to give presentations about their family traditions and culture to help expose the class to concepts outside of their own familiar comfort zone. Acknowledging these differences and creating a safe space for discussion helps promote understanding in the classroom and beyond. Also, as you encourage students to learn about their diverse backgrounds, remember to take the time to highlight what's offensive and the distinction between cultural celebration and appropriation. Learning how to talk about other cultures in a respectful, mature way is essential for success in life outside the classroom.

Practice Cultural Sensitivity

While it's important to keep an open dialogue amongst students, it's equally as important to make sure you're being sensitive to everyone's culture, beliefs, and language concerns. Take the time to understand each student's cultural nuances – from learning styles to the language they use – and use these insights to design your lesson plans. For example, provide English language learners with appropriate and relevant resources that help them improve their English comprehension skills. Rather than teach with a traditional lecture style, create learning experiences that are more interactive and require collaboration. These considerations will help ensure that every student feels included, is given the space to learn in their own way and is given a chance to succeed.

Incorporate Diversity in the Lesson Plan

The classroom environment is important for fostering cultural

awareness, but you also should ensure diversity is represented in your actual lesson plan. For example, broaden history lessons so that they encompass the world beyond United States history and culture. Or, use references and analogies to other cultures in your lessons and assignments to help students with diverse backgrounds personally connect. Another great strategy is bringing in diverse speakers to add varying points of view and real-life context to different subjects. There are several ways you can ingrain cultural awareness and diversity into your lesson plan, and it will vary depending on the cultures represented in your classroom and the course you're teaching. Regardless of the subject, always try to present and connect lessons to real-world issues. It's easier to promote cultural awareness within your lessons when there's a real example for students to relate to.

Give Students Freedom and Flexibility

Teachers often feel like they need to take on a strict, authoritative approach when it comes to managing their classroom. The most valuable lessons are often learned through a student's own experiences, so giving them some freedom in the course encourages more connection to the curriculum. Allow students to read and present their own materials that relate to the fundamental lesson so they can approach the topic from their own perspective. As a teacher, you can act as a facilitator and encourage conversation and healthy debate between diverse opinions. Group assignments are also a great way to expose students to diverse perspectives, allowing them to work together to explore and solve a problem. This will also help prepare them for a diverse workforce where they'll have to partner with a range of people to accomplish their professional goals.

2.5.3 Important Of Teaching Culture in The Classroom

It is important to remind ourselves why diversity and cultural awareness is so crucial in the classroom and the benefits it can have on students now and in the long-term. Teaching diversity

exposes students to various cultural and social groups, preparing students to become better citizens in their communities. These culturally responsive teaching strategies will help you to promote diversity in the classroom.

With these culturally responsive teaching strategies in mind, it's important to remind ourselves why diversity and cultural awareness is so crucial in the classroom and the benefits it can have on students now and in the long-term.

Students Become More Empathetic

Promoting awareness and creating a personal connection with diverse cultures in the classroom can prevent students from developing prejudices later in life. It allows them to empathize with people different from themselves since they're more aware of the experiences someone of a different race or cultural group may face.

Students Gain a Better Understanding of Lessons and People

When working and learning with people from a variety of backgrounds and cultures present in the classroom, students gain a more comprehensive understanding of the subject matter. It also teaches students how to use their own strengths and points of view to contribute in a diverse working environment.

Students Become More Open-Minded

Naturally, by exposing students to a diverse range of opinions, thoughts, and cultural backgrounds, you're encouraging them to be more open-minded later in life. This will make them open to new ideas and be able to attain a greater comprehension on a topic by taking in different points of view.

Students Feel More Confident and Safe

Students who learn about different cultures during their education feel more comfortable and safe with these differences later in life. This allows them to interact in a wider range of social groups and feel more confident in themselves as well as in their interactions with others.

Students Are Better Prepared for a Diverse Workplace

With the rise of globalization, it's more important to be able to work with people from different cultures and social groups. If students are exposed to diversity and learn cultural awareness in the classroom, it sets them up to flourish in the workforce.

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CHAPTER 3

LEADERSHIP AND ORGANIZATIONAL BEHAVIOR

INTRODUCTION

Leadership is an important function of management which helps to maximize efficiency and to achieve organizational goals. Educational leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. This term is often used synonymously with School leadership in the United States and has supplanted educational management in the United Kingdom. Several universities in the United States offer graduate degrees in educational leadership.

Organizational behavior is a term that may carry several different definitions, though the classic one is the study of individuals in an organizational context. All organizations have some type of corporate behavior it exists everywhere, even as organizational behavior in education. Here, the term defines the structure of a school, the process by which the school gauges performance, and

how an educational institution responds to change. Each school is different, with the organizational behavior depending on school size, type, importance of structure, and other factors. Individuals are the common driving force behind organizational behavior.

An educational institution is just like any other organization full of people that drive the activities within the group. Organizational behavior in education often has a fairly standard structure, such as a principal, vice principal, curriculum coordinator, and other administrative figures. All of these individuals are responsible for setting the tone in the institution. A lack of leadership or ethics may come from the very top, which can create fractures in the institution. A strong administrative group is necessary to create and enforce the proper tone in the organization in order to meet its goals.

One common and sometimes controversial aspect of educational institutions is how teachers and educators meet certain performance measurements. Properly gauging performance for all teachers and educators is necessary to ensure that students receive the best education possible. Organizational behavior in education helps the administration create a fair and equitable process by which they measure each worker's performance. The process can be wide ranging and quite intense, measuring different aspects such as classroom performance, service to the school, and outside activities performed above regular teaching duties. Periodic reviews are often the norm in educational institutions.

Change is an internal or external force that no institution can escape, even those in the educational sector. A portion of the activities that exist in organizational behavior in education is to define the factors that drive change. In education, this may include curriculum changes, adjustments to state requirements, finding new teachers for those retiring, and handling increases in student enrollment. All these factors and others such as changes to school districts or new educational institutions opening are also part of this process. School administrators and upper-level teachers need to be in position to handle these changes without sacrificing the quality of education given to students at the school.

3.1 IMPORTANCE OF LEADERSHIP AND ORGANIZATIONAL BEHAVIOR

The importance of organizational behavior rests in understanding how individuals, groups, and organizational structures interact and affect one another. Organizational studies examine communication patterns between individuals and groups, as well as the structure and culture of organizations. A detailed look at workplace behavior, business culture, and organizational practices generates greater insights about communication patterns and conflicts. Such findings sometimes spark solution-oriented policies and organizational change, causing leaders to implement rewards systems, new communication methods, or innovative management approaches.

Organizations need strong leadership for optimum effectiveness. Leadership, as we know, is a trait which is both inbuilt and can be acquired also. Organizational leadership deals with both human psychology as well as expert tactics. Organizational leadership emphasizes on developing leadership skills and abilities that are relevant across the organizations. It means the potential of the individuals to face the hard times in the industry and still grow during those times. It clearly identifies and distinguishes the leaders from the managers. The leader should have potential to control the group of individuals.

An ideal organizational leader should not dominate over others. He should guide the individuals under him, give them a sense of direction to achieve organizational goals successfully and should act responsibly. He should be optimistic for sure. He should be empathetic and should understand the need of the group members. An organizational leader should not only lead others individually but also manage the actions of the group.

Organizational Behavior (OB) is the study and application of knowledge about how people, individuals, and groups act in organizations. It does this by taking a system approach. That is, it interprets people-organization relationships in terms of the whole person, whole group, whole organization, and whole social

system. Its purpose is to build better relationships by achieving human objectives, organizational objectives, and social objectives. As you can see from the definition above, organizational behavior encompasses a wide range of topics, such as human behavior, change, leadership, teams, etc. Since many of these topics are covered elsewhere in the leadership guide, this paper will focus on a few parts of OB: elements, models, social systems, OD, work life, action learning, and change.

Organizational behavior contributes to the management of these challenges. When school leaders apply the knowledge acquired about the individuals, groups and the structure of their organization, they are able to work toward achievement of organizational goals. An effective leader understands the assets and liabilities of the individuals within the organization in order to form groups and structure in the organization that can best achieve its goals.

3.1.1 Attributes of Organizations

An organization's culture consists of the values, beliefs, attitudes, and behaviors that employees share and use on a daily basis in their work. The organizational culture of a company determines how employees describe where they work, how they understand the business, and how they see themselves as part of the organization. Attributes of culture can be a driver of decisions, actions, and ultimately the overall performance of the organization.

The list of 12 cultural attributes that we typically use as a start:

- **Respect/Fairness:** *Do employees feel like they are treated with fairness and respect regardless of their position, sexual identity, race, or tenure? Are policies implemented consistently across the organization? Do managers play favorites?*
- **Trust/Integrity:** *Do leaders live up to the values of the organization? Is there transparency in communication? Do employees feel trusted to do their jobs?*
- **Change/Adaptability:** *Do we promote change as a competitive advantage? Do we allow enough time for changes? Is there*

effective communication about change? Are employees allowed to speak up before changes are made that affect them?

- **Results Orientation:** Do we strive to achieve results as an organization? Are people held accountable to their commitments? Do we have incentives that encourage the right behaviors?
- **Teamwork:** Do we collaborate well across departments and functions? Are there clear expectations for how we do our work? Is there clear ownership for different processes in the system?
- **Employee Engagement:** Do we value the talents and contributions of our employees as the key factor for our success? Do we create an environment where people can engage?
- **Responsibility/Accountability:** Do we do what we say we will do? Do we encourage people to take risks and allow them to make mistakes? Do we have a “blame” culture?
- **Learning Opportunities:** Do we focus on providing growth opportunities for our employees? Are there clear learning objectives for every position in the organization? Do we encourage employees to take on new projects?
- **Meaning/Purpose:** Is our mission important to our employees? How does our organization contribute to better the world? Do employees understand how their job role contributes to the greater good?
- **Communication:** Do we communicate frequently and consistently about what’s going on? Are we transparent in our communications? Do we explain the why behind changes?
- **Decision Making:** Do we provide the appropriate decision-making authority to all employees in the organization? Do I know who to work with to get a decision made?
- **Goals/Strategy:** Are we aligned with the overall organization goals and strategy? Is the strategy meaningful to employees? Is everyone clear on how we will achieve our strategy?

Some of these attributes of culture might match your organization's values. Values are also important because they describe the way we achieve the overall mission of the organization. Values can be used to describe your culture.

3.1.2 Relationship between Leadership and Organizational Behavior

The relationship between leadership and organizational behavior refers to the manner in which the type of leadership in an organization affects the behavior of the individuals working there. There are several leadership styles, and the particular one in place in an organization may affect the way employees in that organization behave. Examples of the various types of leadership include autocratic leadership, collaborative leadership, negotiative leadership and delegative leadership.

Leadership and organizational behavior are intertwined because the type of leadership in place in an organization may mean the difference between the success of the organization and the inability of the organization to make an impact on its environment. An analogy of a captain steering a ship is often used to describe corporate leaders, and the competence with which the leader handles the helm will determine whether the vessel will successfully reach its appointed destination on time. One example of the link between leadership and organizational behavior can be seen in the autocratic style of leadership and its effect on organizational behavior. This style of leadership is typically a one-way street with the chain of command flowing from the top, down the hierarchy in the organization. Employees in a company where this type of leadership is the norm may only be expected to obey directives instead of trying to display individual assertiveness.



Collaborative leadership is the opposite of an autocratic leadership, and the relationship between this type of leadership and organizational behavior is apparent in the response of the employees. Employees in an organization where a collaborative style of leadership is the norm are encouraged to contribute to the running of the organization. The employees may be given challenges they are expected to solve by using their initiative, rather than relying on directives from management. A collaborative style of leadership is connected to organizational behavior by the level of individualism that is exhibited in the organizational behavior of the employees.

An organizational leadership that is based on negotiation is one where the employees are motivated by the leaders to strive for ever-increasing levels of excellence through a combination of bargaining and motivational approach. For instance, the employees may be encouraged to be productive by the offer of certain benefits that will only accrue to the workers at the successful execution of stated assignments. Such a leadership strategy also shows how leadership and organizational leadership are related. The leader who uses the method of delegation may assign work to employees based on an assessment of their individual human capital.

3.1.3 Organizational Design and Learning

Organization design involves the creation of roles, processes and structures to ensure that the organization's goals can be realized.

Some people associate organization design with the mechanical arrangement of positions and reporting lines on the organization chart. It is certainly true that organizational designers also need to define the vertical structure, including reporting lines.

Organization design problems are often some of the hardest problems that leaders face. Finding the right design often requires inventing a new solution to resolve a dilemma. And decisions made with regard to formal structure, roles and processes directly impact the jobs and careers of employees – and the ability of the firm to realize its strategic objectives.

In an organization re-design process one may consider elements at different levels:

- The overall organizational “architecture” (e.g., the corporate level, the role of the headquarters versus business areas in a large firm, etc.)
- The design of business areas and business units within a larger firm
- The design of departments and other sub-units within a business unit
- The design of individual roles

The field of organization design sits at the intersection of strategy, operations, law and HR.



- An important driver for organization design is the

organization's strategy—but the design of the organization may also to a great extent determine which strategies we may be able to form in the first place.

- We should, in general, attempt to align the organization with the work processes – so there is a close link between operations and organization design.
- The design of the organization is also influenced by laws, regulations, and governance principles adopted by the industry sector.
- Last but not least, organization design is fundamentally about people. People inhabit the roles that are defined in the organization design process. People participate in design processes and also influence designs in many direct and indirect ways.

Organizational learning

Organizational learning is the process by which an organization improves itself over time through gaining experience and using that experience to create knowledge. The knowledge created is then transferred within the organization.

Organizational learning is important for all companies, as the creation, retention and transfer of knowledge within the organization will strengthen the organization as a whole.

When looking at the definition of organizational learning, there are three main actions to consider:

- Conceive
- Act
- Reflect

An idea or product is conceived, the company creates the idea or product, then the company must reflect. It is through this reflection of both process and outcome that learning will occur. In addition to those actions, there are three key processes that occur in organizational learning:

- Knowledge creation
- Knowledge retention
- Knowledge transfer

It is important that the organization ensures that the knowledge gained from this process is retained within the organization and is transferable. Knowledge retained by individuals cannot be properly retained, as individuals can leave, taking their knowledge with them. Embedded knowledge can be kept within the organization and shared with all individuals.

To define organizational learning is to understand the importance of creating a learning culture within an organization. This type of learning benefits both individuals, teams, and the organization as a whole. There are also positive intra-organizational benefits to this approach.

What is organizational learning theory?

The theory of organizational learning focuses on the creation of knowledge and the use of that knowledge within an organization.

Key aspects of organizational learning theory are that learning happens when people interact while finding and solving problems.

Organizational learning theory stresses the importance of developing a learning culture within an organization.

According to this theory, organizations should:

- Develop a culture that prizes knowledge sharing
- Take time to learn the lessons that failure can teach
- Encourage employees of all levels to continue their education on a regular basis
- Allow individuals and teams to challenge the status quo of the organization

Why is organizational learning important?

The importance of organizational learning is shown by the various benefits that occur in organizations that develop a learning culture:

- Increased employee job satisfaction
- Lower turnover rates
- Increased productivity, profits and efficiency
- Developing leaders at all levels
- Enhanced adaptability throughout the organization

When organizations dedicate time and resources to developing a learning culture and implementing organizational learning, they are more competitive.

This increased ability to react quickly to fast-changing market conditions is just one of the reasons why organizational learning is important.

An organization that embraces the lessons that can be learned from failure and studies its own processes will be an organization that contains more knowledge about best practices, and will be much more able to adapt. By creating an environment where all employees are teachers and students, there is an equal exchange of information that allows each person to contribute in a substantial manner.

3.1.4 Organizational Culture

Organizational culture refers to culture in any type of organization including that of schools, universities, not-for-profit groups, government agencies, or business entities. In business, terms such as corporate culture and company culture are often used to refer to a similar concept. The term corporate culture became widely known in the business world in the late 1980s and early 1990s. Corporate culture was already used by managers, sociologists, and organizational theorists by the beginning of the 80s. The related idea of organizational climate emerged in the

1960s and 70s, and the terms are now somewhat overlapping. If organizational culture is seen as something that characterizes an organization, it can be manipulated and altered depending on leadership and members. Culture as root metaphor sees the organization as its culture, created through communication and symbols, or competing metaphors. Culture is basic, with personal experience producing a variety of perspectives.

Organizational culture is either created organically or through deliberate and consistent planning and action. The culture is a significant part of the employee experience and it greatly relies on what the company attributes to it. The best organizations understand their culture and take careful steps to manage and promote it effectively. It is important to analyze and improve an organization's culture by gathering feedback from employees to see how aligned they are with the current and/or desired culture. One way to do this is to define the desired attributes of culture and then measure them through an employee survey.

Organizational culture is a concept developed by researchers to explain the values, psychology, attitudes, beliefs, and experiences of an organization. Generally speaking, it is viewed as the shared norms and values of individuals and groups within an organization. This set of mutual understandings controls the way individuals interact with each other within the organization as well as with customers, suppliers, and other stakeholders existing outside the boundaries of the organization.

Relationship between Organizational Culture and Strategy

Organizational culture and strategy are linked because organizational strategy can be devised by studying the organizational culture in place. In other words, organizational strategy is influenced by the culture set in the organization. The culture of any company is simply the established pattern of doing things. A company's culture is what determines the attitude and the behavior of any employee in a given situation. The culture is the company's definition of its essence. For instance, one facet

of corporate culture is the attitude of the employees toward the corporate motto. If a pizza restaurant prizes itself on free delivery of certain items within 30 minutes of ordering within a specific location, it will instill the absolute importance of this in its employees. This may be seen in the frantic manner in which the employees — starting from those who receive the order, then those who prepare the pizza and the pizza delivery person — rush to meet the 30-minute target. This is simply a corporate culture that can be leveraged to strategically position the pizza company to greater prominence amongst its competitors.

A very sound corporate culture can often be translated to an effective corporate strategy. A company with a weak to nonexistent culture is bound to either meander along or to be stifled by competitors with a dominant culture. In contrast, a company with an established culture often chooses its employees based on the fact that they share the same values, making them a cohesive entity. This link between organizational culture and strategy can be seen in a top financial management company with a strong corporate culture of hiring young, energetic, brilliant committed employees who help drive the company to succeed. These employees are often the top graduates of the most prestigious business schools. As such, the company's culture and strategy are intertwined; the culture is a young, forward-thinking, result-oriented workforce, and part of the strategy is to recruit the best business graduates from the best schools.

Organizational culture and strategy are often part of the major contributing factors to how far a business will go. They also determine whether a business will last the distance. In a competitive market, an organization shapes its corporate structure in such a manner as to enable it come up with the best competitive strategy. As such, if the company has a culture of strong work ethics, this can lead to increase in productivity that can be leveraged to a corporate strategy. For example, if there are two fast food restaurants in a vicinity, one of them might close by nine in the evening, while the other prides itself on staying open until midnight. This is both an organizational culture and strategy.

3.2 DIVERSITY AND INDIVIDUAL DIFFERENCES

Diversity is generally understood to encompass race, ethnicity, class, gender, sexuality, age, and political and religious beliefs. And while in the past it has focused on strengthening inter-cultural tolerance, new ideas about diversity and inclusion have developed, shifting the focus towards enriching human learning and experience, so-called 'unity in diversity.' When it comes to education, 'unity in diversity' in the classroom doesn't seem a farfetched idea anymore for any globally minded teacher. This can be accomplished by either having technology that connects students with foreign knowledge and cultures or by having an international student body to make the learning environment multicultural and diverse.

Diversity among students in education directly impacts their performance. Studies show that students work better in a diverse environment, enabling them to concentrate and push themselves further when there are people of other backgrounds working alongside them. This promotes creativity, as well as better education, as those with differing viewpoints are able to collaborate to create solutions.

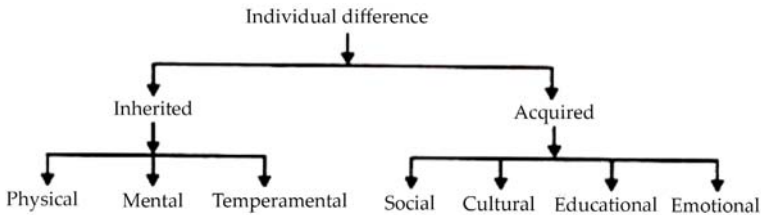
Education is one major factor which brings individual differences. There is a wide gap in the behaviors of educated and uneducated persons. All traits of human beings like social, emotional and intellectual are controlled and modifies through proper education.

3.2.1 Meaning of Individual Differences

Dissimilarity is principle of nature. No two persons are alike. All the individuals differ from each other in many a respects. Children born of the same parents and even the-twins are not alike. This differential psychology is linked with the study of individual differences. Wundt, Cattell, Kraepelin, Jastrow and Ebbing Haus are the exponents of differential psychology.

This change is seen in physical forms like in height, weight, color, complexion strength etc., difference in intelligence, achievement, interest, attitude, aptitude, learning habits, motor abilities, and skill. Each man has an intellectual capacity through which he gains experience and learning.

Every person has the emotions of love, anger, fear and feelings of pleasure and pain. Every man has the need of independence, success and need for acceptance.



3.2.2 Causes of Individual Differences:

There are various causes which are responsible in bringing individual differences.

They are narrated below:

- ***Heredity:*** Some heretical traits bring a change from one individual to other. An individual's height, size, shape and color of hair, shape of face, nose, hands and legs so to say the entire structure of the body is determined by his heretical qualities. Intellectual differences are also to a great extent influenced by hereditary factor.
- ***Environment:*** Environment brings individual differences in behavior, activities, attitude, and style of life characteristics. Personality etc. Environment does not refer only physical surroundings but also it refers the different types of people, society, their culture, customs, traditions, social heritage, ideas and ideals.
- ***Race and Nationality:*** Race and Nationality is one cause of individual difference. Indians are very peace loving,

Chinese are cruel; Americans are very frank due to race and nationality.

- **Sex:** Due to sex variation one individual differs from other. Men are strong in mental power. On the other hand women on the average show small superiority over men in memory, language and aesthetic sense. Women excel the men in shouldering social responsibilities and have a better control over their emotions.
- **Age:** Age is another factor which is responsible in bringing individual differences. Learning ability and adjustment capacity naturally grow with age. When one grows in age can acquire better control over our emotions and better social responsibilities. When a child grows then this maturity and development goes side by side.
- **Education:** Education is one major factor which brings individual differences. There is a wide gap in the behaviors of educated and uneducated persons. All traits of human beings like social, emotional and intellectual are controlled and modifies through proper education.

This education brings a change in our attitude, behavior, appreciations, Personality. It is seen that uneducated persons are guided by their instinct and emotions whereas the educated persons are guided by their reasoning power.

3.2.3 Implementing Diverse Education

Promoting diversity in schools is more than just encouraging students of different backgrounds to attend certain schools. It requires administrators to think critically about the ways diversity impacts education. A school administration degree readies graduates for promoting and teaching diversity as a means of accepting it. Educators and administrative leaders can help students better understand that while everyone is different, in the most fundamental ways, everyone is the same and should be treated with respect. This will go far in helping students accept diversity and promote it in their daily lives. Learning skills to

build communities promoting diversity and employing human resource functions, such as recruitment and orientation, are essential for educators that have a desire to lead one day. Those looking to further their career as school administrators must have a thorough understanding of how to implement diversity within education.

3.2.4 How do you manage diversity in the classroom?

There are several ways teachers and administrators, such as principals and coaches, can ensure that both the classroom environment and curriculum are responsive to the increasing cultural diversity of our society. These strategies will encourage all students' cultural awareness, enhancing each student's sense of identity, and foster inclusion in the classroom community.

Get to Know Your Students

Ensuring that cultural awareness is promoted in the classroom starts with the teacher understanding each individual student. Take the time to learn about each student's cultural background, hobbies, learning styles, and what makes them unique. Demonstrating a genuine interest in learning about each student and their culture will help establish trust and allow you to form a bond with them so they feel valued. If students feel appreciated by and comfortable with the teacher, there's a better chance they'll feel comfortable talking with and respect their peers in the class – and communication is the core to a culturally aware and inclusive classroom.

Maintain Consistent Communication

Aside from getting to know your students, teachers should also continue to maintain ongoing communication throughout the semester or school year. Scheduling 1-on-1 meetings with students to "check in" every so often will allow you to consistently improve how accessible the classroom is to everyone. Students can talk

about whether they felt included in the classroom culture. This can help identify issues or ways to improve the overall experience. It's also an opportunity to discuss their progress in the class and offer guidance on how they can improve, based on their individual needs as a student.

Acknowledge and Respect Every Student

It's also important for students to celebrate and respect their own diverse backgrounds, as well as each other's. When appropriate, teachers should encourage students to research and learn about their own ethnic and cultural backgrounds. This allows them to better understand their own culture as well as the differences and nuances with their peers. As a bonus, this can be a great ice breaker assignment, allowing students to give presentations about their family traditions and culture to help expose the class to concepts outside of their own familiar comfort zone. Acknowledging these differences and creating a safe space for discussion helps promote understanding in the classroom and beyond. Also, as you encourage students to learn about their diverse backgrounds, remember to take the time to highlight what's offensive and the distinction between cultural celebration and appropriation. Learning how to talk about other cultures in a respectful, mature way is essential for success in life outside the classroom.

Practice Cultural Sensitivity

While it's important to keep an open dialogue amongst students, it's equally as important to make sure you're being sensitive to everyone's culture, beliefs, and language concerns. Take the time to understand each student's cultural nuances – from learning styles to the language they use – and use these insights to design your lesson plans. For example, provide English language learners with appropriate and relevant resources that help them improve their English comprehension skills. Rather than teach with a traditional lecture style, create learning experiences that are more interactive and require collaboration. These considerations will help ensure

that every student feels included, is given the space to learn in their own way and is given a chance to succeed.

3.2.5 Development of Educational Diversity in the Midst of Social Changes

With modern transformations and development, the openness and democratic nature of society have been continuously enhanced and the connections between various cultures have grown increasingly close. In an era of globalization, modern society increasingly reflects diversity. This diversity is primarily manifested in the diversification of ethnic, racial, cultural and lifestyle patterns. In terms of ethnic or racial diversity, a typical example is the United States, which, as a major immigrant destination, is gaining a distinct culture that accommodates different cultures and ethnicities. Current estimates predict that, by 2030, 40% of the population of the United States will be a minority. The United States is rapidly strengthening the diversity of its social identity. China is itself a multi-ethnic country with a multi-ethnic culture spread throughout a vast territory. In addition, with continuing reforms and increased openness, the exchanges between the Han Chinese ethnic culture, minority domestic ethnic cultures, and foreign ethnic cultures is increasing in frequency so that people now have access to more available models for the course of their lives. The pathway through life is becoming increasingly rich. In today's pluralistic society, all groups display different attitudes and requirements.

Human development tends towards diversity. On the one hand, diversity enriches human life and respects differences, balancing "harmony and difference." On the other hand, the pursuit of pluralism poses many challenges, and such a pursuit may become a threat to the unity of the nation. Due to the threats to identity and loyalty as well to the complete union of state power and territory, a diverse society will seek to establish and strengthen a common foundation for its civic values. Multicultural scholars maintain that respecting pluralism in unity and establishing unity

in pluralism must be the basic principle for developing a pluralistic society. We need to establish a diverse society that is balanced and coordinated. If self-definition is always found in distinction from others and if problems are not seen from the perspectives of others, establishing and maintaining social diversity will be challenging. In a diverse society, different cultures and nations will be understood and respected, and each individual will have the opportunity to create his or her own developmental path as long as it does not violate the basic principles of diverse social development.

Inevitably, the changes in social life will be integrated into education. Education itself is influenced by the diversity present in a society, and must adapt as that diversity morphs. Concurrently, changes in education will promote greater diversity in society. Education and diversity are intertwined, each constantly affecting the other. In this era of globalization, where economic and social exchange are becoming increasingly common and connected and the characteristics of social diversity are becoming increasingly pronounced, the features of a diverse education are becoming increasingly obvious.

The first feature is diversity in educational institutions

In Western countries, many famous universities were founded as private schools, and the current trend reveals both public and private universities. Encouraged to pursue educational diversity, developing countries such as China are gradually transforming the pattern in which public schools are dominant. These countries are encouraging the development of private schools, with even the very types of colleges and universities being diversified into research universities, teaching universities, teaching and research universities, as well as being more stratified into undergraduate, specialist and vocational colleges. Further, in pre-school, primary, and secondary education, the current movement is toward diversity. In China, educational institutions aimed primarily at ethnic minorities form a distinct feature of the Chinese education system. These distinctive educational institutions have become

an important mechanism for the inheritance of ethnic culture. At present, in addition to the development of formal, traditional education, informal educational institutions have emerged. Companies, enterprises, and individuals at various training institutions are becoming an educational force. Various interethnic cooperative schools have received great attention and public focus. Indeed, even the number of people involved in education has increased. Although the forms of educational institutions are changing, their function remains the same: the inheritance of knowledge. This inheritance of traditional knowledge both meets the common needs of human beings and the differing needs of different groups.

The second feature is the diversification of the active members of education

The chief members involved in education primarily include teachers and students in addition to administrative and support staff. Within a context of globalization, the makeup of modern schools is becoming increasingly diverse, whether consciously or unconsciously. Schools will intentionally choose to pursue diversity, while an increase in members from different groups will unintentionally increase diversity. Additionally, the diversification of subject material has become an important feature in modern education. This diversity is chiefly manifested in the rich cultural backgrounds and ethnic origins of the main body. Today's schools are home to students and teachers from diverse ethnic, racial, economic, social, religious and cultural backgrounds. In the United States, following the Civil Rights Movement of the 1960s, colleges and universities began to strive after the goal of equal education regardless of ethnicity, race, class, gender, or religion. With current developments, people increasingly recognize that the diversification of educational subjects is conducive to achieving education goals at an institution. Increased diversity among teachers and students will allow the students greater access to different ideas and experiences. This increase in cultural experience is connected with skills related to social interaction.

Students educated in a diverse environment can develop superior comprehensive abilities and skills, and thus be more motivated and able to participate in the complex social life of the future.

The third feature is the diversification of educational models

This era of globalization has yielded the rapid creation and widespread distribution of knowledge. Rapid technological developments have revolutionized current educational models. Beyond the traditional school education model, modern students have gradually accepted the concept of lifelong education, not seeing learning as merely a classroom activity. Education rather has become the key to material prosperity, social mobility, and the hope for a meaningful life. Modern people choose different educational methods in order to achieve these goals. Using modern media technologies such as the internet, people are able to meet their learning needs anytime, anywhere. Thus, now, formal education, adult education, vocational and technical education, and independent education constitute the current learning model. The development of the internet has enabled distance education, making virtual schools an important educational tool. The diversity of educational methods meets the different educational needs of contemporary society. These educational models, such as online education, which are based on new technological advances, are increasingly becoming a powerful support platform for the inheritance of ethnic culture. In addition, understanding and paying attention to the cultural background of students is becoming an important prerequisite for the development of educational models.

The fourth feature is the diversity of the educational environment

In contrast to traditional education, the environment in which modern education is conducted has become increasingly diverse. Education faces increasingly powerful challenges and pressures

from a diverse society. Indeed, education itself no longer resides in a relatively simple environment as in the past, and its internal factors are growing more complicated. Therefore, the modern educational environment is diversifying, both internally and externally. As the demand for education changes, education will be increasingly critiqued, forcing education itself to respond positively. In terms of Chinese minority education, the system must cope with its own internal pressures, while simultaneously facing the challenges and pressures from other domestic institutions of higher learning and the growth of interethnic higher education. For the successful development of education, cooperation is needed to improve the diversity of educational environments, to promote a healthy relationship between a school and its surrounding community, to embrace communal responsibility for diversity, to reduce barriers to diversity within schools, to ensure that school policies are consistent with the stated diversity goals, and to promote connections and communication within and between schools. Modern schools must serve a diverse society, including in cultural, economic, and ethnic terms. With the current pressure of its own significance, education must be actively reformed to adapt to the challenges of increasing social demands and limited resources.

The fifth feature is the diversification of educational methods

In light of contemporary diversity, traditional teaching and educational methods have also changed. In schools of education, future teachers are trained in increasingly diverse ways, and recognition is given to the wide diversity in student learning. Chinese education has traditionally been oriented around the teacher, who wields absolute authority. Students are passively indoctrinated and rarely challenge either teachers or textbooks. At present, this focus on the teacher is shifting to a focus on the student. The student's subjective state is valued, the student's personality is understood, and the student's learning needs are recognized. Thus, an interactive, heuristic teaching approach has gradually

dominated the classroom. With technological developments, modern educational methods greatly enrich teaching techniques. With these new techniques, the teaching has become more vivid and flexible. Students are not limited to acquiring knowledge in the classroom, but, through online courses, students possess a greatly expanded space for independent learning. Students and teachers can now communicate in person directly, but also communicate more flexibly via the internet. Online courses have enabled more people to learn at the same time from the limited teaching resources available. Educational methodology is also changing, as the traditional, teacher-centered, centralized teaching model has been transformed into a decentralized, student-oriented, open learning paradigm. Students are not limited to the knowledge in a textbook, and the teaching methods of participation and practice are increasingly employed. The field survey method promoted in educational anthropology has great value in education about ethnic cultures.

The sixth feature is the diversity of educational knowledge

The era of globalization is a time of information proliferation and rapid changes in knowledge. Rapid developments in science and technology have greatly enhanced the transfer of information. Modern people face a torrent of information and knowledge that can be acquired from many channels every day. The knowledge required in modern education has become more diverse. The nomenclature of school subjects is becoming greatly detailed, and the curriculum is broadening and diversifying. Both the breadth and depth of the knowledge acquired by contemporary students cannot be compared to past education. Yet, the knowledge gained in modern education is not sufficient to meet the requirements of this modern era of information proliferation. Continuing, lifelong education has become the inevitable choice. The mission of school education has shifted its aims to now help people understand the basic subject material, to help people master some methods of learning, and to help people build a basic knowledge reserve. In modern, diverse societies with ever-closer connections between

people, schools focus on the cross-cultural education of their students in order to understand the experiences and culture of their own and other ethnic groups.

Education aids in creating, preserving, disseminating and applying knowledge. In the era of cultural diversity, education must seriously face concerns about the selection and transmission of the key knowledge needed for human life, about the requirements for intellectual diversity in education, about the rules concerning the development and orientation of education itself, and about the effective promotion of social progress.

3.3 PERCEPTION AND ATTRIBUTION, MOTIVATION

Perception is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information or environment. All perception involves signals that go through the nervous system, which in turn result from physical or chemical stimulation of the sensory system.

Attribution theory analyses the relationship between personal perceptions and interpersonal behavior to take into account people's perceptions of human interactions. We focus on the attributional research developed in his attribution theory of motivation and emotion. Weiner finds that perceived abilities and effort represent the dominant perceptual causes of human performance (and its outcome) that determine the perceiver's cognitive, affective, and intentional reactions.

Motivation is a goal-oriented characteristic that helps a person achieve his objectives. It pushes an individual to work hard at achieving his or her goals. An executive must have the right leadership traits to influence motivation. However, there is no specific blueprint for motivation.

As a leader, one should keep an open perspective on human nature. Knowing different needs of subordinates will certainly make the decision-making process easier.

Both an employee as well as manager must possess leadership and motivational traits. An effective leader must have a thorough knowledge of motivational factors for others. He must understand the basic needs of employees, peers and his superiors. Leadership is used as a means of motivating others.

Important guidelines that outline the basic view of motivation:

- Harmonize and match the subordinate needs with the organizational needs. As a leader, the executive must ensure that the business has the same morals and ethics that he seeks in his employees. He should make sure that his subordinates are encouraged and trained in a manner that meets the needs of the business.
- Appreciation and rewards are key motivators that influence a person to achieve a desired goal. Rewarding good/ exceptional behavior with a small token of appreciation, certificate or letter can be a great motivator. If a certificate is awarded to a person, it should mention the particular act or the quality for which the individual is being rewarded.
- Being a role model is also a key motivator that influences people in reaching their goals. A leader should set a good example to ensure his people to grow and achieve their goals effectively.
- Encouraging individuals to get involved in planning and important issues resolution procedure not only motivates them, but also teaches the intricacies of these key decision-making factors. Moreover, it will help everyone to get better understanding of their role in the organization. The communication will be unambiguous and will certainly attract acknowledgement and appreciation from the leader.
- Developing moral and team spirit certainly has a key impact on the well-being of an organization. The mental or emotional state of a person constitutes his or her moral fabric. A leader's actions and decisions affect the morale of his subordinates. Hence, he should always be aware

of his decisions and activities. Team spirit is the soul of the organization. The leader should always make sure his subordinates enjoy performing their duties as a team and make themselves a part of the organization's plans.

- A leader should step into the shoes of the subordinates and view things from subordinate's angle. He should empathize with them during difficult times. Empathizing with their personal problems makes them stronger-mentally and emotionally.
- A meaningful and challenging job accomplished inculcates a sense of achievement among employees. The executive must make their employees feel they are performing an important work that is necessary for the organization's well-being and success. This motivational aspect drives them to fulfill goals.

Remember, "To become an efficient leader, you must be self-motivated". You must know your identity, your needs and you must have a strong urge to do anything to achieve your goals. Once you are self-motivated, only then you can motivate others to achieve their goals and to harmonize their personal goals with the common goals of the organization.

3.3.1 Attribution Theory

Attribution is what happens when a person takes the information they perceived and determines a reason as to what happened. What you attribute things like success to depends on your own perception and behaviors, which may be wrong due to being unrealistic or having the incorrect information for the situation. Things like bias and misconceptions can cloud that reasoning, which can interfere with a person's proficiency in the workplace and may contribute to issues with diversity.

One of the concepts used in organizational behavior to help improve perception and attribution is attribution theory. The theory was first brought forth by psychologist Fritz Heider in the 1950s and stated that people had a desire to explain the reasoning

behind their actions and the actions of others. It was expanded upon over the years by fellow psychologists Bernard Weiner and Harold Kelley, both of whom looked at the factors in a person's life that can impact their perception and their validity. They also looked at what impact certain attributions can have when a person acts upon them. Today, the theory is used to help people explain the causes behind human behaviors and largely make sense of them.

In business, attribution theory is applicable to the members of a business' management team more so than it is to the standard employees. Managers are responsible for interpreting behavior and actions throughout the business to ensure that things are remaining as they should be and to keep an eye out for problems. If they make mistakes in their perceptions and attributions-or they are otherwise clouded by their own bias-then that can reflect throughout the company more so than if they were a regular employee. This is because it's the management staff that are the primary decision makers in the business' daily operations, and their power in the business gives them more control over it.

Errors in their judgment and interpretation of things could end up wasting time and money for the business and could hurt the business' bottom line. It can also disrupt organizational behavior, as employees themselves could interpret management's response as hostile or incompetent. In some cases, an employee whose behavior is being misattributed by their supervisor and is being unjustly punished for it may feel like they are being singled out or victimized at work. As a result, their interactions with their supervisor and peers may become negative-especially if they do not feel like their co-workers are defending them or are even supporting the supervisor's views of them. Their work could undoubtedly suffer, as the punishments may infringe upon their allotted work time and decrease their production rate (which may result in more punishments). The same can occur if an employee is being unjustly rewarded for work or accomplishments that are not theirs to claim. The responsible party may feel like this is an ethics violation between co-workers, or they may receive some

punishment when they come forward to claim their work because management does not believe them.

Managing Effects on Your Business

The effects that perception and attribution have on a business and its organizational behavior can be both positive and negative. The difference in outcome tends to rely on the people in the business and the responses towards their actions. There are also other additional factors-again, the industry, size, and location of the business-that may influence the effect of perception and attribution in the work environment. However, there is some degree of control that a business has over the effects and use them to their advantage.

- ***Perceptions into Motivation***-Taking perceptions and attributions and using them to influence the motivations of the business can be one way of using the concepts to your advantage. If an employee is perceiving something in the workplace as discouraging, modifying that thing in some way will alter how they perceive it to some degree. This does require management to apply attribution theory and figure out what is discouraging motivation and how that can be changed. If an employee is perceiving their supervisor's responses to their work as disappointment-even if it's not-and is being discouraged, then the supervisor may simply need to be clearer with their response.
- ***Reinforcing, Modifying Policies***-The policies that formulate a business' workplace culture may be affecting the perceptions and attributions of those working there. This can be especially true if enforcement is lax, or if the policies are unnecessarily complex. Employees could develop their own view of how things are handled in the business that is different from what the business owners' have, simply because of how things are conducted daily. Making adjustments to how policies are handled, or even adjusting the policies themselves, can help bring

perceptions close to the truth and help prevent problems. In such instances, getting feedback from employees (and customers!) could help management pinpoint any troubling policies before they begin to cause serious issues.

- **Management Styles**-As stated previously, perception and attribution has a heavy effect on the members of a business' management team. Their perception of things, and the employees' perception of them, can be influenced or controlled through their management style. This is mostly their own work ethic and their approach to things at work. Managers may have to take stock of their management style in order to get a clear picture of how their employees-and their own supervisors-interpret their actions at work. Keep in mind that there may be more than one interpretation to the things that they do, especially since people are not going to have a universal viewpoint. For example, detail-oriented managers may come across as nit-picky and distrusting or cautious and thorough, depending on the interpretation. A management style that consistently generates a negative perception from employees may result in that manager being seen in an equally negative light, impacting the intrapersonal relations between staff members. This is another instances where being open to feedback can help.
- **Discourage Assumptions**-The old adage about assuming can come to be true if it regularly warps people's perceptions at work. Things like bias, conflicting personalities, and stereotypes can cause a person to misinterpret something through perception and attribution.⁷ An example would be that someone who introverted or quiet is anti-social or not open to working as a team. In some cases the position or job title that a person has may cause others to make assumptions about them, thereby clouding any perceptions that they may have of that person later on. When there's a hierarchy of

power involved, this can be amplified as those further up the chain of command make assumptions about those further down because of their junior status. Discouraging those assumptions from being paraded as fact can help ease some misconceptions that develop in the workplace.

- *Enforcing Neutrality*-Making the effort to enforce neutrality in the working environment can help reduce any of the other issues associated with perception and attribution discussed elsewhere. Actions that minimize bias can make it easier for co-workers to collaborate on projects and can help prevent unnecessary hostility in the office. As mentioned previously, things like bias and stereotypes can distort people perceptions. Businesses can enforce it by encouraging staff to focus on the task(s) at hand and by blocking out distractions. When conflict develops as a result of perception and attribution,

3.4 TECHNICAL EDUCATION LEADERSHIP DEVELOPMENT

Technology's impact on how students learn and how teachers teach has had educational leadership think about more innovative ways in which to prepare, deliver, and assess curriculum. It is necessary now to empower the teachers as they are in the trenches and to lead in a way that that reflects unconditional positive regard through relationships. Trust and love take the place of power and fear in order for employees to buy into educational reform and it's important for them to know that they are in the forefront of change and are key agents of change. It is equally as imperative for today's CTE leaders to stay abreast of current and future trends in business and industry and to encourage technical educators to stay current in their professional and trade areas as well as in pedagogy.



CTE principals and supervisors of today should be leaders more than managers. A manager controls people and initiatives but a leader inspires and encourages a collaborative approach. A leader empowers teachers and fosters self-governance. All should share a common vision for their school and all should feel comfortable, free, and safe enough to question leadership and management in an appropriate manner. Teachers should be given freedom to think and leaders should recognize the value in this. Teachers should be able to express confidence in independent thought, have opportunities to implement their ideas, and leaders should encourage the sharing, discussion, and debate of all of their input.

3.4.1 Developing CTE Leaders

The development of educational leaders to meet the needs of our citizenry is a difficult task. Goodlad stated, “The most dismayingly scary characteristic of the current school reform era is the preoccupation with simplistic prescription devoid of diagnosis and purpose”. Goodlad went on to indicate that Americans have repeatedly specified a preference for schools that develop personal, social, vocational, and academic attributes.

Developing the next generation of career and technical education leaders will require close cooperation between academic and

career and technical education administrators and instructors. Career and technical education, along with the rest of the education enterprise, is facing a rapidly changing external and internal environment. Rojewski reported that “work, family, and community life, coupled with persistent calls for educational reform over the past several decades, present numerous challenges to professionals in career and technical education”. The factors in the external and internal environment require constant attention as career and technical education leaders plan, implement, and evaluate their programs.



In order to begin a discussion on developing the next generation of leaders for career and technical education (CTE), it is important to establish a clear definition of terms. The definitions of leaders and leadership in CTE are essential in this process. Gardner defined a leader as “an individual who significantly affects the thoughts, feelings, and behavior of a significant number of individuals”. Leaders in CTE are defined as those who earn the respect of individuals, stress obtaining higher core indicators of performance to assess CTE program effectiveness and improve the secondary and postsecondary outcomes of students who pursue CTE, act with honesty and integrity, and extend CTE thinking beyond the status quo. This definition includes individuals who hold positions of authority as well as opinion leaders in the internal and external

environment impacting CTE. Kotter defined leadership as “a set of processes that creates organizations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles”. Leadership in CTE requires individuals to collaborate with others (e.g., parents, students, educators, and business representatives) in envisioning and creating effective and efficient CTE programs.

To become leaders, career and technical educators must find time to examine, analyze, debate, and evaluate issues related to their policies and practices. Most jobs, including those in CTE professions, now require some level of proficiency in the use of technology. These prospective leaders need a learner-centered model of leadership development that recognizes schools and community colleges as complex organizations, learning as an interactive process, and prospective leaders as competent learners. The use of learner-centered professional development programs delivered through face-to-face meetings and distance communication technology, including the use of teleconferencing, listservs, chatrooms, and downloadable information, is strongly recommended. Creating change in secondary and postsecondary education also requires visionary leaders who understand changing demographics, identify the needs of individuals and future employers, understand policy development processes, and lead educational reform.

3.4.2 Domestic Changes that Impact Leadership

A number of other domestic changes have also impacted leadership. Some of the more important changes include the ongoing need for educational reform, increasing diversity of our population, growing dependence on technology, changing social values, shifting family structures, increasing competitiveness for resources, and continuing urbanization.

Businesses, industries, governmental agencies, and other organizations are calling for educational reform. Employers

are seeking individuals with high academic, technical, and employability skills (e.g., punctuality, teambuilding, writing, and speaking).

3.4.3 Federal Laws That Impact CTE Leaders

The activities of leaders in career and technical education are influenced by federal legislation. These laws include the Carl D. Perkins Vocational and Technical Education Act Amendments of 1998 and the No Child Left behind Act of 2001.

The Carl D. Perkins Vocational and Technical Education Act Amendments of 1998 were signed into law on October 31, 1998. These amendments required each state to identify core indicators of performance that included, at a minimum, measures of each of the following:

- Student attainment of challenging state established academic, and vocational and technical, skill proficiencies;
- State adjusted levels of performance and state levels of performance recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential;
- Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment; and
- Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.

States, with input from eligible recipients, could also identify in the state plan additional indicators of performance for vocational and technical education activities authorized under the Carl D. Perkins Vocational and Technical Education Act Amendments of 1998. States that had previously developed state performance measures that met the requirements of core indicators could use these measures to gauge the progress of vocational and technical

education students. The No Child Left behind Act of 2001 was signed into law on January 8, 2002. This law focuses on four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. Stronger accountability for results requires states to be responsible for having strong academic standards for what every child should know and learn in reading, math, and science for elementary, middle, and high schools. Beginning in the 2002-03 school year, schools are required to administer tests in Grades 3-5, Grades 6-9, and Grades 10-12 in all schools. Beginning in the 2005-06 school year, tests will be administered every year in Grades 3 through 8. Beginning in the 2007-08 school year, science achievement will also be tested. Increased flexibility and local control gives states and local school districts greater say in using the federal education dollars they receive every year. Local people will have more say about which programs they think will help their students the most. Additionally, No Child Left Behind simplifies programs, so that schools do not have to cut through as much red tape to get and use federal funding. Expanded options for parents provide new ways to help students, schools, and teachers. It gives parents options for helping their children if they are enrolled in chronically failing schools. Emphasis on teaching methods that have been proven to work allows the targeting of education dollars to research-based programs that have been proven to help most children learn. Federal dollars will be tied to programs that use scientifically proven ways of teaching children to read. Schools and teachers will get help from funds that allow schools to promote teacher quality through training and recruitment.

The Carl D. Perkins Vocational and Technical Education Act Amendments of 1998 and the No Child Left Behind Act of 2001 were written to help ensure equal access to education and promote educational excellence to help close the academic and technical skill gap between disadvantaged, minority, and majority students. The Carl D. Perkins Vocational-Technical Education Act Amendments of 1998 indicators of performance and the basic principles of the No Child Left Behind Act of 2001 are also similar

(see table 1). These federal laws require secondary CTE leaders to place emphasis on accountability—especially as it relates to the attainment of academic and technical skills, placement and retention in postsecondary education, advanced training, military services, or employment. To accomplish these outcomes, CTE leaders must have a broad set of knowledge, skills, and abilities.

For example, secondary CTE leaders should be able to develop appropriate mission and vision statements for their schools. They should also be able to model instructional leadership by providing professional development opportunities for faculty and staff and by demonstrating a knowledge of effective instructional strategies. A knowledge of curriculum is essential: The ability to match academic and industry standards to course content and to develop articulation agreements with postsecondary education programs are only two examples of tasks secondary CTE leaders must accomplish.

Table 1. The relationship between the required indicators of performance in the Carl D. Perkins and the basic principles of the No Child Left behind Act.

Carl D. Perkins Core Indicators of Performance Requirements	No Child Left Behind Basic Principles			
	Stronger Accountability for Results	Increased Flexibility and Local Control	Expanded Options for Parents	Teaching Methods Proven to Work
Student Attainment of Academic, and Vocational and Technical Skill Proficiencies	X			X
Student Attainment of Secondary School Diploma or its Recognized Equivalent, a Proficiency Credential in Conjunction with a Secondary School Diploma, or Postsecondary Degree or Credential	X	X	X	X

Placement in, Retention in, and Completion of Postsecondary Education or Advanced Training, Placement in Military Services or Placement or Retention in Employment	X	X		
Student Participation in and Completion of Vocational and Technical Education Programs that Lead to Nontraditional Training and Employment	X		X	

Program-planning skills such as those used with the benchmarking and continuous assessment of student and program progress are also needed. Helping students reach graduation and formulate relevant postsecondary education plans, along with providing all students with a variety of postsecondary options (i.e., 4-year colleges, technical schools, community colleges, and employment) is also important. It is readily apparent that the professional development of CTE leaders in all of these areas is an ongoing process and presents numerous challenges.

At the postsecondary level, CTE leaders must give greater attention to providing relevant professional development opportunities to administrators and faculty on workforce development issues. They also need to develop articulation agreements with secondary and higher education programs, provide advance standing for students who have already completed similar courses, develop curricula based on industry standards, and provide opportunities for students to acquire state and national credentials.

3.4.4 Conceptual Framework for CTE Leadership Programs

The term conceptual framework refers to a general perspective or gestalt used to explain leadership development in career and technical education. A conceptual framework does not attempt to predict the relationship between concepts. Rojewski indicated that:

a conceptual framework does not necessarily solve all problems or answer all questions . . . but it should provide a schema for establishing the critical issues and allowing for solutions – either conforming the problem to the framework or vice versa (or perhaps both). Frameworks should be fairly stable but have the capacity to change over time and adapt to external forces.

The conceptual framework (see Figure 1) is framed by two major concepts: the Interstate School Leaders Licensure Consortium (ISLLC) standards and a career and technical education knowledge base. Each of these influences will be discussed below.

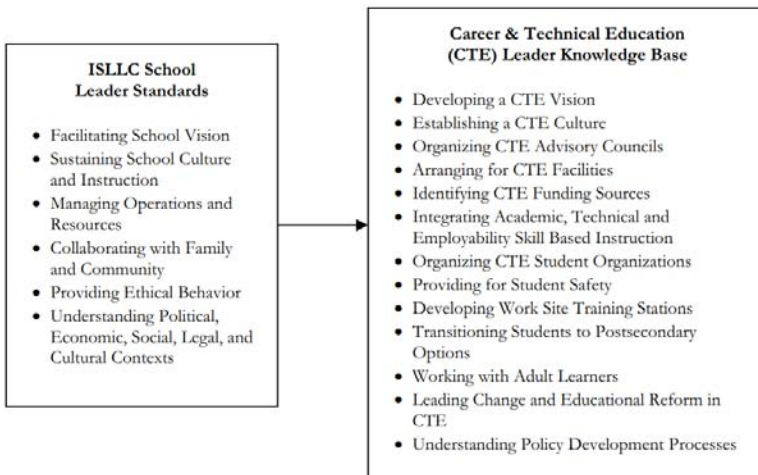


Figure 1. Conceptual framework for developing career and technical education leaders

ISLLC Standards

The Interstate School Leaders Licensure Consortium (ISLLC) has developed six standards that include what school leaders should know and be able to do. These standards were developed over a 2-year time period by individuals representing state education agencies as well as members of professional associations and are used as a basis for licensing school administrators in many states. These standards indicate that a school administrator is an

educational leader who promotes the success of all students in the following ways:

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (facilitating school vision),
- Advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth (sustaining school culture and instruction),
- Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment (managing operations and resources),
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources (collaborating with family and community),
- Acting with integrity, fairness, and in an ethical manner (behaving ethically), and
- Understanding, responding to, and influencing the larger political, social economic, legal, and cultural context (understanding the political, economic, social, legal, and cultural context).
- ***Facilitating school vision.*** A school vision refers to a desired future and a rationale as to why it is important to achieve. An educational leader needs to be dedicated toward high levels of performance that result in the success of all students and enable them to move into successful adult roles. The vision for a school needs to be accepted by employees, parents, and citizens.
- ***Sustaining school culture and instruction.*** School culture refers to norms of behavior and shared values among school staff. Norms of behavior are consistent ways of acting that are either rewarded if they are met or sanctioned if they are not. Shared values refer to important concerns and goals that are shared throughout

the school system. Educational leaders must believe that all students can learn and that teaching and learning are the basic purposes of schools.



- ***Managing operations and resources.*** Managing schools require both the efficient and effective use of resources. Equitable allocation of resources such as personnel, facilities, and technology is essential if all students are to learn. Obstacles to teaching and learning need to be removed and teachers need to be empowered to take risks that will increase the likelihood of student success.
- ***Collaborating with family and community.*** Collaboration refers to bringing individuals and groups together in an atmosphere of support and respect to work on issues and concerns related to teaching and learning. It is essential that collaboration occur if a school is to be successful in meeting the needs of all students and enabling them to succeed.
- ***Behaving ethically.*** Behaving ethically requires school leaders to set the tone and do what is right. A school leader must act in ways that are consistent with personal and school values and purposes. Ethical behavior also requires school leaders to act in a manner that makes them proud of their decisions regardless of whether someone is looking or not.

- ***Understanding political, economic, social, legal, and cultural contexts.*** School leaders must be able to understand and able to operate in a broad and diverse culture. These leaders need to be individuals who can see the “big picture” and influence this ever-changing environment. A key factor in this context is the leader’s ability to communicate effectively with policy makers in this broad context.

3.4.5 Career and Technical Education Leader Knowledge Base

In determining the knowledge base for career and technical education leaders one must begin with a definition of career and technical education. The National Association of State Directors of Career Technical Education Consortium indicated that career technical education is provided in a variety of settings and levels including middle school career exploration, secondary programs, postsecondary certificates and degrees, and customized training for employees in the workplace. Career technical education also provides students and adults with (a) the technical skills and knowledge necessary to succeed in occupations and careers; (b) the cross-functional or workplace basics necessary for success in any occupation or career (such as problem solving, teamwork, and the ability to find and use information) as well as skills for balancing family and work responsibilities; and (c) the context in which traditional academic skills and a variety of more general educational goals can be enhanced.

- ***Developing a CTE vision.*** CTE leaders need to have a clear vision regarding the contribution that CTE can make to the overall vision of their school or college. This vision needs to indicate who CTE is involved with CTE, what CTE does, whom CTE serves, and why CTE exists. Additionally the vision needs to be memorable, compelling, and focused on serving students.
- ***Establishing a CTE culture.*** CTE leaders must establish a teaching and learning culture that reflects the importance

of student success in the school or college and in the workplace. Teaching and learning in CTE can provide relevance and meaning to instruction that can be lacking in other courses.

- ***Organizing CTE advisory councils.*** One of the hallmarks of effective CTE programs is the use of advisory councils to help determine what is to be taught. Advisory council members also can provide work-based training sites and employment opportunities for students who complete the CTE program.
- ***Arranging for CTE facilities.*** CTE courses often require the use of laboratories that reflect the type of environment that students will encounter when they enter the world of work. CTE leaders need to be knowledgeable about the requirements of the workplace in designing appropriate educational facilities.
- ***Identifying CTE funding sources.*** Special funding is often available from federal and state sources for CTE instructional programs. At the federal level, laws such as the Carl D. Perkins Vocational and Technical Education Act Amendments of 1998, and the Workforce Investment Act of 1998 provide funding for CTE. States also can have specific legislation that provides funding for secondary CTE programs.
- ***Integrating academic, technical, and employability skills-based instruction.*** CTE programs provide individuals with technical skills necessary to succeed in occupations and careers, employability skills necessary for success in any occupation or career (such as problem solving, teamwork, and the ability to find and use information) as well as skills for balancing family and work responsibilities; and the context in which traditional academic skills and a variety of more general educational goals can be enhanced. CTE leaders need to be able to design and implement these programs.
- ***Organizing CTE student organizations.*** Student organizations are an integral part of CTE programs and

are designed to help students develop their technical and employability skills. CTE leaders need to be knowledgeable about these organizations and how they can be used to help deliver instructional objectives.

- ***Providing for student safety.*** Most CTE programs require that students to use tools and equipment that are dangerous if not operated safely. CTE leaders need to understand how to operate these tools and equipment as well as the safety requirements for operating the tools and equipment in both an educational and occupational environment.
- ***Developing work site training stations.*** Not all of the learning environment can be provided within an educational system. In these cases, CTE leaders need to be able to determine the characteristics of work-site training stations and identify appropriate sites for additional teaching and learning.
- ***Transitioning students to postsecondary options.*** The American people have repeatedly specified they want schools that develop personal, social, vocational, and academic attributes. These attributes are needed by individuals regardless of whether they wish to pursue further education, enter apprenticeship training, or enter the workforce. Braddock indicated that occupations requiring an associate degree or more education will account for 50% of total job growth from 1998 to 2008. CTE leaders must be prepared to assist students meet these different types of career objectives.
- ***Working with adult learners.*** The National Center for Education Statistics indicated that “among persons age 16 and above (excluding traditional students), work related courses were the most prevalent form of lifelong learning (30%)”. CTE leaders need to be prepared to work with adults as they develop programs to meet the needs of their communities.
- ***Leading change and educational reform in CTE.*** Perhaps at no point in time has career and technical education

faced more challenges than today. The need to develop educational programs that enable to meet the needs of the workplace and lifelong learning is ever present in career and technical education. Kotter and Cohen indicated “The process of change involves subtle points regarding overlapping stages, guiding teams at multiple levels in the organization, handling multiple cycles of change, and more”.

- ***Understanding policy development processes.*** Educational policy making related to CTE occurs at the federal, state, and local level. As such, CTE leaders need to be prepared to use their political institutions to ensure that every student will be successful in life—whether becoming a plumber, computer technician, or physician. The political process in the U.S., unlike in some countries, is basically open to participation and shaping by those outside of the policy making process. As such, CTE leaders need to be prepared to help shape how their programs are planned, implemented, and evaluated.

3.4.6 Implications for Planning, Implementing and Evaluating Leadership Programs

CTE needs high-quality leaders who inspire commitment and engagement between a school or college and its administrators, teachers, students, parents, business/industry/labor, and policy makers. When a school or college has these types of CTE leaders, high quality programs emerge. However, establishing these types of leaders is not an easy task. Doing so requires opportunities for leaders to receive intrinsic rewards (e.g., feelings of challenging and interesting work, creativity, satisfaction, acceptance, and value), opportunities for professional and personal growth (e.g., learning new information and skills— both formally and informally, advancement within the school or college, leadership opportunities), and extrinsic fulfillment (e.g., awards, titles, incentives, verbal statements of appreciation, and additional resources and support for CTE).



Increasing specialization is occurring throughout society. Whether one is seeking medical, legal, automotive, electrical, computer, or plumbing advice, individuals with specialized backgrounds possess more and more advanced levels of preparation and certification or licensure. This increasing specialization throughout the occupational areas cited above is also occurring in education through certification, licensure, The National Board for Professional Teaching Standards, and The American Board for Certification of Teacher Excellence.

Federal and state legislation needs to provide opportunities for individuals to develop their leadership potential. Funds should be made available for CTE graduate education, state leadership development programs, and local initiatives designed to prepare CTE leaders.



Establishing and operating high-quality CTE programs requires leaders with a specialized knowledge base. Federal and state laws are requiring higher levels of accountability for academic, as well as CTE program outcomes. In order to meet these requirements,

leaders need a thorough understanding of how to develop more efficient and effective programs. Present and future administrators in CTE must be prepared to function in an environment where the integration of academic and career and technical education is a certainty. A shortage of career and technical education leaders may result in a lack of instructional leadership if the individuals administering the program are unaware of the mission, vision, goals, and objectives of career and technical education.

3.4.7 Policy Recommendations for Local, State, and National Levels

Schools or colleges who want to develop high quality CTE leaders must not only find ways to support their development, they must also find ways to keep them in their organization. CTE also needs to develop a set of national standards for developing its leaders. The process followed by ISLLC could be used as a model for developing these standards. A national set of standards could also be used to facilitate reciprocity of leaders across state lines. A specialized course or two in the administration of career and technical education should be included for all individuals seeking leadership positions in high schools. Current administrators should encourage other individuals, such as teachers, who exhibit leadership characteristics, to pursue training relative to leadership development. Federal and state funding to develop and strengthen leadership development programs should be made available to colleges and universities, states, and local education agencies. Established CTE leadership programs should be replicated in other states to fill the need for CTE leadership programs. The need for effective leadership will not disappear. Career and technical education must develop relationships and collaborate with other educational disciplines. For too long, career and technical education has been seen as “alternative education,” that is separate, and often, unequal. By developing these relationships, career and technical education can be assured of being part of any educational process that requires qualified, effective leadership.

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CHAPTER

4

LEADERSHIP FOR SUSTAINABLE DEVELOPMENT

INTRODUCTION

National evaluations as well as developments in society suggest the effects of Education for Sustainable Development (ESD) initiatives to secure a sustainable future by educational means have been disappointing. In this chapter, we consider the problem of ensuring that Education for Sustainable Development (ESD) is firmly embedded in a school through appropriate management and planning of the school's activities (or characteristics of the school organization). We identify the domains of school organization that would benefit from particular structures and routines in order to embed ESD. We identify these domains by thematically analyzing responses of interviewed leaders of schools employing a transformative approach to ESD. We divided the leaders into two groups, based on the extent to which their respective schools employed a transformative approach to ESD.

4.1 PEACE EDUCATION

Peace education encompasses the key concepts of education and peace. While it is possible to define education as a process of systematic institutionalized transmission of knowledge and skills, as well as of basic values and norms that are accepted in a certain society, the concept of peace is less clearly defined. Many writers make an important distinction between positive and negative peace. Negative peace is defined as the absence of large-scale physical violence—the absence of the condition of war. Positive peace involves the development of a society in which, except for the absence of direct violence, there is no structural violence or social injustice. Accordingly, peace education could be defined as an interdisciplinary area of education whose goal is institutionalized and noninstitutionalized teaching about peace and for peace.



Peace education aims to help students acquire skills for nonviolent conflict resolution and to reinforce these skills for active and responsible action in the society for the promotion of the values of peace. Therefore, unlike the concept of conflict resolution, which can be considered to be retroactive—trying to solve a conflict after it has already occurred—peace education has a more proactive approach. Its aim is to prevent a conflict in advance or rather to educate individuals and a society for a peaceful existence on the

basis of nonviolence, tolerance, equality, respect for differences, and social justice.

4.1.1 The Development of Peace Education and Its Basic Principles

The understanding of the concept of peace has changed throughout history, and so has its role and importance in the educational system from the very beginnings of the institutionalized socialization of children. When discussing the evolution of peace education, however, there have been a few important points in history that defined its aims and actions. The end of World War I (1914–1918) brought powerful support for the need for international cooperation and understanding and helped instill a desire to include these ideas in educational systems. The League of Nations and a number of nongovernmental organizations worked together on these ideas, especially through the International Institute of Intellectual Cooperation, an organization that was the predecessor of the United Nations Educational, Scientific and Cultural Organization (UNESCO). World War II (1939–1945) ended with millions of victims and the frightening use of atomic weapons against Japan, at Hiroshima and Nagasaki. In 1946 UNESCO was founded as an umbrella institution of the United Nations, and it was charged with planning, developing, and implementing general changes in education according to the international politics of peace and security. The statute of this organization reinforced the principle of the role of education in the development of peace, and a framework was created for including and applying the principles of peace in the general world education systems. The cold war division of the world after World War II and the strategy of the balance of fear between the so-called West and East blocs redirected the peace efforts. The peace movement began concentrating on stopping the threat of nuclear war, halting the arms race, and encouraging disarmament. Somewhat parallel to this, the issues of environmental protection and development found their place in peace education programs. The contemporary sociopolitical environment (particularly the

events in eastern Europe since the early 1990s, the fear of terrorism, and the increasing gap between developed and undeveloped countries) has created new challenges for the understanding of peace and for the development of the underlying principles of responsibility and security.

4.1.2 Peace Education Discrepancies: Individual, Group Conflict

In the active process of achieving positive peace, peace education is faced with a few basic discrepancies: discrepancy between the individual and the group, discrepancy between groups within one society or from different societies, and the discrepancy of conflict as an imbalance of different interests that need to be resolved without violence.



Discrepancies between Individual and Group

The modern liberal theory puts the individual's equality, values, and rights in the center of a successfully functioning society. This basic thesis is the beginning of the philosophy and practical protection of human rights. From the individual psychological point of view one thinks in terms of educating a complete person. In the educational system this does not mean transmitting only the facts, but it includes the complete social, emotional, and moral development of an individual; the development of a positive self-

concept and positive self-esteem; and the acquisition of knowledge and skills to accept responsibility for one's own benefit as well as for the benefit of society. The development of a positive self-concept is the foundation for the development of sympathy for others and building trust, as well as the foundation for developing awareness of interconnectedness with others. In that sense a social individual is a starting point and a final target of peace education efforts.

Discrepancies between Groups

People are by nature social beings, fulfilling their needs within society. Many social psychologists believe that there is a basic tendency in people to evaluate groups they belong to as more valuable than groups they do not belong to. This ingroup bias is the foundation of stereotypes, negative feelings toward outgroups, prejudices, and, finally, discrimination. In the psychological sense, the feeling of an individual that his or her group is discriminated against, or that he or she as an individual is discriminated against just for belonging to a particular group, leads to a sense of deep injustice and a desire to rectify the situation. Injustice and discrimination do not shape only the psychological world of an individual but also shape the collective world of the group that is discriminated against—shaping the group memory that is transmitted from generation to generation and that greatly influences the collective identity. Belonging to a minority group that is discriminated against could have a series of negative consequences on the psychological and social functioning of its members, for example, leading to lower academic achievement or negatively influencing the self-concept and self-esteem. Therefore, peace education is dealing with key elements of individual and group identity formed by historical and cultural heritage, balancing the values of both of these, and trying to teach people how to enjoy their own rights without endangering the rights of others, and especially how to advocate for the rights of others when such rights are threatened. This motivating element of defense and advocating for the rights of others is the foundation of shared responsibility for the process of building peace.

Conflict and its Role in Peace Education

Conflict is a part of life, and its nature is neither good nor bad. On the interpersonal and intergroup level, conflict describes an imbalance or an existence of difference between the needs and interests of two sides. It becomes negative only when the answer to a conflict is aggression. It is possible, however, to resolve the difference positively, by recognizing the problem and recognizing one's own needs and interests and also acknowledging the needs of the opposing sides. Constructive nonviolent conflict resolutions are possible. An important aspect of conflict is that it includes potential for change, and it is in this context that peace education addresses the issues of conflict and conflict resolution by teaching students how to take creative approaches to the conflict and how to find different possibilities for the conflict resolution. Thus students gain knowledge and skills that encourage personal growth and development, contribute to self-esteem and respect of others, and develop competence for a nonviolent approach to future conflict situations.

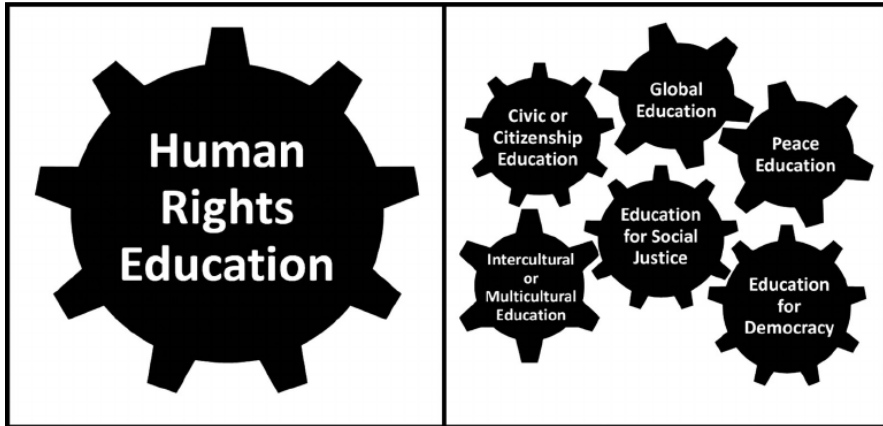


4.1.3 Peace Education in Schools

From the very beginnings of the development of systematic peace education, there has been discussion about whether it should be added as a separate program in the schools, or if the principles of peace education should be applied through the regular school subjects. The variety of approaches and attitudes on what peace education actually is leads to the introduction of a series of titles, such as multicultural training, education for democracy and human rights, and education for development. Many in the field, however, believe that the implementation of principles of peace education into the institutionalized educational system is a better approach, especially within the subjects encompassing the cultural heritage of the dominant society and the ethnic groups belonging to it. Consistent with this view, Aspeslagh in 1996 wrote about the need to internationalize national curriculum. For example, including within the curriculum the contributions of minority groups to literature, history, art, the general cultural heritage, and the development of the particular nation-state may significantly contribute to intercultural closeness and understanding.

4.2 HUMAN RIGHTS EDUCATION

Human Rights Education (HRE) is learning that develops the KNOWLEDGE, SKILLS, and VALUES of human rights with the broad goal of building a universal human rights culture. In other words, students should be aware of the issues, concerned by the issues, and capable of standing up for human rights. Human rights education will move students from understanding human rights concepts to examining their experiences from a human rights perspective and incorporating these concepts into their personal values and decision-making processes.



4.2.1 Human Rights Education History

The emphasis on Human Rights Education began in 1995 with the beginning of the UN Decade for Human Rights Education, though previously addressed in 1953 with the UNESCO Associated Schools Program, which served as an “initial attempt to teach human rights in formal school settings”. The first formal request for the need to educate students about human rights came about in UNESCO’s 1974 article Recommendation concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedoms. The participants of the International Congress on the Teaching of Human Rights eventually met in 1978 to form a specific definition of what would be required application of the education in formal curricula. The aims at which the Congress agreed upon including the encouragement of tolerant attitudes with focus on respect, providing knowledge of human rights in the context of national and international dimensions as well as their implementations, and finally developing awareness of human rights translating into reality whether social or political on national and international levels.

Human Rights Education became an official central concern internationally after the World Conference on Human Rights in 1993. This conference brought the issue of educating formally

to the top of many countries' priority lists and was brought to the attention of the United Nations. It was two years later that the United Nations approved the Decade for Human Rights Education, which reformed the aims of application once again. Since the development of the UN Decade, the incorporation of human rights education into formal school curricula has been developed and diversified with the assistance of nongovernmental organizations, intergovernmental organizations, and individuals dedicated to spreading the topic through formal education.

Today the most influential document used to determine what qualifies as human rights and how to implement these ideas and rights into everyday life is the Universal Declaration. The declaration was adopted by the General Assembly in 1948, making 10 December annual Human Rights Day ever since. To this day the 30 article compilation is seen as "a common standard of achievement for all peoples and all nations".

4.2.2 What are Human Rights?

Throughout history every society has developed systems to ensure social cohesion by codifying the rights and responsibilities of its citizens. It was finally in 1948 that the international community came together to agree on a code of rights that would be binding on all states; this was the Universal Declaration of Human Rights (UDHR). Since 1948 other human rights documents have been agreed, including for instance the European Convention on Human Rights in 1950 and the Convention on the Rights of the Child (CRC) in 1990.

Human rights reflect basic human needs; they establish the basic standards without which people cannot live in dignity. Human rights are about equality, dignity, respect, freedom and justice. Examples of rights include freedom from discrimination, the right to life, freedom of speech, the right to marriage and family and the right to education.



Human rights are held by all persons equally, universally and for ever. Human rights are universal, that is, they are the same for all human beings in every country. They are inalienable, indivisible and interdependent, that is, they cannot be taken away – ever; all rights are equally important and they are complementary, for instance the right to participate in government and in free elections depends on freedom of speech.

How can people use and defend human rights, and use and defend them if they have never learned about them? The Universal Declaration of Human Rights (UDHR) acknowledges this in its preamble, and in Article 26 it gives everyone the right to education that should “strengthen respect for human rights and fundamental freedoms”. The aim of human rights education is to create a world with a culture of human rights. This is a culture where everyone’s rights are respected and rights themselves are respected; a culture where people understand their rights and responsibilities, recognize human rights violations and take action to protect the rights of others. It is a culture where human rights are as much a part of the lives of individuals as language, customs, the arts and ties to place are.

4.2.3 Who Needs Human Rights Education?

Human rights should be part of everyone’s education. However, certain groups have a particular need for human rights education: some because they are especially vulnerable to human rights

abuses, others because they hold official positions and upholding human rights is their responsibility, still others because of their ability to influence and educate. Among these groups are the following:

Administrators of Justice:

- Law enforcement personnel, including police and security forces
- Prison officials
- Lawyers, judges, and prosecutors



Other Government and Legislative Officials:

- Members of the legislature
- Public officials, elected and appointed
- Members of the military

Other Professionals:

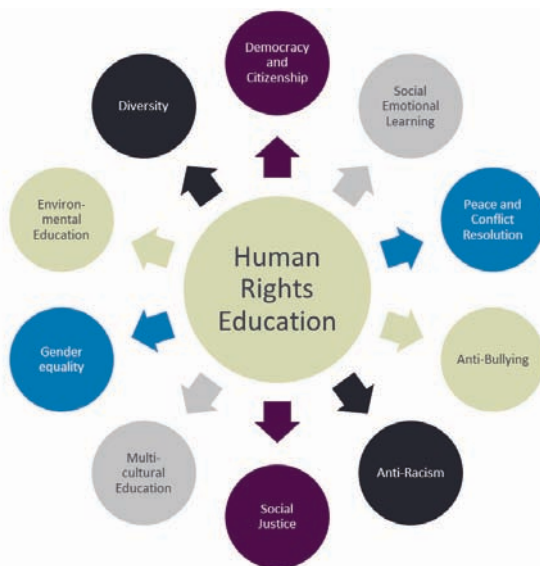
- Educators
- Social workers
- Health professionals
- Journalists and media representatives

Organizations, Associations, and Groups

- Women's organizations
- Community activists and civic leaders
- Minority groups
- Members of the business community
- Trade unionists
- Indigenous peoples
- Religious leaders and others with a special interest in social justice issues
- Children and youth
- Students at all levels of education
- Refugees and displaced persons
- People of all sexual orientations
- Poor people, whether in cities or rural areas
- People with disabilities
- Migrant workers

4.2.4 Human Rights Education Framework

Many teachers often deal with aspects of human rights without giving it that name. HRE provides a common framework through which different subject matters may be taught in relation to one another. The topics of globalization, the environment, peace, citizenship, gender equality, democracy, poverty, and intercultural relations all address human rights issues and attempt to build a culture that respects human rights. Rather than teaching about these subject matters in isolation, using a HRE framework provides educators and students with a shared value system through which all subjects intersect.



4.2.5 The Goals of Human Rights Education

Human rights education teaches about human rights, through human rights and for human rights. Its goal is to help people understand human rights, value human rights, and take responsibility for respecting, defending, and promoting human rights. An important outcome of human rights education is empowerment, a process through which people and communities increase their control of their own lives and the decisions that affect them. The ultimate goal of human rights education is people working together to bring about human rights, justice, and dignity for all.

A. Education about human rights provides people with information about human rights. It includes learning –

- about the inherent dignity of all people and their right to be treated with respect
- about human rights principles, such as the universality, indivisibility, and interdependence of human rights
- about how human rights promote participation in decision making and the peaceful resolution of conflicts

- about the history and continuing development of human rights
- about international law, like the Universal Declaration of Human Rights or the Convention on the Rights of the Child
- about regional, national, state, and local law that reinforces international human rights law
- about using human rights law to protect human rights and to call violators to account for their actions
- about human rights violations such as torture, genocide, or violence against women and the social, economic, political, ethnic, and gender forces which cause them
- about the persons and agencies that are responsible for promoting, protecting, and respecting human rights.

B. Education through human rights also gives people a sense of responsibility for respecting and defending human rights as they learn about them, and empowers them through skill development to take appropriate action.

Classroom study through human rights requires that a culture of mutual respect and compassion is engendered where teachers and learners can exchange ideas in a thoughtful and respectful manner, where conflicts are addressed in a comprehensive and peaceful manner, where multiple perspectives are encouraged and shared in a supportive classroom climate, and where conclusions are developed that are tentative and which remain open to reconsideration in light of new ideas and evidence.

Skill development in education through human rights includes:

- recognizing that human rights may be promoted and defended on an individual, collective, and institutional level
- developing critical understanding of life situations
- analyzing situations in moral terms
- realizing that unjust situations can be improved
- recognizing a personal and social stake in the defense of human rights

- analyzing factors that cause human rights violations
- knowing about and being able to use global, regional, national, and local human rights instruments and mechanisms for the protection of human rights
- strategizing appropriate responses to injustice
- acting to promote and defend human rights

C. Education for human rights helps people feel the importance of human rights, internalize human rights values, and integrate them into the way they live. These human rights values and attitudes include –

- “strengthening respect for human rights and fundamental freedoms”
- nurturing respect for others, self-esteem, and hope
- understanding the nature of human dignity and respecting the dignity of others
- empathizing with those whose rights are violated and feeling a sense of solidarity with them
- recognizing that the enjoyment of human rights by all citizens is a precondition to a just and humane society
- perceiving the human rights dimension of civil, social, political, economic, and cultural issues and conflicts both in the US and other countries
- valuing non-violence and believing that cooperation is better than conflict

4.2.6 HRE Theory of Change and Models

The original HRE Models generally associated program typologies with strategies for social change and human rights activism. The theory of change in these original models was linked with the learning process within formal and nonformal HRE programming. Thus the first “link” in the logic chain leading from HRE to taking action to reduce human rights violations is the individual (learner) and their experience in the HRE program.

There is no specific theory of change in place in relation to social change. The goals of socialization may affirm the existing human rights discourse and provide learners with knowledge of human rights. However, the agency of the learner is not encouraged nor empowerment to take action to reduce human rights violations.

The theory of change was linked with the individual and his or her professional role. A successful HRE experience was intended to influence learners' knowledge, attitude and actions so that they would respect and promote human rights standards in their professional roles. The theory of change here is linked in part with the quality of the HRE learning experience and the disposition of the learner to apply the goals of HRE within the very specific roles and responsibilities they carried out in their work lives. The related theory of change is that learners who successfully absorb the goals of the HRE program and find them relevant for their work life may have changed behaviors that result in the reduction of human rights violations. Law enforcement officials may be less inclined to single out minority group members and they may restrain themselves against use of excessive use of violence. Journalists may be more likely to report on human rights violations and to characterize them as such. Each of these behaviors, to the degree that they are associated with participation in an HRE program, can be seen as part of a logic chain between HRE and improved realization of human rights. In this approach, HRE methodologies that incorporate critical reflection on one's own work and capacity development in relation to the application of human rights norms to work responsibilities are key.

In the original Transformation Model, the HRE theory of change is quite prominent. The HRE methodologies are associated with transformative and emancipatory learning. HRE methodologies incorporate critical pedagogy and involve a critical reflection on society and conditions that result in injustice. This internal process can be a transformative one for those who have internalized oppression and have a "deficit" resulting from experiences of human rights violations. Thus transformative learning and emancipatory learning – related to critical pedagogy – can bring

about profound change in the individual learner. The theory of change is HRE leading to personal transformation, resulting in taking action to eliminate human rights violations.

4.2.7 Revised Models of HRE

Models represent an idealized framework for understanding human rights education practice. The original HRE Models were developed on the basis of grounded theory to distinguish between the primary practices at that time – efforts within the formal curriculum of schools, adult professional development, and nonformal HRE carried out by non-governmental organizations (NGOs). The Emerging Models recognized target audiences, common approaches and topics, key program features and the plausible link between each model and social change strategies.

Table 1 presents key features of the revised Models. New components of the HRE models include:

- The nature of the sponsoring organizations
- Whether learner participation is voluntary or involuntary
- Integration of critical stance
- Application of human rights norms
- Learner outcomes in relation to agency and transformation
- Teaching and learning strategies

Table 1. Key Features of Revised Human Rights Education Models

MODEL FEATURES	Values and Awareness - Socialization	Accountability - Professional Development	Activism- Transformation
Sponsors	Typically government agencies or authorities	Both government agencies & civil society orgs, sometimes in partnership	Typically sponsored by civil society organizations
Kind of learner participation	Usually involuntary	Both voluntary and involuntary	Usually voluntary
Education sector	Usually in the formal education sector	Both formal (pre-service) and non-formal (in-service) sectors	Usually in the non-formal education sector, including youth and community development

Common target audiences	Students, sometimes the general public	Law enforcement officials, lawyers & judges, civil servants, health & social workers, educators, journalists, religious leaders	Marginalized populations, youth
Incorporation of critical stance	Non-critical stance	Critical view of one's professional role in relation to prevention of HR violations	Critical stance towards one's society or local environment, the nature of power, the human rights system itself
Orientation	Transmission of information	Development of capacities related to work roles and responsibilities	Personal transformation, human rights activism, social change
Key content	General human rights theory, history and content, with some attention to learner's rights	HR content relevant for group, with links to national protection systems and professional codes of conduct	HR content relevant for learner, with strong focus on learner's rights and contemporary, local human rights violations
Treatment of human rights norms & standards	General treatment, with reference of norms to promote positive social behavior	Selected as relevant for professional group; may include appeal to personal value systems	Selected as relevant for the learners, with strong appeal to personal value systems
Teaching and learning strategies	Didactic to participatory	Participatory to instrumentally empowering	Instrumentally to intrinsically empowering/transformational
Strategy for reducing human rights violations	Passive: socialization and legitimization of human rights discourse	Active – agency: application of human rights values & standards within one's professional role	Active – transformational: integration within one's analytical framework, taking action to reduce violations in both private and public domains, participation in collective action and creation of social change agents

Key changes in the Values and Awareness Model include a reemphasis of its link with socialization processes, now incorporated within the model title. The description of the Values and Awareness-Socialization Model now recognizes that its methodologies (didactic and participatory) are oriented towards the transmission of content and the validation of certain norms. Typically, this form of HRE is happening in schools as well as in public awareness raising activities. HRE practices in this model do not encourage a critical stance towards one's own values, society or the human rights framework itself. This HRE approach can still incorporate raising learners' awareness of their rights as well as the obligations of duty bearers vis-à-vis international human rights standards.

The title of the Accountability Model has been expanded to reflect its use with HRE for individuals in their professional roles. The Accountability Professional Development Model encourages learners to critically reflect upon human rights values and legal standards as they pertain to their workplace roles and

responsibilities. Most likely this will involve some reflection on one's personal values. The methods used range from didactic to instrumentally empowering – meaning that this HRE should result in learners being aware of and more capable of applying human rights.

4.2.8 Activism-Transformation Model

Table 1 presents a range of descriptive features of each of the revised HRE Models, including Activism-Transformation. For this HRE approach:

- It is typically sponsored by civil society organizations (including human rights and development NGOs, community-service agencies or organizations and faith-based groups).
- Learner participation is usually voluntary.
- HRE is generally carried out in the nonformal education sector, including through trainings, popular education, youth and community development.
- Common target audiences are marginalized populations and youth.
- HRE incorporates a critical stance towards features of one's own society or local environment, the nature of power/authority, and the human rights system itself.
- HRE is oriented towards transformation: increased self-confidence, capacity-development for taking action, and participation in human rights activism/ long-term social change.
- Content will depend upon the audience and local context, but may include some content background on human rights, a focus on the learner's own rights, contemporary human rights violations and the work of groups combating such abuses.
- Human rights norms and standards applied are relevant for the learners with strong appeals to personal value

systems so that human rights norms are internalized and solidarity is promoted.

- Teaching and learning strategies range from instrumentally empowering to intrinsically empowering/transformational
- The strategies for reducing human rights violations (active – transformation) include integration of human rights values and standards within one’s analytical framework; taking action to reduce human rights violations within one’s private and public domains; and participation in collective action and the creation of social change agents.

4.2.9 Pedagogical Techniques for Human Rights Education

The techniques suggested below illustrate how teachers can engage students’ empathy and moral imagination, challenge their assumptions and integrate concepts like human dignity and equality into their everyday experience of people, power and responsibility. These techniques have proved especially appropriate for human rights education because they encourage critical thinking, both cognitive and affective learning, respect for differences of experience and opinion, and active engagement of all participants in ongoing learning

a. Brainstorming

This technique can be used to seek solutions to problems that are both theoretical and practical. It requires a problem to be analyzed and then solutions to be developed. Brainstorming encourages a high degree of participation, and it stimulates those involved to maximum creativity. Following presentation of a problem, all ideas in response to it are recorded on a board or chart paper. All responses are recorded; no explanations are required and no suggestions are judged or rejected at this stage. The teacher then categorizes and analyses the responses, at which stage some are combined, adapted or rejected. Finally the group makes recommendations and takes decisions on the problem.

b. Case Studies

Students in small groups work with real or fictional cases that require them to apply human rights standards. Case studies should be based on credible and realistic scenarios that focus on two or three main issues. The scenario for a study can be presented to students for consideration in its entirety or “fed” to them sequentially as a developing situation (the “evolving hypothetical”) to which they must respond. This method encourages analysis, problem-solving and planning skills, as well as cooperation and team building.

c. Creative Expression

The arts can help to make concepts more concrete, personalize abstractions and affect attitudes by involving emotional as well as intellectual responses to human rights. Techniques may include stories and poetry, graphic arts, sculpture, drama, song and dance. Teachers do not need to be artists themselves but to set engaging tasks and provide a way for students to share their creations.

d. Discussion

Many techniques exist for stimulating meaningful discussion in pairs, small groups or the whole class. To create an environment of trust and respect, students might develop their own “rules for discussion”. Discussions can be structured in a variety of effective ways. Some topics are appropriate to a formal debate, panel or “Fish Bowl” format (i.e. a small group discusses while the rest of the class listens and later makes comments and ask questions). Other topics are better suited to a “Talking Circle” (i.e. students sit in two circles, one facing outward and the other inward. They discuss with the person sitting opposite; after a period the teachers asks everyone in the inside circle to move one place to the right and discuss the same topic with a new person). Personal or emotional topics are best discussed in pairs or small groups. To engage the whole class in a topic, the teacher might use techniques like a “Talk Around” (i.e. the teacher asks an openended question like

“What does dignity mean to you?” or “I feel happy when ...” and each student responds in turn). A lively method of representing discussion graphically is the “Discussion Web”. Students sit in a discussion circle and speak one at a time. As they do, they pass a ball of yarn along, letting it unwind in the process. Each person keeps hold of the string whenever it passes through her or his hands. Eventually the group is linked by a web of string, clearly showing the pattern of communication that has gone on within it.

e. Field trips/Community visits

Students benefit from the extension of school into the community, learning from places where human rights issues develop (e.g. courts, prisons, international borders) or where people work to defend rights or relieve victims (e.g. nonprofit organizations, food or clothing banks, free clinics). The purpose of the visit should be explained in advance, and students should be instructed to pay critical attention and to record their observations for a subsequent discussion or written reflection following the visit.

f. Interviews

Interviews provide direct learning and personalize issues and history. Those interviewed might be family and community members, activists, leaders or eyewitnesses to human rights events. Such oral histories can contribute to documenting and understanding human rights issues in the home community.

g. Research Projects

Human rights topics provide many opportunities for independent investigation. This may be formal research using library or Internet facilities or informational research drawing on interviews, opinion surveys, media observations and other techniques of data gathering. Whether individual or group projects, research develops skills for independent thinking and data analysis and deepens understanding of the complexity of human rights issues.

h. Role-plays/Simulations

A role-play is like a little drama played out before the class. It is largely improvised and may be done as a story (with a narrator and key characters) or as a situation (where the key characters interact, making up dialogue on the spot – perhaps with the help of the teacher and the rest of the class). Role-plays have particular value for sensitizing students to the feelings and perspectives of other groups and to the importance of certain issues. Role-plays work best when kept short. Allow enough time for discussion afterwards: it is crucial for children to be able to express themselves about feelings, fears or understandings after such activities, to maximize possible benefits and dissipate negative feelings, if any. Teachers may need to discourage students from becoming their role. Participants should be able to step back from what they are doing, to comment perhaps, or to ask questions. Other members of the class should be able to comment and question too, perhaps even joining in the role-play. Variations on role-plays include mock trials, imaginary interviews, simulation games, hearings and tribunals. These usually have more structure, last longer and require more preparation of both teachers and students.

i. Visual aids

Learning can be enhanced by the use of blackboards, overhead transparencies, posters, displayed objects, flip charts, photographs, slides, videos and films. As a general rule, information produced on transparencies and charts should be brief and concise, and in outline or list form. If more text is required, use hand-outs. However, visual aids can be overused and should never substitute for engaged discussion and direct student participation.

4.3 ENVIRONMENTAL EDUCATION

Environmental education (EE) is often lauded by educators as an ideal way to integrate academic disciplines, stimulate the academic

and social growth of young people, and promote conservation of the natural environment.

Environmental education is a complex field, and it covers a variety of different topics that are related to the environment. It even has some aspects of engineering in it, which means that a person can even start to understand how they can play a role in environmental engineering.

Environmental education furnishes individuals with the mindfulness required to build up organizations, comprehend NGO exercises, create participatory methodologies to urban planning, and guarantee future markets for eco-business. All of these are not only good for the environment, but they will also end up being very good for the economy as well, so everyone gets to benefit from the efforts of those who are going through environmental education. EE is taught in schools, communities and centers like parks, zoos and museums.



4.3.1 Scope of Environmental Education

Environmental education discipline has multiple and multilevel scopes. This study is important and necessary not only for children but also for everyone. The scopes are summarized as follows:

- The study creates awareness among the people to know about various renewable and nonrenewable resources of the region. The endowment or potential, patterns of utilization and the balance of various resources available for future use in the state of a country are analyzed in the study.
- It provides the knowledge about ecological systems and cause and effect relationships.
- It provides necessary information about biodiversity richness and the potential dangers to the species of plants, animals and microorganisms in the environment.
- The study enables one to understand the causes and consequences due to natural and induced disasters (flood, earthquake, landslide, cyclones etc.) and pollutions and measures to minimize the effects.
- It enables one to evaluate alternative responses to environmental issues before deciding an alternative course of action.
- The study enables environmentally literate citizens (by knowing the environmental acts, rights, rules, legislations, etc.) to make appropriate judgments and decisions for the protection and improvement of the earth.
- The study exposes the problems of over population, health, hygiene, etc. and the role of arts, science and technology in eliminating/ minimizing the evils from the society.
- The study tries to identify and develop appropriate and indigenous eco-friendly skills and technologies to various environmental issues.
- It teaches the citizens the need for sustainable utilization of resources as these resources are inherited from our ancestors to the younger generation without deteriorating their quality.
- The study enables theoretical knowledge into practice and the multiple uses of environment.



4.3.2 Need For Environmental Education

The need to protect the environment hence the rationales for environmental education arise as a result of the following:

- Environment is the basis of all life and therefore deserves proper care and management.
- If the environment is threatened on a continuous basis, numerous problems which would constitute a danger to human existence could arise.
- The environment is part of our cultural heritage which should be handed down to prosperity.
- Some resources of the environment are not easily replaceable and should be managed on a sustainable basis, to prevent the extinction of certain components of the environment such as plants and animals.
- There is need to enhance the sanity and aesthetic quality of our environment in order to promote healthy living.
- The environment is part of nature and needs to be preserved for its own sake.



4.3.3 Features of Environmental Education (EE)

- Is a learning process that expands individuals' information and mindfulness about nature's domain and related difficulties, creates the vital abilities and mastery to address the difficulties, instills confidence and stewardship and cultivates demeanor, inspirations, and responsibilities to settle on educated choices and make dependable moves in the field that they are working with.
- Is an inter-disciplinary field that integrates fields such as biology, ecology, earth science, geography, atmospheric science and mathematics because understanding how the environment works and keeping it healthy requires knowledge and skills from many disciplines.
- Includes all efforts to make the general public aware of the knowledge of the environment and environmental challenges through print materials, media, brochures, bulletins, videos, or other media techniques.
- Leads to responsible individual and group actions.
- Provides information about specific environmental concerns or problems to the general public instead of specific group, religion or community.

- Works to help you think critically so that you aren't sitting there trying to fit everything into a neat little box.
- Involves students in different data-gathering techniques that help them to discuss, analyze, predict and interpret data about environmental issues.
- Is study centered, promotes higher-level thinking skills and relevant to student's everyday lives.
- It allows people to discuss complex environmental problems that have no simple answers.
- It is a process in which individuals gain information about environmental awareness and acquire knowledge, skills, values, experiences, and determination, which can help them to solve different environmental problems.
- Environmental education is a holistic subject, and the development of a student can be best ensured if enough scope is given to them to apply the learned principles in real life.
- It is a subject that involves a lifelong process. Since the environment is constantly evolving with every passing day or year, Environmental Education also has to improve and develop to keep up the pace so it can eventually help the environment a little better.
- Just as its name suggests, Environmental Education is not merely a theoretical aspect. It is an education as a whole. In fact, in the truest sense, Environmental Education is a holistic approach to education.
- Environmental Education is an interdisciplinary approach. It includes and integrates all possible streams to make the helping of the environment an overall process.
- The beauty of Environmental Education is that it considers all the aspects of the environment. From the social, the political, the economic, the aesthetic, the spiritual, as well as the moral. No environmental aspect is too minor to be considered. It saves and protects the environment as and when required.

- One of the greatest features of Environmental education is its adaptability. As the environment changes, certain principles of this subject could adapt and evolve to support the change. Environmental Education is and will always be there for the environment.
- Environmental Education has many dimensions. It can be considered in the past, the present, as well as the future. It can be both local as well as global. Environmental Education has no such geographical boundaries to limit it.
- Environmental Education is a subject that encourages a healthy relationship between human beings and all the other elements of nature. It works on the belief that the development of an organic relationship between human beings and all other natural elements is necessary to encourage the development of a sustainable environment.
- Environmental ethics are always at the forefront of this subject. This is a subject that prioritizes the ethical treatment of all natural elements, no matter how small it is.
- Environmental Education encourages the active participation of everybody. It is only through everybody's involvement that we would be able to serve the environment better.

4.3.4 Importance of Environmental Education

Environmental study is based upon a comprehensive view of various environmental systems. It aims to make the citizens competent to do scientific work and to find out practical solutions to current environmental problems. The citizens acquire the ability to analyze the environmental parameters like the aquatic, terrestrial and atmospheric systems and their interactions with the biosphere and atmosphere.

- World population is increasing at an alarming rate especially in developing countries.

- The natural resources endowment in the earth is limited.
- The methods and techniques of exploiting natural resources are advanced.
- The resources are over-exploited and there is no foresight of leaving the resources to the future generations.



- The unplanned exploitation of natural resources lead to pollution of all types and at all levels.
- The pollution and degraded environment seriously affect the health of all living things on earth, including man.
- The people should take a combined responsibility for the deteriorating environment and begin to take appropriate actions to save the earth.
- Education and training are needed to save the biodiversity and species extinction.
- The urban area, coupled with industries, is major sources of pollution.
- The number and area extinct under protected area should be increased so that the wild life is protected at least in these sites.

- The study enables the people to understand the complexities of the environment and need for the people to adapt appropriate activities and pursue sustainable development, which are harmonious with the environment.
- The study motivates students to get involved in community action, and to participate in various environment and management projects.
- It is a high time to reorient educational systems and curricula towards these needs.
- Environmental education takes a multidisciplinary approach to the study of human interactions with the natural environment.
- Environmental study is a key instrument for bringing about the changes in the knowledge, values, behaviors and lifestyles required to achieve sustainability and stability within and among countries.

Environmental education deals with every issue that affects an organism. It is essentially a multidisciplinary approach that brings about an appreciation of our natural world and human impacts on its integrity. It is an applied science as it seeks practical answers to making human civilization sustainable on the earth's finite resources.

4.3.5 Rationale for Environmental Education

The rationale for environmental education can be summarized as the following:

- A major goal of environmental education in India as entrenched in National Policy on Education is the provision of the expertise that can utilize scientific knowledge towards the preservation and solution of environmental problems. Knowledge about the changes that have altered the environment - land, water, weather, and vegetation; social, cultural and political environment are essential components of environmental education.

Consequently, the general public should be equipped with all these to be able to solve the problems of the environment.

- India's socio-economic development (like any other less developed country) is firmly rooted on the exploitation of the natural resources in our environment. Land, water, forest and other mineral resources utilization is the dominant feature of rural economy with agriculture the driving force. Uncontrolled and improper exploitation of these resources have implications on the environment causing disruption in the living standard, starvation, displacement and human suffering. Environmental Education is therefore necessary to create awareness of the causes and effects of these problems viz: food and water scarcity, pollution, outbreak of epidemics and natural disaster such as flood, erosion and desert encroachment.
- Environmental education is needed to foster international co-operation and understanding. The developed countries rely on the high technology for the exploitation of natural resources while developing countries like India totally depend on agriculture, forestry and the mineral resources thereby leading to intensive and over-exploitation of the natural resources and these have serious implications on the resources.
- Public enlightenment on the impact of government policies on local environment should be useful both to the government and the local people.
- Awareness of such global environmental issues is an essential component of environmental education which ordinary citizen should be aware of.
- Environmental education for the over-all social and economic emancipation of women and children. These form a substantial percentage in the utilization of natural resources especially at the rural setting.
- Environmental education is very essential for the lack of

it. Environmental Education is virtually a new thing in this part of the world.

- Environment education is also very essential for our survival on earth. The natural resources and cultural heritage need to be protected not only for this generation but for future generation.

4.3.6 Objectives of Environmental Education at School

i. Objectives of Environmental Education at Primary Level

- To know and understand true aspects of the environment in general.
- To know and understand the interaction between mammals, between human and their environment and interaction between the various elements and components of the environment.
- Build understanding, awareness and sensitivity towards causes and efforts of the class that continuously take place in society the world around us.
- To build and develop skills in thinking, reasoning, enquiring, evaluating and making decisions concerning human and the world around them.
- Inculcate the attitude in using the knowledge and skills towards solving problem and issues related to individuals, society and the environment.
- To build the values and attitudes towards the need and necessity to live together in harmony in the context of the heterogeneous society.



Focus:

- Human, animal and plants undergo a number of life-processes.
- Human, animals and plants are continuously adapting themselves to the environment.
- Human alters and modifies the environment with great caution and care in order to fulfill numerous living needs.
- Identification between human and nature and between environmental elements giving rise to various phenomena which affect them.
- Society would take active steps to conserve the environment and the balance of nature through careful plans and processing.

ii. Objectives of Environmental Education at Secondary Level

Environmental education to be taught as integrated science in which environmental education concepts are included.

Objectives

1. To emphasize the relevance of science to daily life.
2. To develop a scientific attitude in student.
3. To create an environment conducive to greater reliance on the use of principles and practices of science.

4. To acquaint the student's with various natural phenomena.
5. To develop an outlook which emphasizes the method employed in different disciplines of science.

iii Aspects of Environmental Education Emphasized at Higher Secondary Level

- (a) Population - growth, arises and problems of unplanned population.
- (b) Law - Land use, land reclamation and land and soil conservation.
- (c) Resources - resource uses, conservation, recycling.
- (d) Food and Nutrition - Food production, food adulteration and preservation, balance diet etc.
- (e) Conservation - Causes of wildlife, plant, soil, water and conservation of other non-renewable natural beauty.
- (f) Pollution - Pollution of water, air and soil, noise pollution, pollution by insecticide and other chemicals and waste disposals.
- (g) Health and Hygiene - Individual, family, country and social health and hygiene, health hazards etc.
- (h) Humans and Nature - Other compounds of atmosphere, environmental quality and future on earth.

Constraints to Implementing Environmental Education

- Rigid Specialization.
- Complexity of inter-disciplinary value of Environmental education.
- High pupil - teacher ratio for organizing pupil participation programs.
- Paucity of qualified trained environmental educator.
- Lack of proper resources in terms of equipment, supplementary materials and reference materials.
- Tendency to resist changes.

4.3.7 Problems of Environmental Education

The importance and necessity of Environmental Education has been increasingly realized at the local, national and the international level. Although there are specific problems in the implementation of Environmental Education our attention may be focused to the following points

- Environmental Education is a subject-matter which is comprehensive in nature. It comprises variety and multiplicity of elements and constituent components. This has created a problem in designing courses for Environmental Education.
- Success of any scheme of education always depends on the quality and performance of teachers concerned. One of the problems related to Environmental Education is the lack of proper training of the teacher.
- Environmental Education is a multi-disciplinary and inter-disciplinary subject. It calls for unprecedented collaboration in teaching which is difficult to achieve practically.
- Environmental Education programmes require certain infrastructure facilities, but in Assam there is a dearth of these facilities. This has caused some problem in imparting Environmental Education in Assam.
- Curriculum load for students is another problem of Environmental Education. The curriculum load for students is so heavy that it leads to mental stress among the students. Such overcrowded curriculum prevents the schools from introducing more field based activities on environment for their pupils.
- Though Environmental Education has been made compulsory in our country, the sense of urgency required for the restoration of environmental balance is lacking among pupils, teachers and all the concerned stakeholders.
- At present, the study of any specialized subject is largely

influenced by the scope provided for the employment avenues to students. Unless Environmental Education as a subject is made job oriented, the students are unlikely to be motivated for its higher study and research.

- There has been very limited research in the field of Environmental Education in India and in Assam particularly.
- Lack of political will and government priorities for Environmental Education have been the major problems. Environmental Education in our country gets least priority because other developmental and educational aspects become more important for the government.
- Environmental Education projects and activities require the involvement of large amount of funds and supply of suitable materials.
- Lack of timely information relating to the environment is another problem of environmental education in India and in Assam. There is lack of co-ordination and communication among the different agencies involved in the task of collection and management of data and information on the environment.
- There is a shortage of properly trained education officers in the government to make plans, organize and implement activities and supervise environmental education in schools. This has created problems for the implementation of the environmental education programme.

4.3.8 Prospects of Environmental Education

Every new subject at its initial stage is likely to be confronted with certain organizational and instructional problems. Environmental education is also not an exception to this. But keeping in view possible impact on the welfare and wellbeing of our future generation, the importance and prospects of this subject can be easily comprehended. Attention may be focused on certain vital issues

of the world which are explained below:

- **Scope for developing and underdeveloped countries**
It should be understood that environmental education is a subject closely associated with the problem of socioeconomic development of both the developing and underdeveloped countries of the world and its people. These countries are confronted with the major problems like population explosion, illiteracy, cultural and religious conservatism, economic poverty and unemployment etc. that lead them to environmental pollution and degradation. Environmental Education is therefore an eye opener to most of the countries of the world in raising their grade and standard.
- **Realization of the need of man's inter-relatedness**
Environmental Education is a bold step towards the path of sanity and man's own behavior towards international understanding. The UNESCO in 1970 has observed: "Environmental education is the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the inter-relatedness among men, his culture and his big physical surroundings." Environmental problem is a global problem. So, initiative taken by the international organizations like the UNESCO at the global level may definitely give a ray of hope to the developing and the underdeveloped countries of the world.
- **Strengthening of the ethical and moral values**
Environmental Education urges men to apply their ethical senses, moral and aesthetic values to discipline themselves in their thought, activity and behavior towards the environment in which they live and grow. The arousal of the moral senses among the people of different nations of the world through this education may indeed act as a moral booster to solve many of the problems confronted by the whole world today.
- **Solution to Socio-Economic Problems**
Environmental Education can ensure solution to the major socio-economic problems confronted by modern man in

society. Solution to problems like population explosion, depletion of power resources, deforestation and destruction of man's natural habitat, pollution of air, water and land, landslides, global warming etc. lie with the Environmental Education to the people. Socio-economic problems of a country cannot be solved unilaterally.

- Maintaining health and hygiene

Environmental Education is at present related to the vital problem of keeping health and hygiene of people. Many of the serious diseases like cancer and formation of tumor etc., have been found to have originated from environmental pollution of air and water in the biosphere and stratosphere. It has therefore, thrown a formidable challenge to be met by modern men through the use of medical science. Environmental study provides scope for studying man's physiological science today at its higher level.

- Providing scope for new creativity

Environmental education provides necessary scope and incentive to the creative genius in undertaking higher studies and research on various issues and problems relating to environment. Serious people can undertake higher studies and research on various environmental issues and problems.

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CHAPTER
5

GROUP PROCESS AND INTERPERSONAL COMMUNICATION

INTRODUCTION

Group processes are especially significant in twenty-first century schools. Group projects and cooperative teamwork are the foundations of effective teaching, creative curriculum, and positive classroom climate. Interpersonal skills, group work, and empathy are important ingredients of modern business, where employees must communicate well for their business to be productive and profitable. Group processes are also significant in modern global communities, where citizens must work together for a safe and secure world. Thus, along with teaching academic curriculum, teachers are expected to help students develop the attitudes, skills, and procedures of democratic community.

Interpersonal communication consists of verbal and nonverbal communication. People often exchange information and feelings through face-to-face communication. Most of us focus on words

we listen to. But interpersonal communication is less about what's said and more about how it's said.

It's not only your words but also the tone of your voice, facial expressions, and body language that powerfully express your thoughts and emotions. Observe and understand these nonverbal signs to learn more about the other person's thoughts and feelings, and how your words and behavior impact your peers.

5.1 GROUPS-PROCESS OF GROUP DEVELOPMENT

Groups include families, classrooms, workplaces, back-fence get-togethers, bar scenes, gamers, net-chatters, legislatures, sports, etc., they are everywhere. We spend much of our lives in groups. There are many useful perspectives on the psychology and sociology of groups, and many experiences that an individual or group can go through something about groups, but usually it is on a level we do not think about, and sometimes we are just repeating habitual patterns (withdrawal from conflict, no participate in meetings, assigning blame to a scapegoat, etc.). We can learn from having some conscious experience with groups. Anyone can learn to pay attention to the dynamics in a group to help us understand how we behave in the group and possibly what we can do to help ourselves and the group itself work better, and to help us understand other groups. The first skills involved are usually listening and reflecting.

5.1.1 Groups

A group of people working in the same room, or even on a common project, does not necessarily invoke the group process. If the group is facilitated in a totally autocratic manner, there may be little opportunity for interaction relating to the work; if there is fractioning within the group, the process may never evolve. In simple terms, the group process leads to a spirit of communication, cooperation, coordination and commonly understood procedures. If this is present within a group of people, then their performance

will be enhanced by their mutual support (both practical and social).

Groups are particularly good at combining talents and providing innovative solutions to possible unfamiliar problems; in cases where there is no well established approach/procedure, the wider skill and knowledge set of the group has a distinct advantage over that of the individual. An ideal group can be seen as a self managing unit. The range of skills provided by its members and the self monitoring which each group performs makes it a reasonably safe recipient for delegated responsibility. Even if a problem could be decided by a single person, there are two main benefits in involving the people who will carry out the decision:

- Firstly, the motivational aspect of participating in the decision will clearly enhance its implementation, and
- Secondly, there may well be factors which the implementer understands better than the single person who could supposedly have decided alone.

From the individual's point of view, there is the added incentive that through belonging to a group each can participate in achievements well beyond his/her own individual potential. Less idealistically, the group provides an environment where the individual's self-perceived level of responsibility and authority is enhanced, in an environment where accountability is shared: thus providing a perfect motivator through enhanced self-esteem coupled with low stress.

When people work in groups, there are two quite separate issues involved:

- The first is the task and the problems involved in getting the job done. Frequently this is the only issue which the group considers, and
- The second is the process of the group work itself: the mechanisms by which the group acts as a unit.

However, without due attention to this process the value of the group work can be diminished or even destroyed. With an explicit facilitation of the process, it can enhance the worth of the group

to be many times the sum of the worth of its individuals. It is this synergy which makes group work attractive in organisations and communities despite the possible problems (and time spent) in group formation.

Working with a group on a problem-solving project can be a pleasure and a rewarding experience, especially if synergetic effects have been created. Working with a group can also be a frustrating and a time wasting experience. Experience shows that the product of a well functioning group work has better odds for success than does the product of single individuals. In modern life most individuals spent time working in cooperation and collaboration with others.

5.1.2 Advantages of Group Work

- Members can offer complementary and supplementary information, experiences, perspectives, and opinions, making the pooled knowledge greater than the sum of its parts.
- For many persons, the simple presence of others even without interaction motivates them on to think harder and more creatively.
- Within groups, the most confident, conscientious, and creative members tend to prevail.
- Errors made by the group are more likely to be detected by a member than individual errors are to be detected by an individual.
- Several individuals involved with the problem are better than just only one, in case of a person leaving the community.
- Group dynamics and synergy effects can be achieved.

Good group work demands a balance between building a sense of solidarity and responsibility among members during the problem solving process, and getting the task accomplished. This demands from the members of the group not only intelligence and creativity

but also social skills. People are not born with social skills; they have to learn them. The best way to learn them, obviously, is by working in groups (learning by doing).

Aside from the formal roles of facilitator, coordinator and recorder, most groups need and find people to play a number of other group maintenance roles essential to the health and the progress of the group, some of the helpful roles for the group are: encouragers, feeling expressers, harmonisers, group observer and commentator, compromisers, standard setter, and gatekeepers and expediter.

Some group members may select, consciously or not, to play roles that are unhelpful to the group. Some of these are: freeloaders, withdrawers, aggressors, dominators, help seeker, self-confessors, blockers, and status and recognition seekers. The common aspect among these roles is a conflict between personal goals and group interest.

In addition to group maintenance roles, which are essential in keeping the group unified and efficient, every member, will have to play several task roles, some of these are: initiators, information seekers, information givers, opinion seekers, opinion givers, clarifiers, elaborators, innovators, orienters, evaluators, energisers and summarisers.

5.1.3 Personality Types

A group is composed of individuals, persons with their own personality dealing with a problem. An individual's personality affects how a person sees problematic situations and problems and goes about dealing with them. If a group consists mainly of people with a single personality type, problematic situations will be seen in only one way providing fertile ground for solving wrong problems. Therefore it is very important to have different personality types in the group to challenge one another's perspectives. Moreover, some personality types are better for adopting the different roles we have mentioned above.

Jung (1921) developed the theory that each individual had a psychological type. He argued that there were two basic kinds of functions which humans used in their lives: How we take in information and how we make decisions. He believed that within these two categories, there were two opposite ways of functioning. We can take information via: our senses or our intuition. We can make decisions based on: objective logic or subjective feelings. We all use these four functions in our lives, but it is possible to identify an order of preference for these functions within individuals. The function, which someone uses most often, is the dominant function; the dominant function is supported by an auxiliary function, tertiary function, and inferior function. Jung asserted that individuals either extraverted or introverted (flow of energy) their dominant function. The dominant function is so important, that it overshadows all the other functions in determining personality type. Later, a fourth dimension has been added, which is concerned with how we deal with the external world on a day-to-day basis: Judging or perceiving. The combination of our four preferences defines our personality type, see Table 1. Let us elaborate a little more about these four preferences.

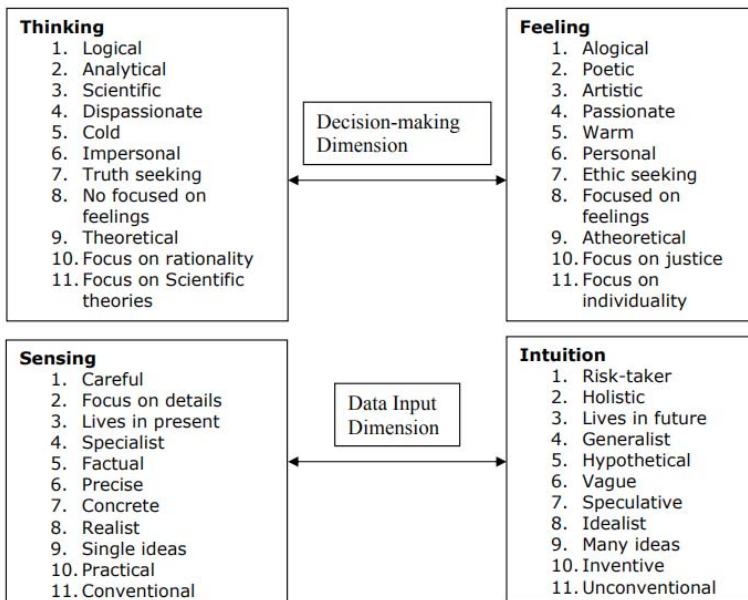
The Sensing or Intuition preference refers to how we obtain information. We all need data on which to found our decisions. We obtain data through our five senses. There are two distinct ways of perceiving the data we gather. The sensing preference absorbs data in a literal and concrete fashion. The intuitive preference generates abstract possibilities from information that is gathered. We all use these two preferences, but to different degrees of effectiveness and with different levels of comfort. We are sensing when we: taste food; notice a stoplight that changes; memorise a poem; follows stages in a plan; etc. We are intuitive when we: come up with a new idea; evaluate the consequences of current decisions; register underlying meaning in what people say or do; see the big picture; etc.

The Thinking or Feeling preference refers to how we make decisions. When we make a decision that is based on logic and reason, they are operating in thinking mode. When we make a

decision founded in our value system, or what we consider being right, we are operating in feeling mode. We are making decisions in the thinking mode when we: research a product via consumer reports and select the best one; do the right thing, whether or not we like it; always make a plan, etc. We are making decisions in the feeling mode when we: buy something because we like it; avoid upsetting people; say no to a job because we do not like the work environment; move to be close to someone we care about; etc.

When we talk about Extraversion or Introversion preferences, we are separating the two worlds in which all us live. There is a world inside us, and a world outside of our self. When we are dealing with the outside world we are extroverting. When we are inside our own minds, we are introverting. We are extroverting when we: talk to other people; listen to what someone is saying; cook dinner; work on a car; etc. We are introverting when we: read a book; think about what we want to do or say; are conscious of how we feel; think about a problem so that we understand it; etc.

Table 1: The Jungian Dimensions



Judging or Perceiving preferences refer to our attitude towards the external world, and how we live our lives on a day-to-day basis. Individuals with the judging preference want things to be neat, orderly and established. People with the perceiving preference want things to be flexible and spontaneous. Judgers want things settled, perceivers want things open-ended.

Combining the various preferences together results in sixteen different personality types, this means that in both theory and in reality, there are at least sixteen different ways of looking at and analysing any problematic situation. From a practical viewpoint, sixteen views are difficult to handle, it is easier to operate with those four more common personality types: Sensing-Thinking, Intuitive-Thinking, Intuitive-Feeling, and Sensing-Feeling.

5.1.4 More Common Personality Types

Sensing-Thinking focus on technical problems, precisely defined in terms of conventional knowledge and technology. They are reductionists; decomposition is their main method. They prefer symmetry, order and control.

Intuitive-Thinking also defines problems in technical terms, but focusing in future technology and take broad systems as a whole into consideration, they use a holistic and systemic approach. They think outside the box, breaking symmetries.

Intuitive-Feeling also thinks in terms of large whole systems; but instead of technology and knowledge, they focus on people and humanity. They are concerned with broad issues related to equity, fairness, ethics and justice. They express a disdain to traditional structures and habits that cramp and inhibit feeling.

Sensing-Feeling also are reductionists, except that their units are human, not technical. They believe that only individuals and families matter.

If a group has enough diversity in its members, then it can generally produce at least four different definitions of a problem, reflecting the four basic personality types. If a group is not able to examine

a problematic situation, at least from these four perspectives, then this inability is one of its most basic problems.

Another important aspect in group work is related to how the individuals communicate to each other. We need to recognise two ways of communication: transactional and transformational. Transactional communication is a plain transmission of information between sender and receiver. Transformational communication, on the other hand, is a heart-to-heart experience where individuals and ideas evolve together. Let us elaborate a little more on these concepts especially in what concerns problem solving and group work.

Transactional communication is focusing in the content: What is said? Information is transmitted: concepts and information are exchanged, modified or evaluated. People remain the same although they improve their skills or have new understandings. Individuals remain detached from the problem they talk about and the people they talk with. The process can be programmed step by step, as with an agenda. The results (knowledge, skills, decisions, etc.) are measurable. Associated concepts are: discussion, input, training, team, compromise, agreement, and decision-making.

Transformational communication is focusing in the process: How is said? New information is created: concepts, information, and individuals all evolve together. People are moved by the experience, and become different in a meaningful way. Individuals are fully involved, building trust and a collectivistic sense. The process is highly dynamic: people go with the flow. Measurable results are often greater than transactional results. Associated concepts are: dialogue, involvement, learning, community, negotiation, consensus, and choice-creating (group dynamics).

Most group work is aimed at *decision-making (convergent thinking)* rather than choice-creating (divergent thinking). In decision-making work style agendas are prepared, goals are defined, and stepwise methods keep people on track. However, by structuring this form of communication, thinking is narrowed, the potentialities of people are diminished and the possibilities for change limited. Choice-creating is when people confront an

issue they care about seriously in a manner that allows them to be: authentic, open-minded, openhearted, learning, cooperative, engaged, respectful, creative, and efficient.

5.2 FIVE STAGES OF GROUP WORK DEVELOPMENT

Group Development is a dynamic process. How do groups evolve? There is a process of five stages through which groups pass through. The process includes the five stages: forming, storming, forming, performing, and adjourning.

The following five stage model of group work development are as follows:

5.2.1 Forming

In this stage, personal relations are characterized by dependence. Group members rely on safe, patterned behaviour and look to the facilitator for guidance and direction. Group members have a desire for acceptance by the group and a need to be known that the group is safe. They set about gathering impressions and data about the similarities and differences among them and forming preferences for future sub grouping. Rules of behaviour seem to be to keep things simple and to avoid controversy. Serious topics and feelings are avoided.

The major task functions also concern orientation. Members attempt to become oriented to the tasks as well as to one another. Discussion centres on defining the scope of the task, how to approach it, and similar concerns. To grow from this stage to the next, each member must relinquish the comfort of non-threatening topics and risk the possibility of conflict.

Some ways to start a workshop

- Go around the room and have each member state what he/she wishes from the upcoming workshop,
- As facilitator, share your thoughts about where the group is at, how it is progressing, ways the group might be getting stuck, etc.,
- Ask members if they have any unresolved feelings or thoughts about the previous session: “Did anyone have any after thoughts or leftover feelings about last session?”
- Ask: “How is each of you feeling about being here today?”
- Have each member complete the sentence, “Today I’d like to get actively involved by”,
- Announce: “As a way of beginning, let us have a brief go-around and have each of you say what you’d most like to be able to say by the end of this session”
- Inquire of each member: “what were you thinking and feeling before coming to the group today?” or “Whom (or what) are you most aware of in this room right now, and why?”

5.2.2 Storming

The next stage is characterized by competition and conflict in the personal-relations dimension an organization in the task-functions dimension. As the group members attempt to organize for the task, conflict inevitably results in their personal relations. Individuals have to bend and mould their feelings, ideas, attitudes, and beliefs to suit the group organization. Because of “fear of exposure” or “fear of failure,” there will be an increased desire for structural clarification and commitment. Although conflicts may or may not surface as group issues, they do exist. Questions will arise about who is going to be responsible for what, what the rules are, what the reward system is, and what criteria for evaluation are. These reflect conflicts over leadership, structure, power, and authority. There may be wide swings in members’ behaviour

based on emerging issues of competition and hostilities. Because of the discomfort generated during this stage, some members may remain completely silent while others attempt to dominate.

In order to progress to the next stage, group members must move from a “testing and proving” mentality to a problem-solving mentality. The most important trait in helping groups to move on to the next stage seems to be the ability to listen.

5.2.3 Norming

In this stage, interpersonal relations are characterized by cohesion. Group members are engaged in active acknowledgment of all members’ contributions, community building and maintenance, and solving of group issues. Members are willing to change their preconceived ideas or opinions on the basis of facts presented by other members, and they actively ask questions of one another. Leadership is shared, and cliques dissolve. When members begin to know-and identify with-one another, the level of trust in their personal relations contributes to the development of group cohesion. It is during this stage of development (assuming the group gets this far) that people begin to experience a sense of group belonging and a feeling of relief as a result of resolving interpersonal conflicts.

The major task function of stage three is the data flow between group members: They share feelings and ideas, solicit and give feedback to one another, and explore actions related to the task. Creativity is high. If this stage of data flow and cohesion is attained by the group members, their interactions are characterized by openness and sharing of information on both a personal and task level. They feel good about being part of an effective group.

The major drawback of the norming stage is that members may begin to fear the inevitable future break-up of the group; they may resist change of any sort.

5.2.4 Performing

This stage is not reached by all groups. If group members are able to evolve to stage four, their capacity, range, and depth of personal relations expand to true interdependence. In this stage, people can work independently, in subgroups, or as a total unit with equal facility. Their roles and authorities dynamically adjust to the changing needs of the group and individuals. Stage four is marked by interdependence in personal relations and problem solving in the realm of task functions. By now, the group should be most productive. Individual members have become self-assuring, and the need for group approval is past. Members are both highly task oriented and highly people oriented. There is unity: group identity is complete, group morale is high, and group loyalty is intense. The task function becomes genuine problem solving, leading toward optimal solutions and optimum group development. There is support for experimentation in solving problems and an emphasis on achievement. The overall goal is productivity through problem solving and work.

5.2.5 Adjourning

This final stage involves the termination of task behaviours and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes. Concluding a group can create some apprehension - in effect, a minor crisis. The termination of the group is a regressive movement from giving up control to giving up inclusion in the group. The most effective interventions in this stage are those that facilitate task termination and the disengagement process.

Some ways to end a workshop

- Ask members to tell the group briefly what they learned about themselves through their relationships with other

members in that particular session.

- Ask, “What was it like for you to be in this group?”
- Instruct, “Let us do a quick go-around and have everyone say a few words on how the group is progressing so far and make any suggestions for change.”
- Indicate, “Before we close, I’d like to share with you some of my reactions and observations of this workshop.”
- Ask if anybody has any feedback that they would like to give another member or the facilitator.
- Determine if here are any issues that members would like to return to or explore in the next workshop.

These five phases are not to be moved through as rapidly as possible. Problems in performing may often be traced back to insufficient storming and norming, for instance. Group discussion, while storming out some controversies, may return to issues involved in forming, redistributing responsibilities, rediscovering common values, and modifying procedures. Analogously, a group having difficulty in performing may either implicitly or explicitly, need to redefine some norms. These phases do not need to be followed linearly, these phases are considerable more fluid and interactive, as well as less deterministic, with groups moving freely between stages. Groups need to develop through different stages if they are to become high-performing teams. Most groups never reach such levels because the task does not require them to be revealing and open. But messes often require highly innovative solutions demanding a high-performance from the group.

If the members of the group are highly experienced in group work and are highly motivated for participating in the problem solving process, the facilitator can conduct the first three stages very effectively. Then focus will be placed in the performing stage.

5.3 GROUP PROCESSES IN THE CLASSROOM

Classrooms are social settings; teaching and learning occur through social interaction between teachers and students. As

teaching and learning take place, they are complicated processes and are affected by peer-group relationships. The interactions and relationships between teachers and students, and among students, as they work side by side, constitute the group processes of the classroom.

5.3.1 Classroom as Group

A group is a collection of interdependent, interacting individuals with reciprocal influence over one another. *Interdependent* means the participants mutually depend on one another to get work done; the teacher's part is to teach as the students strive to learn. *Reciprocal influence* refers to mutual effects exchanged and felt by the same people. In classrooms as few as two people can form groups, as long as the paired individuals have reciprocal influence through communication and mental contact. When the teacher engages the whole class in a learning activity common to all, then everyone forms into a single group, or as Herbert A. Thelen wrote, a "miniature society." Although the teacher and students of one class can be a whole group or from time to time many subgroups, groups are not simply people in proximity, such as a host of screaming students at a concert, or categories of individuals with something in common, such as the blondes and redheads of a school.

A group is also defined by its goals and structures. Goals are jointly held outcomes toward which group members work; structures are group roles taken regularly by members as they carry out the work. Groups seek to accomplish task or work goals and social-emotional or morale goals. Classroom groups become more successful as they pursue both task and social-emotional goals.

In most classrooms learning academic subject matter is a valued task goal, while developing a positive climate is a valued social-emotional goal. The class that accomplishes both is stronger than the class that reaches only one. In a parallel way group structures are made up of formal or official roles and informal or unofficial roles. Many classrooms have the formal roles of teacher, aide,

student, administrative supporter, and parent helper along with the informal roles of leader, follower, friend, isolate, and rejectee. Classes with clear and understandable formal roles and nurturing and supportive informal roles are stronger than classes with just one or the other.

5.3.2 A Social-Psychological View

Social-psychological research helps one form an understanding of the place of group processes in the classroom. The students of a class form a miniature society with peers, teacher, and aides in which they experience interdependence, interaction, common striving for goals, and structure. Many subgroups in the class affect how the larger classroom society works and how individuals relate to one another. Students interact, formally and informally, with teachers, aides, and one another. The informal interactions usually are not discussed even though they can be very important to everyone. Students work on the curriculum in the physical presence of one another to grow intellectually, behaviorally, and emotionally. Their informal roles of friendship, leadership, prestige, and respect affect how they carry out formal aspects of the student role. The informal relationships among students can be charged with emotion; an interpersonal underworld of peer group affect is virtually inevitable for all students.

While the class develops, informal relationships with peers increase in power and poignancy; the students' definitions and evaluations of themselves become more vulnerable to peer-group influence. Each student's self-concept is susceptible to change within the classroom society, where informal peer interactions can be either threatening or supportive. In particular, the social motives of affiliation, achievement, and power have to be partly satisfied for each student to feel comfortable and secure. The negative conditions of loneliness and rejection, incompetence and stupidity, powerlessness, and alienation arise when these three motives are frustrated. The more supportive peer relations are in satisfying these motives, the more likely students' learning and behavior will be enhanced. Having students work interdependently toward

jointly established goals in supportive, cooperative learning groups can increase their compassion for one another, self-esteem, positive attitudes toward school, and academic learning.

5.3.3 Classroom Climate

Classroom climate refers to the emotional tones associated with students' interactions, their attitudinal reactions to the class, as well as to students' self-concept and their motivational satisfactions and frustrations. Climate is measured by observing physical movements, bodily gestures, seating patterns, and instances of verbal interaction. Do students stand close or far away from the teacher? Are students at ease or tense? How frequently is affective support communicated by smiles, winks, or pats on the back? Do students move quietly with measured steps to their desks, or do they stroll freely and easily, showing the class feels safe? Are students reluctant to ask the teacher questions? How do students relate to one another? Are they quiet, distant, and formal, or do they walk easily and laugh spontaneously? How often do students put a peer down or say something nice to one another? Do students harass or bully other students? How often does fighting erupt? How often does peacemaking occur? Are sessions run primarily by the teacher or do students also take the lead? Do seating patterns shift from time to time, or do they remain the same, regardless of the learning activity? Are students working together cooperatively?

A positive climate exists when the following are present: (1) leadership occurs as power-with rather than power-over; (2) communication is honest, open and transactional; (3) high levels of friendship are present among classmates; (4) expectations are high for the performance of others and oneself; (5) norms support getting academic work done well and for maximizing individuals' strengths; and (6) conflict is dealt with constructively and peacefully. Although each of these six properties of climate can be important by itself, positive climate is an ensemble of all of them. Climate describes how each property is integrated with the others. It summarizes group processes that a teacher develops

when interacting with students and how the students themselves relate with one another. Climate is what the behavioral actions are in working toward curriculum goals; it is how curriculum materials are used through human exchange; and it is styles of relating among members of the classroom group. In classrooms with positive climates we find students and teachers collaborating to accomplish common goals along with feelings of positive self-esteem, security, and warmth. We also find students influencing the teacher and their peers, high involvement in academic learning, and strong attraction for one's classmates, curriculum, and school.

5.3.4 Teaching Strategies

Observed effects on youth of three leadership styles: autocratic, democratic, and laissez faire. Autocratic leaders made all decisions about group goals and work procedures. Democratic leaders specified group goals, but urged group members to decide among alternative ways of working. Laissez-faire leaders abdicated authority, permitting youth to work as they pleased. Groups with democratic leaders performed best with high quality work output and high morale. Autocratically lead groups had high quality work output, but low morale. Groups with laissez-faire leaders performed worst overall. Classroom research has shown that although autocratic teachers can get students to accomplish high amounts of academic work, they also create conformity, competition, dependency, and resentment. Students of democratic teachers accomplish both a great deal of excellent academic work, and establish positive social climates.

Effective communication is key in understanding differences between autocratic and democratic teachers. Autocratic teachers use one-way communication in persuading students to accept learning goals and procedures as well as rules for classroom behavior; such unilateral direction giving is often an ineffective way of transmitting information. Democratic teachers use two-way communication often to encourage students to participate in making decisions for themselves and in establishing group agreements for classroom procedures. By using transactional

communication whereby students and teachers reciprocate in trying to understand one another, democratic teachers help build a climate that is participatory, relaxed, personal, and supportive. Attributes of democratic teachers who are effective transactional communicators are receptiveness to students' ideas, an egalitarian attitude, openness, warmth, respect for students' feelings, sensitivity to outcasts, a sense of humor, and a caring attitude.

Such participatory teachers understand that friendships in the classroom peer group cannot be separated from teaching and learning; friendly feelings are integral to instructional transactions between teachers and students and among students. Students who view themselves as disliked or ignored by their peers often have difficulty in performing up to their academic potential. They experience anxiety and reduced self-esteem, both of which interfere with their academic performance. As outcasts they might seek revenge, searching for ways to be aggressive toward teachers and peers. By watching their teacher interact with the class, students learn who gets left out and who gets encouragement and praise. Teachers can help rejected students obtain peer support by giving them an extra amount of encouragement and praise in front of their peers, and by assigning them to work cooperatively with popular classmates. Teachers with friendly classes see to it that they talk and attend to every student rather than focusing on a few, and often reward students with specific statements for helpful and successful behavior; they seek to control behavioral disturbances with general, group-oriented statements.

Also central to positive climate are the expectations that teacher and student hold for one another. Teachers' expectations for how each student might behave are particularly important because they affect how teachers behave toward that student. Thus, teachers should engage in introspection and reflection to diagnose their expectations, and obtain feedback from colleagues about how they are behaving toward particular students. Teachers should also use diverse information sources to understand what makes their students behave as they do. In particular, teachers should reflect on their expectations and attributions toward blacks and

whites, girls and boys, students of different social classes and ethnic groups, and at-risk or students with disabilities. Teachers should deliberately seek new information about student strengths in order to free themselves of stereotypes.

Classroom norms form when most students hold the same expectations and attitudes about appropriate classroom behaviors. Although norms guide students' and the teacher's behavior, they are not the same as rules. Rules are regulations created by administrators or teachers to govern students' behavior; they might or might not become group norms. Student norms frequently are in opposition to teachers' goals, and can become counterproductive to individual student development. Teachers should strive to help students create formal group agreements to transform preferred rules into student norms. In particular, cooperative peer-group norms enhance student self-concept and academic learning more than do norms in support of competition.

Conflict, natural and inevitable in all groups, exists when one activity blocks, interferes, or keeps another activity from occurring. Conflicts arise in classrooms over incompatible procedures, goals, concepts, or interpersonal relationships. The norms of cooperation and competition affect the management of conflict differently. With cooperative norms students believe they will obtain their self-interest when other students also achieve theirs. Teachers should strive, therefore, to build a spirit of teamwork and cooperation in their classes, so that students will feel that it is in their self-interest to cooperate with their peers. When a competitive spirit exists, particularly when students are pitted against each other to obtain scarce rewards, a student succeeds only when others lose. In the competitive classroom, interpersonal conflict will arise frequently between students.

For teachers to build and maintain successful classrooms with high student achievement and positive social climate, they should attend to their leadership style, communication skills, friendliness and warmth, expectations and stereotypes of students, tactics for establishing student group agreements, and their skills in managing conflict.

5.4 ORGANIZATIONAL COMMUNICATION

Within organizations, communication is used widely throughout the organizational structure. To achieve effective communication, the sender's message is fully interpreted and understood by the receiver. When communication is effective, it provides the receiver the ability to understand what is said and either act, or provide a concise response to the sender, engaging in effective conversation. Effective conversation is best when the communication can be delivered at minimal cost of resources, which is referred to as efficient communication. Efficient communication is when a manager tells an employee something, using jargon or colloquialisms, and the employee understands completely and then carries out a task. On the other hand, the use of jargon and colloquialisms might not be the best way to foster efficient communication if the employee does not understand them/ This means that leaders and managers have to be flexible with the language they use in order to foster efficient communication with all members inside the organization.

There are many ways effective and efficient communication can be relayed. One of the most common is oral communication, which is the exchange of messages that are spoken and understood. With oral communication being quite common, spoken messages go hand-in-hand with listening. Listening, in many ways, is receiving the message from the sender. However, in organizations, the goal is to achieve the process by taking action to help someone say what is actually meant. This is referred to as active listening. Active listening is important to understanding and interpreting the message by creating an effective action with the communication presented. There are rules to active listening that must be followed when receiving a message:

- listen for the message transmission
- listen for feelings
- acknowledge all cues
- paraphrase and restate

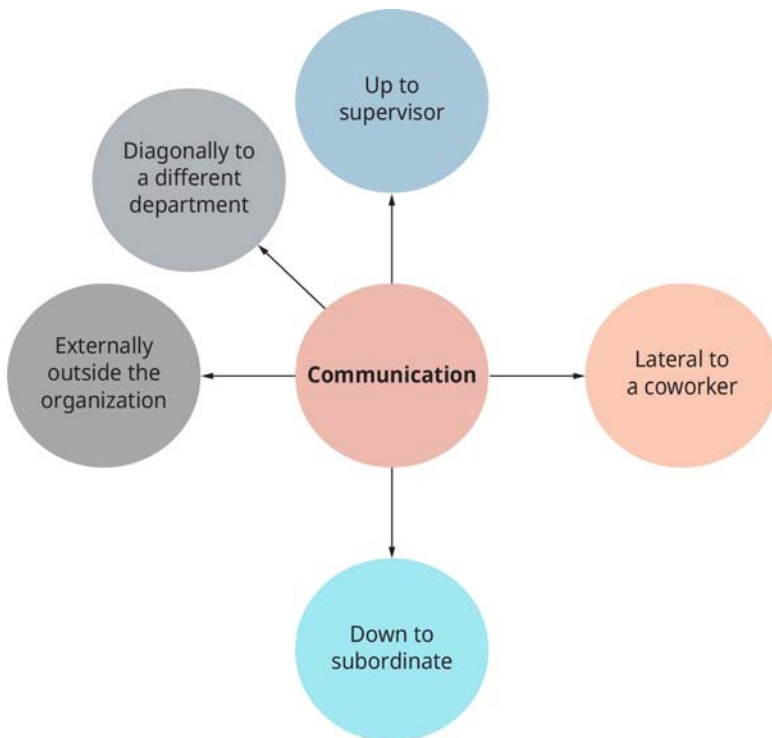
Following these rules allows the receiver to fully understand the content being presented. Active listening is especially important in organizations where learning is being fostered, given that learners learn at different rates and levels. Effective communication and active listening are vital to transmit learning to all levels of students. For example, teachers who use oral communication need to be effective in their transmissions, so that students who are actively listening can relay back and restate the ideas presented. Teachers in classrooms are leaders, and if students cannot comprehend the messages, teachers may have to refine their oral communication to allow for active listening to be present.

What if oral communication doesn't work? There are other forms of communication that allow learners to become active listeners. Written communication includes email messages, texts, reports, and other annotations relayed from messenger to receiver for precise information. When something particular needs to be mentioned, or a set of specific steps need to be followed, the use of written communication can be effective in relaying the exact steps. The active listening of written communication is the following of the detailed instructions. For example, the teacher might say, "The final assignment should be at least seven pages". One student may interpret that as seven pages in any format, whereas another student may not feel "seven pages" provides enough information, and might ask for more detailed guidelines. The teacher then may provide a specific rubric that states that the final assignment must be a minimum of 1,700 words, double-spaced, in the size 12 Times New Roman font. This is the precise information that is needed, in many instances, to provide a more complete interpretation of the information being transmitted.

There is another form of communication that does not incorporate reading or writing: nonverbal communication. The use of physical examples, such as eye movement and hand gestures, or environmental examples, such as using a turn signal in a car, or even a billboard are some forms of nonverbal communication. For example, if communication cannot be transmitted through oral or written communication, they might use images or hand

gestures to illustrate their points. This heightens two senses in the students because they need to use their ears and eyes to accept and understand the information from the teacher. Nonverbal communication transmission can be effective for many individuals, but problems can appear in environmental examples, which segways into connecting communication with social influences.

Communication, either oral, written or nonverbal, is a social process. Figure outlines the many social influences that are present within an organization, which can be mirrored in an organization of learning:



One communication component that is prevalent in learning organizations is the concept of feedback and ensuring that learning is happening with the student present. Feedback is the process of verifying information or the reaction about a product or process, which attempts to foster improvement. With learning, it is important to give learners feedback to ensure that they are progressing through higher-order levels of learning. Teachers

need to go one step further, however, and ensure that the feedback is useful and the student is progressing. This is called constructive feedback and it ensures that someone is being provided a path for improvement. Here are some guidelines to ensure that feedback is constructive:

- provide direct feedback based on trust
- ensure feedback is specific
- ensure feedback is valid
- give feedback in small doses

All these forms, within learning organizations, help build the communication process through better understanding and conceptualization. It is clear that communication takes many forms, and that some are more relevant to the situation than others.

5.5 METHODS OF COMMUNICATION

Excellent communication skills are necessary to succeed in any field. Whether you are a mentor, supervisor, career counselor, trainer or otherwise, teaching these skills to others provides them with a strong foundation to achieve future career goals. While learning these skills takes time, best practices can help students quickly learn and apply them on the job. With improved communication skills, students will have the confidence and knowledge to not only excel in the workplace but also to seek out jobs and perform well in interviews. In this article, we will provide proven methods for effectively teaching these skills.

Communication skills are the abilities you use to give and receive different kinds of information. These skills are essential when working with others, managing people and overseeing projects. Examples include volume, clarity, empathy, respect and understanding nonverbal cues. You use these skills to communicate ideas, feelings, tasks and events.

Types of Communication and Ways to Use Them

Verbal

- Use a strong, confident speaking voice.
- Use active listening.
- Avoid filler words.
- Avoid industry jargon when appropriate.

Nonverbal

- Notice how your emotions feel physically.
- Be intentional about your nonverbal communications.
- Mimic nonverbal communications you find effective.

Visual

- Ask others before including visuals.
- Consider your audience.
- Only use visuals if they add value.
- Make them clear and easy-to-understand.

Written

- Strive for simplicity.
- Don't rely on tone.
- Take time to review your written communications.
- Keep a file of writing you find effective or enjoyable.

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You can learn and practice communication skills. Students benefit from methods that give them hands-on practice, clear directions and the opportunity to reflect. Here are some of the best ways to teach these skills with several examples.

- Role-play
- Group games
- Films
- Introspection
- Turn-talking
- Asking questions
- Record and reflect

5.5.1 Role-play

Role-playing is a classic method for teaching communication skills. To use this technique, students act out skills after discussing them. For example, appropriate posture or body language.

Role-playing should always focus on full group participation and mutual respect. Be sure to talk to students about how to be a respectful audience member, and allow plenty of time for daily role-playing to help students get comfortable. Students will need to have patience and open-mindedness, as well as a positive rapport with each other. If you foster these skills first, role-playing can be a great way to learn communication abilities quickly.

Role-play tips:

- Whenever you teach a new skill, use role-playing to check that students fully understand the information.
- Act out a skill for students. Then have them guess which skill you modeled.
- Use specific scenarios students experience on a day-to-day basis in an office setting.
- Have the students discuss what went well and what went wrong after each role-play. Ask them what they would have done differently to improve the situation.

Examples:

- In a role-playing scenario, two students act out examples of both excellent and ineffective communication during a mock project disagreement. Afterward, the group takes two minutes to write down the effects of each communication style and shares with the group.
- Write various communication skills on strips of paper. Have students choose at random and then act out the skills. The rest of the group can guess. Choose clear examples such as eye contact, posture, body language, active listening and confidence.

5.5.2 Group Games

Group games are an interactive, engaging way to teach verbal and nonverbal communication, persuasion, collaboration and relationship-building skills. Through group games, students learn to efficiently pass the information on to others. During games, you should watch closely, make notes and be prepared to share your observations with students so they can improve over time.

Group game examples:

Complete a group project

Working towards a specific goal as a group requires communication. Ask the team to build, design or create something over a set period of time. Provide the group with any necessary materials and observe their interactions as they work. Afterward, ask the group what went well and what they could've done differently. Share your observations with positive feedback for each individual on what they did well.

Play the "emotional rollercoaster" game

Divide the group into two teams. Each team gets a set of cards with an emotion written on it, such as "*angry*," "*delighted*" or "*sluggish*." A student on the first team acts out an emotion while their teammates guess what it is. Then the other team tries. Set a time limit for guesses, and the team who guesses the most by the end is the winner. This game will help students become more aware of the expressions and body language signals they use to express emotions. It will also spark conversations about non-verbal signals. Be sure to leave time for post-game discussion.

Lead a team member through an obstacle course

Divide the group into teams of two and put a blindfold on one member of each team. Then, have them stand at the start of the

course. The second member guides their partner through the course using only verbal directions. Let both the blindfolded and non-blindfolded members share their experiences, then ask them to swap roles and try the course again.

5.5.3 Films

A carefully compiled collection of film and TV clips is a great teaching tool. You can pause, discuss and replay clips. Video clips also make for great take-home work. Students can watch as many times as they like, write responses and share during the next class.

You can look for examples of:

- Characters who learn how to handle crises using clear, concise communication
- Non-verbal communication skills
- How characters process and communicate complex emotions
- Ways to use multiple communication skills to solve problems
- Examples of situations that went wrong as a result of poor communication

5.5.4 Introspection

Learning about interpersonal and communication skills often necessitates time for reflection and introspection. When students are learning about communication, especially those related to social and emotional health, provide ample time for structured self-analysis. Give students prompts to guide them as they contemplate. For example, ask them to think about communication methods that have worked well for them during difficult situations in the past.

Here are several additional introspection exercises you might consider:

- Journaling
- Drawing
- Photography
- Poetry
- Lists
- Stream of consciousness
- Collages

5.5.5 Turn-talking

One of the most basic and helpful communication skills students can learn is turn-talking. During a turn-talking lesson, students will learn the difference between interrupting and interjecting. This is a critical skill people need to learn for negotiation, conflict resolution and idea-sharing. Students should also learn how to overlap in conversation cooperatively rather than competitively.

Turn-talking methods include:

- **Use a talking stick or other talking object in your classroom.** This sets turn-talking as a standard on the very first day of class.
- **Introduce pause-fillers.** Make a poster with helpful pause-fillers like, *“Let me see,” “Let me think”* and *“What I mean is,”* to help keep the conversation going.
- **Suggest opinion phrases.** These can help students invite others to speak. A poster of opinion phrases might include *“What do you think?”* and *“Do you like that idea?”*

5.5.6 Asking Questions

Productive conversations are created by asking and answering thoughtful questions. Asking open-ended questions can help move projects forward, encourage new ideas, solve complex problems and delegate tasks. However, learning how to ask those questions is a skill. Take time to teach students about open-ended

questions and be sure to provide plenty of examples. You might devote an entire class unit to a lesson on questions, using role-play activities to help guide the discussion.

You can start by conversing with one student in front of the class. Have students keep track of how many words their peer uses in response to your questions. Alternate closed and open questions. Your first question might be, “*Did you like the movie?*” Follow that up with a question like, “*What did you like best about the movie?*” Ask alternating questions for a few minutes. Then, get together with the class to discuss their findings. Have them determine which questions prompted longer, more interesting answers and which inspired discussion. Then have students practice asking open-ended questions in pairs or groups.

5.5.7 Record and Reflect

Watching yourself is an effective way to learn communication skills. If you have the time and resources, ask students to record themselves having a conversation with someone else or in front of a mirror. Then, they should watch the recording and observe their verbal and nonverbal communication. Finally, they should take time to reflect on what they did well and what they can focus on improving.

Here are several additional examples of record and reflect methods:

- ***Record a two-person conversation.*** Have the participants watch the recording while writing down their responses or sharing their observations out loud.
- ***Have students record a short speech by themselves.*** Record their speech in front of an entire classroom audience. Compare the two videos.
- ***Record a video at the beginning of class and another at the end.*** It can be useful to watch the improvement between the two videos.
- ***Assign video-watching and reflection as a take-home assignment.*** This is a helpful alternative to students

watching their videos with their peers and may offer the chance for a more in-depth response.

5.6 COMMUNICATION PATTERNS IN THE TEACHING AND LEARNING PROCESS

The teaching and learning process is basically a process of communication. Through the communication process, messages can be received, absorbed, and understood by the recipient. In order to avoid mistakes in the communication process, it is necessary to use facilities that can help the communication process. In the teaching and learning process in the classroom, the facilities used to facilitate communication are called learning media. The components contained in the communication process are messages, message sources, channels or media, and receiver.

Communication pattern is a communication process that shows the relationship between one communication component and other components. Communication patterns are defined as forms or patterns of relations between two or more people in the process of sending and receiving messages in the right way so that the message in question can be understood. In the teaching and learning process, the components are teachers, students, learning materials, channels, and all of them components are related to each other.

Each individual and group have different and varied in communication patterns. Policing occurs at all levels of communication, namely in the community, groups and individuals. In order for the pattern to run smoothly and successfully, Several strategies to be used by teacher during the learning process. The strategies include: using correct grammar, comprehensive and precise vocabulary about child development, emphasizing key words or by repeating explanations, talking with the right tempo, not conveying things that are blurred, and using logical planning and thinking as a basis for speaking clearly in the class.

In the teaching and learning process, there are communication patterns that occur between teacher and students. There are three

patterns of communication in the teaching and learning process, namely communication as actions, interactions, and transactions. These patterns are often known as one-way communication, two-way communication, and multiple-way communication.

5.6.1 One-way communication

The picture above shows the one-way communication. In a linear communication pattern there is no concept of feedback and the receiver is passive in receiving the message. This pattern of communication was developed by Aristotle, Lasswell, SMCR Berlo, Shannon, and Weaver.



Aristotle's communication pattern is known as a speaker-centered communication model because the speaker is seen as an active party while the receiver is passive in receiving messages. That is why the communication process in the Aristotelian model takes place in one direction, namely from the sender to the receiver. In conveying the message, the speaker must prepare the message well so that the contents of the message can be conveyed to the receivers. the characteristics of Aristotle's pattern are; communication is one-way, centered on the sender of the message, the receiver is passive, suitable for use in public speaking.

Harold D. Lasswell (1948) states that in a one-way communication pattern, there are five important components:

- who (sender) - communicator or sender or message source.
- says what (message) - the message.

- channel (media) - medium or media.
- to whom (receiver) - message receiver or audience.
- the effect of the message delivered.

Lasswell adds that in a one-way pattern, the main focus of the communication is the message sent by the sender to the receiver. According to him, there is a relationship between presenting the facts and how these facts can cause different effects. Here there is a hope that there is a change when the receiver receives the message delivered by the sender.

Shannon and Weaver (1946) explained that in a one-way communication pattern, the sender plays an active role while the receiver only plays a passive role. The sender's role must ensure that the receiver can receive the message that has been delivered properly. Therefore, determining channels in delivering messages is very important. In face-to-face communication that becomes the transmitter are sound-forming devices and are connected with the muscles and other organs involved in the use of nonverbal languages, while in communication using machines communication devices that function as transmitters are the tools themselves such as telephone, photo, and film, slight, recorder. According to him, success in one-way communication is largely determined by the selection of channels used by the sender in sending messages to the receiver.

David K. Berlo (1960) formulated a linear communication model which was the development of Shannon and Weaver's communication model. The communication model of David K. Berlo is called the SMCR Communication Model (Sender-Message-Channel-Receiver). According to Berlo, there are several factors that influence various components that are owned by individuals in communication that make communication take place more efficiently. These factors are communication skills, attitudes, knowledge, social systems, and culture. According to him, the sender in conveying the message must have the skills to communicate and have a good attitude so that the message conveyed will be received by the receiver. In order to be able to convey the message well, the sender must have sufficient knowledge

about the message conveyed and know the local cultural context.

One-way communication is often called the lecture model. This pattern is suitable for conveying subject matter in the form of giving information and explaining subject matters that are difficult for students to understand. In one-way communication, the teacher takes the role of action, while students are recipients of action. In this one-way process, there is a big role for the teacher. Thus the teacher is more active while the students are less active. In this pattern, all learning processes are controlled by the teacher.

In one-way communication pattern, the teacher acts as the giver of action and the student is only passive. That is, the teacher is the main sector as the source of the message to be conveyed. The position of passive students requires the teacher to prepare learning material well and how to deliver the material. Another thing that must get attention from the teacher is the management of the class so that the students remain enthusiastic in the teaching and learning process. In this pattern, the teacher does not need complete equipment, He only rely less on his voice. The weakness of this pattern is the passiveness of the students. In addition, mastery of learning material is very dependent on the mastering of the material prepared by the teacher.

The pattern of one-way communication has its advantages and disadvantages. The advantages of One-Way Communication are: the sender controls the entire learning process, is free to convey what he wants to convey, and has plenty of time to explain difficult messages.

The Weaknesses of One-Way Communication are there is no interaction between the sender and the receivers, there is no feedback from the receivers, this communication that occurs is not effective, sender is just an informant for the receiver because it only conveys information or messages, limited communication media, can cause misunderstandings and obscurity, so that prejudice arises that is not good, does not give satisfaction to the receiver because there is an opportunity to give a response to the message delivered.

5.6.2 Two-way Communication

The picture shows the two-way communication pattern. In this pattern, teachers convey messages or materials and the students are given the opportunity to ask questions and discuss with the teacher. Thus, students become active.



In the two-way communication process, both the sender and receiver can change roles in sending and receiving messages. Sender sends a message to the receiver. The receiver then interprets and understands the message that has been received. After one stage of understanding process is completed, the receiver then responds to the message he has received. After that the receiver sends a message to the sender in the form of a question or response to the message. Thus, the sender and receiver can exchange roles in sending and receiving the messages.

In a two-way communication pattern, the background of the individuals involved in the communication process is very important. Everyone has a different background in knowledge, experience and culture, and these differences will affect each individual in interpreting the message received.

Two-way communication occurs between the sender and receiver. The message is sent by the sender via the channel. The recipient processes the message and then sends a message to the receiver. According to him, in two-way communication, the sender and the receiver are equally active. The receiver gets the opportunity to

respond to the messages they received. Two-way communication pattern can only occur if there is feedback that is the response to the message that has been received. Communication in this way is considered more effective than the lecture method. In this pattern, students can position themselves to ask or give opinions on the message conveyed by the educator.

The advantages of two-way communication are: There is satisfaction between the sender and the receiver because of the existence dialogues between the two parties. Receiver have the opportunity to ask questions directly about things that have not understood this brings a sense of kinship and a democratic climate. The sender and receiver are free to express their opinions. The sender and receiver play an active role with each other as listeners and speakers.

Besides the advantages, two-way communication also has the following disadvantages: Requires at least two people. The sender's time is reduced because there are questions and interruptions. The decisions cannot be taken quickly.

5.6.3 Multiple Way Communication

The picture above shows communication in various directions. This communication is often known as transactional communication. Communication can be transactional if the process is cooperative. This means that the sender and receiver are equally responsible for the impact and effectiveness of the communication that occurs.

Multy way communication is communication that occurs not only between teacher and students but also among students and students. Interactions like this really help arouse the enthusiasm for learning from students.

Barnlund's communication pattern (1970) is known as the Barnlund Transactional Communication Model. Barnlund's transactional communication pattern describes the communication process that takes place continuously where the sender and receiver exchange roles and exchange places equally. Feedback given by one party

is a message for the other party. In the model of transactional communication, the sending and receiving of the messages that take place continuously in an episode of communication.



Multiple way communication pattern does not only involve the dynamic interactions between the teacher and students but also involves the ones between students and students. The teaching and learning process with this communication pattern makes students learn actively. One student gains a lot of input and opinions from other students so that the learning process becomes rich. Discussions and simulations are strategies that can develop this communication.

The pattern of transactional communication has several advantages: First, communication occurs dynamically. Second, verbal and nonverbal responses can be known directly. Third, communication that occurs more effectively. Fourth, everyone has the opportunity to convey ideas.

Besides the advantages, this pattern also has several disadvantages, namely: Conversation becomes crowded because everyone shares ideas with others. The receiver controls the discussion room.

The application of communication patterns in the learning process depends on the learning material. The teachers applied a one-way communication pattern in Mathematics, Latin, and Religion. The indicator of applying this pattern is that the teacher explains the subject matter to students without any feedback from students. Students respond to teachers only to say "yes" when the teacher

asks the students “is it clear?” The teachers also apply a one-way communication pattern because it explains the concepts in the learning material. The teachers applied a two-way communication pattern on Indonesian and English subjects. This pattern occurs when there is reciprocal interaction between teacher and student. The indicator of applying this pattern is that the teacher asks students to answer questions or do the exercises. Teachers apply many-way communication patterns to Science and Civils subjects. The main indicators in applying this pattern are group discussions and presentations in front of the class

5.7 DISTORTION AND BARRIERS TO EFFECTIVE COMMUNICATION

Communication is an important part of teaching because the students have to be able to understand the message that the teacher is trying to convey. Students also have to be able to communicate effectively with each other. There are a number of factors in the classroom (and many of these factors exist in day-to-day life as well) that can act as barriers to effective communication.

Verbalism: Excessive verbalism can no longer be condoned, particularly in today’s world of communication which offers much more effective substitutes from other avenues of expression. Such verbalism is a definitely limiting barrier of effective classroom communication.

Anxiety: One of the major emotional causes of communication barriers is a student’s anxiety. If a student is anxious and unsure, they’re less likely to speak up in class. This is true even in situations where a student doesn’t understand what the teacher is saying and needs clarification. Anxiety stops students from participating in group discussions because they don’t want to be made the center of attention, and they’re afraid of other people’s opinions of them.

Language: Language is the primary way of communication thoughts and ideas. If the teacher and the students don’t speak

the same language, these can be a major communication barrier. If the teacher speaks English, and the students are mostly English as Second Language students, then there will be communication problems, since the students may not understand everything the teacher says.

Expression: Communication is never exact. The initiator tries to put his ideas into words, and then the recipient has to decode those words to understand the idea. When the teacher or student doesn't have the ability to choose the proper words to describe the ideas they want to convey, this will create a communication barrier in class room. An example of this could be a teacher who is a professional mathematician, but an ineffective math teacher because the only way she can convey ideas is to use math jargon that the students cannot understand.

Reference Confusion: Different explanation and different application of the same word convey different meaning to every one of the students for each of their background varies and thus influence interpretation and understanding that reference confusion occurs. For this reasons proper communication between the teachers and students are not possible. Reference confusion is common in reading. The ability of two people to use the same words and arrive at completely different understandings is one of the grate dangers in our classrooms. Different areas of knowledge, experience, background etc. are responsible for reference confusion.

Day dreaming: A common (though avoidable) barrier to effective communication occurs when the learner day dreams, that is when he turn away from the flow of classroom communication and dwells upon his own privately recalled understanding and experiences, which are more preoccupying than those which are identified with classroom activity. Students are failed to keep their full attention in the class room, if they think the movie that was seen by them in previous night. As a result they cannot give their proper attention to the lecture of the important teachers that creates a great problem in class room communication. This barrier can be lessened or surmounted by. Increasing the understandability

of class room communication through the use of effective audio visual class room techniques.

Imperceptions: Students are not be able to understand the teacher's important class lecture if they have any physical problem. Psychological function can do nothing in this case. So students may gather knowledge very superficially in class room thus communication fails.

Disinterest: Disinterest arises among the students due to the lack of available teaching materials, teaching system and efficient teacher in the classroom. To eradicate distance teacher should include some motion pictures, films, modems, specimens, film strips, charts, diagrams, tapes, records, television and many other audio visual materials. Variety in class room procedures and teaching materials usually heightens the interest and enthusiasm with which pupils approach their work.

Physical discomfort: Student may fell discomfort due to the insufficient necessary internal or external equipment in the class room like fan, light, air, etc. for these reason, they may lose their interest to hear the lecture of their teachers. This type of barrier should also be considered in a classroom for proper communication between students and teachers.

The modern class room must be thought of as providing an efficient environment for learning. This environment should be characterized by light control, which permits the use of projected materials, by temperature control which encourages mental activity, all these will be controlled by the teacher of the class room.

5.7.1 Others Barriers of Classroom Communication or Highly Influencing Factors in Communication

- **Location or distance barriers:** This barrier is particularly important when speaking to a group or audience. If the audience perceives you as distance from them, looking down on them, or simply not reachable, then they will not be as receptive to the message you are trying to share. For example, if you are standing on a stage and

never venture out into the audience, the distance itself can send a message contrary to the one you intend.

- ***Lack of common experience:*** If you are using technical term or other language your audience does not understand, you will miss the mark. Even an audience that should be sympathetic to you could end up providing negative feedback because you chose to speak only to your own level of knowledge or experience rather than considering theirs.
- ***Language barriers:*** Buzzwords, jargon and slang are very specialized. Using them will always prevent some portion of the potential audience from understanding your message. That includes people who might benefits from your message, if it were presented in a way they understood.
- ***Gender barrier:*** It has been demonstrated in studies that women communicate more on a regular basis than men do. Though both sexes have both kinds of communicators, women are more likely to be right-brain communicators — abstract and intuitive. Men are more likely to be left-brain communicators – linear and logical. Depending on your own makeup, this could be a barrier. Both men and women have to learn how to communicate in a way that allows both sexes to receive and understand the message.
- ***Lack of credibility:*** If it's evident that you're speaking strictly from book knowledge, rather than personal experience, or if your audience does not see how what you are saying could possibly be true, this creates a credibility problem. The audience will suspect that you don't know what you're talking about. As a sender, you need to make sure that the stories you tell don't lead the audience to question your credibility and authenticity.
- ***Age factors:*** The understanding capacity of different ages pupils are different. The senior student understands anything rapidly and sufficiently than junior one. Thus

the age factor from person to person, place to place and communication are varies.

5.7.2 The Importance of Feedback

Feedback is any response regarding a student's performance or behavior. It can be verbal, written or gestural. The purpose of feedback in the assessment and learning process is to improve a student's performance - not put a damper on it. It is essential that the process of providing feedback is a positive, or at least a neutral, learning experience for the student. Negative feedback can discourage student effort and achievement. Instructors have the distinct responsibility to nurture a student's learning and to provide feedback in such a manner that the student does not leave the classroom feeling defeated.

5.7.3 Characteristics of Effective Feedback

Educative in Nature

Providing feedback means giving students an explanation of what they are doing correctly AND incorrectly, with the focus of the feedback on what the students is doing right. It is most productive to a student's learning when they are provided with an explanation as to what is accurate and inaccurate about their work. One technique is to use the concept of a "feedback sandwich" to guide your feedback: Compliment, Correct, Compliment.

Given In a Timely Manner

When student feedback is given immediately after showing proof of learning, the student responds and remembers the experience about what is being learned more positively. If we wait too long to give feedback, the student might not connect the feedback with the learning moment.

Sensitive to the Individual Needs of the Student

It is vital that we take into consideration each individual when giving student feedback. Our classrooms are full of diverse learners. Some students need to be nudged to achieve at a higher level and other needs to be handled gently so as not to discourage learning and damage self-esteem.

Answers the 4 Questions

Studies of effective teaching and learning (Dinham, 2002, 2007a; 2007b) have shown that learners want to know where they stand in regards to their work. Providing answers to the following four questions on a regular basis will help provide quality student feedback.

- What can the student do?
- What can't the student do?
- How does the student's work compare with that of others?
- How can the student do better?

Provides a Model or Example

Communicate with your students the purpose for an assessment and/or student feedback. Demonstrate to students what you are looking for by giving them an example of what an A+ paper looks like. Provide a contrast of what a C- paper looks like. This is especially important at the upper learning levels.

Suggestions for Effective and Efficient Grading Feedback

The most effective feedback is focused, clear, and considers motivation and learning, not justifying a grade or on copyediting. Below are suggested strategies for providing efficient & effective student feedback.

- Use comments to teach rather than to justify the grade,

focusing on what you'd most like students to address in future work. Link your comments and feedback to the goals for an assignment.

- Plan early opportunities for students to get feedback on ways of thinking, writing, or problem solving that they will need later, so that they don't develop or repeat common errors. In-class active or collaborative learning exercises can be good moments to provide formative feedback in class, when students are practicing new skills or learning new concepts.
- Avoid over-commenting or "picking apart" students' work.
- In your final comments, ask questions that will guide further inquiry by students.
- Think about alternatives to writing comments on every individual student's work. Provide feedback to the whole class orally and/or in a shared written document, or have the class read sample student work together to look for common themes or apply evaluation criteria.

5.8 NEGOTIATIONS AND COLLECTIVE BARGAINING

One of the most important skills teachers need for classroom management is negotiation. Teachers and students have very different relationships than in generations past, as students and parents are more aware of their rights and less likely to consider the teacher to be always right. This can make relationships between teachers and students stronger in that students feel like they are heard and respected as teachers teach and model good communication skills to students. Learning the art of negotiation can make your classroom a place of constant learning as struggles between students or between student and teacher become teachable moments.



5.8.1 Negotiating with Students

Every classroom has challenging days, and learning to negotiate with students through all of their emotional ups and downs helps teachers stay balanced, focused and in control. Establishing clear policies, procedures and expectations at the beginning of each term will help cut down on conflicts. But when they do arise, having strong negotiating skills can help. Conversations that begin with positive language like, “I understand you are frustrated in my class, and I am here to help you. Can you explain what is causing the biggest problem?” Have your class syllabus on hand so you can refer the student back to what he already knows and ask him what about the syllabus is confusing or hard to understand. Ask your student what he feels is an appropriate response to the problem, and help him come up with ways to go forward and be successful. Letting the student take some amount of control gives him ownership of the problem and lets him know you heard his concerns and are ready to help.

5.8.2 Negotiating Between Students

Conflicts in the classroom often arise between students, and teachers can find themselves mediating to keep control. Modeling strong negotiation skills along the way prepares when conflicts need to be dealt with. If possible, remove the two students from

the situation that is causing the conflict; have them step outside with you to cut down on escalation in the classroom. Make sure to provide a task that will keep the other students busy. Begin the conversation between the two students by allowing them to explain their positions. After each has had a turn, begin your negotiation by summarizing what each student has told you. Start by saying, "What I hear you saying, Mark, is that it frustrates you when Jim does..." Do the same thing for the other student. Ask each to provide what he thinks would be the best solution and get them to agree to a plan. This can take just a few minutes or a few meetings over time. You may also need the help of a principal or counselor if you think the situation is more than can be handled in just a few minutes.

5.8.3 Negotiating with Parents

Teaching requires good communication skills, including when negotiating with parents when they feel their child has been treated unjustly. Make yourself available to communicate with parents at any time during the school year, not just at conference time. Provide an e-mail address and voice-mail number where you can be contacted at any time. When parents come in for a meeting, be sure you have all the information you provided the student on hand to show them. Letting them know that all students have equal and multiple opportunities to get information and be successful can defuse difficult situations. Always use positive language when speaking about a child. Let the parents know you are on their child's side and want her to be successful. If the parents still feel their child needs some special consideration, offer additional help, after-school tutoring or testing to see if there is a learning problem. Be flexible and willing to hear what the parents are saying, and negotiate changes in things such as homework amounts and time given in class to work.

5.8.4 Negotiating with Other Professionals

An often surprising place where negotiation skills are impor-

tant for teachers is when communicating with other educators. Classrooms, multipurpose rooms, computers and supplies must be shared in equitable ways, and teachers can find themselves at odds with each other during busy times of the year. To keep professional relationships positive, learn to communicate in encouraging ways during staff meetings. Find ways to be flexible when scheduling field trips, assemblies and class parties. Be a leader when it comes to helping others find ways to compromise, and use your negotiation skills to mediate and support whenever possible. Teachers are human and can have bad days. Learn to look for opportunities to encourage others and make friends of everyone you can. This will get you the respect of your co-workers and more opportunities to negotiate and solve problems.

5.8.5 Collective Bargaining

Collective bargaining gives educators a voice. Through collective bargaining, NEA members negotiate for more than their own economic security. They are also winning victories for students to improve student learning and development, like smaller class sizes, increasing real learning time by reducing the number of standardized tests, and more recess time. The collective bargaining process enables educators to work together so that everyone connected to a school benefits – students, educators, administrators, parents, and the community as a whole.

The Benefits of Bargaining/Advocacy

Collective bargaining gives educators a voice in their workplace. It helps assure fair wages and benefits, improving teacher recruitment and retention. Educators also negotiate better teaching and learning conditions. That means that everyone connected to the school – students, teachers, education support professionals, administrators, parents, and taxpayers – benefit from it. Specifically, collective bargaining:

Improves teaching and learning. Teachers' working conditions are students' learning conditions, so by addressing school and

classroom issues, everyone gains. Educators and their unions are leveraging their collective power in new ways to implement educator-led solutions that work for all students. Educators are bargaining on issues that go beyond salary, benefits, and working conditions. They are bargaining over class size limits, increased time for teachers to share effective classroom practices, guaranteed recess periods, induction and mentoring, professional development, restorative practices, and school-related health and safety issues. Even in a non-bargaining setting, associations can collaborate with school districts to meaningfully address these issues.

Ensures fair employment procedures. A collectively bargained contract ensures that all employees are treated fairly because both parties have discussed and agreed upon rules and procedures for the workplace. Employees and managers understand what steps will be used to resolve employee grievances, lay off workers, or settle disputes. Contracts and/or state laws may also set forth processes and principles for conducting teacher evaluations that are comprehensive, meaningful, and fair, and improve both teacher practices and student learning.

5.8.6 How does collective bargaining work?

Collective bargaining is a process through which the employee union and employer representatives exchange ideas, mutually solve problems, and reach a written agreement. The resulting approved contract binds both groups. Each round of successor negotiations affords the parties the opportunity to revisit existing agreements.

While there are many local variations, here is how the collective bargaining process typically unfolds in public education:

1. *Preparing for bargaining.* Both sides form bargaining teams and gather information. The union's team usually is selected through a process outlined in the union's constitution and/or by-laws, while the management team is designated by the employer. The union leadership

meets with its constituents and/or conducts surveys to identify and then prioritize issues. During this assessment phase, each team also analyzes the current collective bargaining agreement to identify areas they want to improve, including concerns that have surfaced through the grievance process. The local will hopefully reach out to community partners, including parents, to seek input on some proposals.

2. ***Conducting negotiations.*** At the beginning of bargaining, the teams agree on ground rules, meet at an agreed upon location, and start negotiations. Some contract provisions remain the same from contract to contract. The parties may modify other sections and either side may propose a new bargaining topic. State law and court cases determine the mandatory, permissive, and prohibited subjects of bargaining.
3. ***Ratifying the contract.*** When the union and employer teams have reached a tentative contract agreement, they review the proposal with their respective constituency groups.

The union holds a ratification meeting where employees – typically dues-paying members only- have the opportunity to ask questions and offer opinions on the tentative contract agreement. Individuals are then asked to vote, usually by secret ballot, on the tentative agreement. Absentee ballots may also be available so that everyone has an opportunity to vote. A majority of votes determines if the contract is ratified or rejected.

The management team generally seeks approval from the school board.

If the tentative agreement is ratified by both sides, then the parties have a new (or successor) agreement. If the tentative contract agreement is not ratified – by either party – the teams usually go back to the bargaining table and continue negotiations. They negotiate until they are able to bring back a new tentative agreement for a vote.

4. ***Resolving a contract dispute.*** If the parties are not able to reach an agreement, state law generally specifies how the dispute can be resolved. Usually the parties can use mediation, arbitration, and/or a strike or lock out to reach an agreement. Strikes are very rare in public education but are allowable in a number of states.
5. ***Changing or clarifying the contract.*** With the agreement of both parties, any section of a ratified contract can be revised during the term of the contract. In many districts, labor and management representatives meet regularly during the term of the contract to talk about and resolve issues of mutual concern, often through an established joint labor-management committee. In addition, either at the bargaining table or during the life of a successor contract, the parties can create Memoranda of Understanding (MOU) related to a specific issue. The benefit of the MOU is that it gives the parties an opportunity to reach a temporary agreement on an issue that is important to both the union and the employer.

5.8.7 The Union in Your School

1. Meet your Association/building representative (AR). If your local Association is not part of the school orientation, the Association will often have a table at the meeting. Meet your Association representative/steward, who works in your building. Make sure you have that person's contact information, as well as that of the the state affiliate's staff person, often called a UniServ, who provides support to the local membership.
2. ***Contact your AR if you need assistance or have a question.*** If you have a concern, contact your AR as soon as possible. She/he may be able to answer your question, resolve your concern or, if necessary, refer you to the local president or the UniServ for further assistance.
3. ***Read your contract and understand your rights.*** Read your collective bargaining agreement or, in states without bargaining

rights, your relevant policy guidelines. Be aware of your rights. If you have questions, ask your Association representative or more experienced colleagues. Attend local Association meetings.

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CHAPTER

6

EDUCATIONAL PLANNING

INTRODUCTION

Educational planning can be defined as ‘the process of setting out in advance, strategies, policies, procedures, programmes and standards through which an educational objective (or set of objectives) can be achieved. Education sector planning is a technical, political, and participatory process which should be led by government, typically the Ministry of Education (MoE). The first step of the process is to conduct an education sector analysis (ESA) in order to highlight the main challenges and opportunities for the education sector.

Following the ESA, an education sector plan (ESP) is developed. An ESP usually covers a 5-year timeframe and contains medium or long-term objectives and desired outcomes for educational sub-sectors. The ESP also describes the strategies and activities that will be used to reach these objectives. Projection and simulation

models are then used to determine the costs of the human and material resources needed to implement the plan and finance the activities.



6.1 NATURE AND CHARACTERISTICS AND PRINCIPLES OF EDUCATIONAL PLANNING

Nature of Educational Planning: The following viewpoints have been utilized by the experts to understand and explain the meaning and nature of planning.

- (1) **Forecasting:** Educational planning is describing or defining or determining events, conditions and needs of some future point in time. It implies forecasting or projections of important factors in education such as number and types of students and expansion of facilities needed for them.
- (2) **Interpretation:** Educational planning should also call for interpretation of future's data and its translation into competencies or operational capabilities demanded to maintain effectiveness under the conditions anticipated.

- (3) **Goals and Objectives:** Educational planning is a means of generating relevant present and future goals and objectives for the organization.
- (4) **Decision-Making:** Educational planning is the preparation or pre-courses in the decision-making process. It is to help determine the optimal decision or choice rendered. While educational administration is mostly decision-making, planning in education is only the other side of it.
- (5) **Operations Optimization:** Educational planning is operations optimization or performance improvement. It is for the enhancement of existing conditions rather than for those that exist in the uncertain future. It is to guide the actions of the operations. It must result into standard operating procedures, operations manuals, administrative guidelines or system and policies.
- (6) **Problem Prevention:** Educational planning is a kind of contingency anticipation or problem-prevention. It should minimize the magnitude of an educational problem likely to be encountered at some future point in time. It should spell out the procedures to be followed if some crises or contingencies arise.
- (7) **Management Change:** Educational planning is a part of organization renewal. MBO, PERT and various other forecasting techniques are part of the process of educational planning. It provides a mechanism, a model or a tool for achieving specific objectives of an organization.
- (8) **Complexity Resolution:** Educational planning is complexity resolution, a process for coordination and control. It is interpreted as a means of coping with complexity or coordination of facets of such projects. Planning has been defined by Dror as “the process of preparing a set of decisions for action in the future directed at achieving goals by optimal means.” It relates to decision-making. Knezevich defines it as a “set of formal and rational activities that seek to anticipate

conditions, directions, and challenges at some future points in the time for the purpose Notes of enhancing the readiness of the personnel and organization to perform more effectively and to attain relevant objectives by optional means.”

This definition contains four important characteristics of planning (a) future orientation, (b) goal orientation, (c) related to performance enhancement and (d) goal achievement by optimal means. Most people prefer to describe or define planning ‘to make plans’. They emphasize the plans as the product of planning. If a plan has been prepared it means that they have done planning. However, planning means more than the development of plans. It is a process resulting into a product. But plan and the process of preparing the plan are future-oriented. Planning seeks to gain some control over future developments.



6.1.1 Meaning

There is a saying that if there is a will there is a way. It signifies the will of an individual comes into picture after thinking which can be done through planning in mental level. The term planning is the major guideline for development of any individual, institution,

organization and society in every respect. 'Now our country India is a democratic, dynamic and developing one marching to become a country of super power by 2020 A.D. Behind this target there is a systematic and deliberate planning.

Planning is essential for development of every nation and according to which changes would have been brought in social, political, economic, cultural and educational sphere in a systematic and orderly manner. Simply speaking planning means to think before acting, and to act according to facts, not, conjectures or speculation.

6.2 PRINCIPLES OF EDUCATIONAL PLANNING

The following principles of educational planning are formulated:

- (1) Educational planning must be one aspect of general national planning.
- (2) Research is based planning based on system analysis.
- (3) Planning must be a continues process.
- (4) Planning should find a definite place in educational organization.
- (5) Planning should take into consideration resources and establish conditions of work.
- (6) Planning must be realistic and practical.
- (7) Planning must involve active and continuing participation of all interested individuals and groups.
- (8) The content and scope of planning should be determined by the needs of the individuals and groups to be served.
- (9) Planning should utilize the services of specialists without allowing them to dominate.
- (10) Planning should provide opportunity for all persons and groups to understand and appreciate the plans.
- (11) Planning should provide for continuous evaluation.
- (12) Planning should have opportunity for modification for further action.



6.3 CHARACTERISTICS OF EDUCATIONAL PLANNING

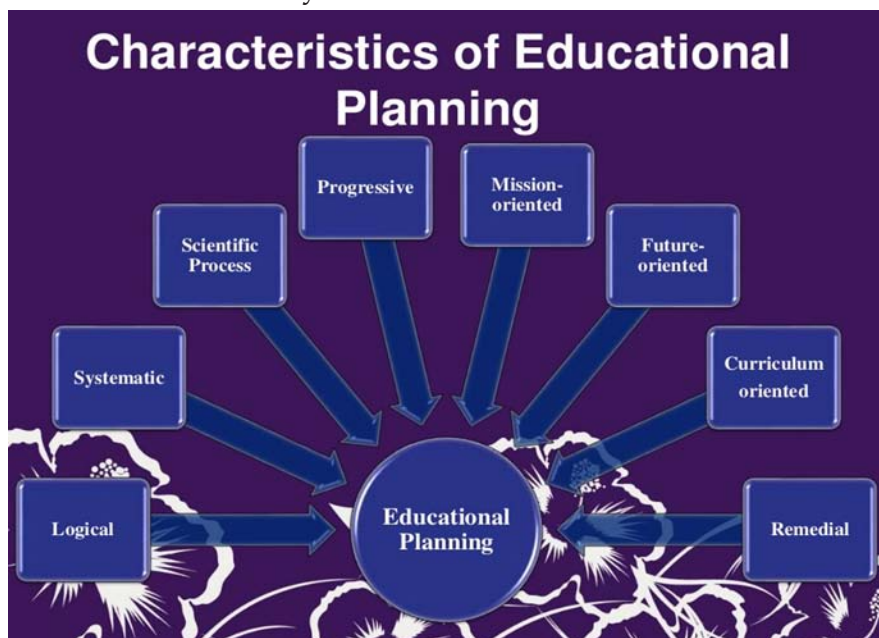
The following are the main characteristics of educational planning:

- (1) **Choice of Best Alternative:** Modern educational planning is a logical systematic and scientific process different from the elementary kinds of procedure utilized in the past of bringing about changes in the systems of education. Earlier adhoc decisions were taken by the administrators to solve immediate problems faced by them.
- (2) **Team Work:** Modern educational planning emphasizes that only the top administrator or the government should be involved in planning. Planning should be a responsibility of all people concerned with the desired

change. A team of experts, responsible people and those who are to implement the plan should determine the goals and appropriate ways of attaining them.

- (3) **Social and Economic Goals:** Modern educational planning emphasizes that the goals of a democratic society should be social and economic concerned with the welfare and progress of all citizens rather than the selfish goals of some special interest groups. The expected goals of the society and needs of children and young pupils in the schools and colleges should be the broad frame of reference.
- (4) **Co-operation:** Modern educational planning emphasizes involvement of representatives of most of the concerned sectors of the society in the process of planning. Co-operative planning is considered an important principle of planning in all fields.
- (5) **Anticipation:** Modern educational planning anticipates probable developments and needed change in future, much ahead of time so that proper facilities, supporting media and required resources for implementing the planned change may be secured. Thus, relevant changes and efforts are avoided and the changes are effectively implemented.
- (6) **Remedial Measures:** Another characteristics of modern-education planning is that it is remedial and guidance-oriented. With appropriate planning procedures it is possible to identify maladjustments or deficiencies in the system that cause educational problems. Identifying cause of the educational problems and suggesting relevant solution is the main objective of educational planning.
- (7) **Scientific Changes:** Changes made on adhoc piecemeal basis to solve immediate problems may create some kinds of problems in course of time. Hence, modern educational planning carefully and objectively collects data, interprets and analyses inter-relationships between present and future needs. It also interprets analysis inter-

relatedness of the various components of the social and educational system.



6.4 TYPES OF EDUCATIONAL PLANNING/REASONS FOR PLANNING EDUCATION

All over the world, education is regarded as the key to the development of any nation. It is the tool for a country's political, economic, social and technological development. For education to play its key role in the transformation of a nation, it needs to be adequately and effectively planned because a faulty educational planning can jeopardize the development of a nation for decades. Planning means deciding in advance what is to be done, when to do it, where to do it, how to do it and who is to do it in order to achieve predetermined goals and objectives. Educational planning on the other hand involves a systematic and scientific set of decisions for future action with the aim of achieving set educational goals and objectives through optimal use of scarce resources. This implies that educational planning provides the tool for coordinating and controlling the direction of the different

components of an educational enterprise so that educational objectives can be achieved.



In any country, educational planning is necessitated by varied reasons which include among others, the desire of government to meet the yearnings, needs and aspirations of the citizenry, the demand for education and access to education, provide quality education to the people, to respond to technological development, to ensure global competitiveness and more importantly to actualize government political philosophy. However, the type of educational planning adopted in a country is not decided by professional planners or technical planners and the democrats but by the polity. The polity is a representative body of the government in power at the time of the educational planning.

Thus, the government is responsible for identifying the overall goal of education and also gives the directives of the plan. The polity or legislature representing the government decides on the time frame as well as takes the final decision on the form of the plan. There are various types of educational planning. The government may decide to adopt short-term, long-term or strategic educational planning provided the type chosen will help the government to actualize

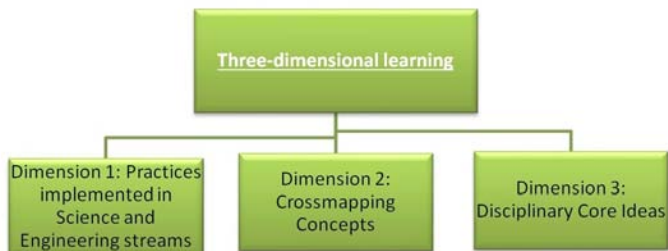
her political agenda or ideology. Therefore, the importance of educational planning for the achievement of educational goals cannot be overemphasized. Thus, this chapter is discussed under the following subheadings.

- Clarification of concepts
 - Education
 - Planning
 - Educational planning
- importance of educational planning
- Reasons for planning education
- Types of educational planning based on classification
- Characteristics of a good education plan
- Models of educational planning
- Limitations of educational planning.

6.4.1 Concept of Education

The literature on the concept of education reveals that the word “education” is derived from three Latin words namely:

- Educatum – the act of teaching or training of an individual or group of individuals.
- Educare – to bring up or to raise.
- Educere – to lead forth or to come out



All these three meanings depict that education involves the process of training a person to develop in him/her the good qualities and bring out the best in the person. It is the act of

training or teaching an individual to learn and acquire desirable skills, attitude, knowledge, values and understanding that will enable the person to think critically about the various issues in life. Education involves the process of teaching and learning. The learner is taught to understand the deeper things of life, the need for good human relation and the cause and effect relationship in life. Education can also be viewed as any act or experience that has a formative effect on the mind, character or physical ability of an individual. It is the process by which a society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

These definitions reveal that education is not only limited to formal education but also involves informal and adult education. Education is an enlightening experience that illuminates the mind and enables the individual to make informed decisions about himself or herself and to constructively contribute to the development of the society. Therefore, it is the process of training an individual to develop his intellectual and mental potentials so that the person can make mature and useful decisions in various situations he finds himself.

This implies that education is a process through which a person is trained to develop his innate potentials so that it can be fully expressed externally. This means that education is the gradual or progressive development of a person's innate powers or potentials. It is development from within the individual until the person becomes conscious of his unique existence and begins to seek his own place in the society (Peerzada,). Education deals with the development of the total man or the whole man. This means that education is an act that trains man in the cognitive (knowledge), affective (feelings, attitude, behavior) and psychomotor domains. Education deals with the all-round development of the person. It therefore, develops an individual into a well-educated, cultured, disciplined, employable and productive person. Education leads, guides and directs the learner to the acquisition of desirable knowledge, attitude, and healthy behavior. In this period of continuous technological development and globalization,

education should train man to acquire knowledge and skills that will enable the person to compete favourably globally and to successfully adjust to changes in his/her environment.



6.4.2 Importance of Education

Education is the key that opens the doors for development, modernization, civilization and industrialization of any nation. It is the means, through which a nation can harness her numerous resources, develop her manpower and improve the quality of the life of her citizens. In any country of the world, education is the backbone of scientific and technological development. It enhances self-reliance for an individual and the nation. A nation that is self-reliant does not depend on foreign goods for survival and self-reliant people do not depend on government for the provision of employment. The individual can gainfully employ himself/herself and be able to attend to his/her critical needs. In this way education reduces the level of poverty in a nation. Thus, quality functional education contributes to national development in this direction. Education liberates the people from ignorance and promotes socio-economic and political development of a nation. It is on the basis of this that Nigeria adopts education as an instrument par-excellence for national development.

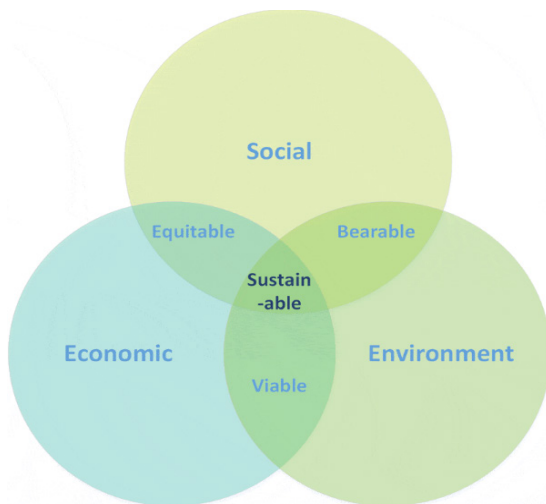


Education is very vital in every human existence and societal development. It facilitates the rate of development and improves the standard of living of the people. A well educated person acquires knowledge for critical thinking and can use the knowledge and skills acquired through education to create wealth especially now that we are living in a knowledge driven-economy.

Education helps a person to understand the society better and contribute positively to its development and become more useful to the society in which he lives. It is through education that the task of processing human resources into well trained human capital needed in any country of the world can be achieved. Thus, education is an investment in human capital development. Omolewa reiterated that the greatest investment a country can make especially for national development is the commitment to the training of its citizens in form of education. This implies that education is the bedrock of a country's growth and progress and a veritable instrument to bring about the desired economic transformation. Education helps the citizens of a country to understand the cultures of various tribes or ethnic groups within the same country. This understanding enhances peaceful co-existence and promotes in them the knowledge of national integration. Education contributes immensely to designing the social structure of a society.



Education is the sure way to sustainable development of a country's economy. The world of today is technology- driven especially information technology. Therefore education in this area is important for the future economic development of developing nations. Similarly, education is a promoter of national interest. A good educational system produces people with critical intelligence and wisdom. These people can work independently and come out with independent results and conclusions from given facts. Such conclusions stand to benefit the nation and the people.

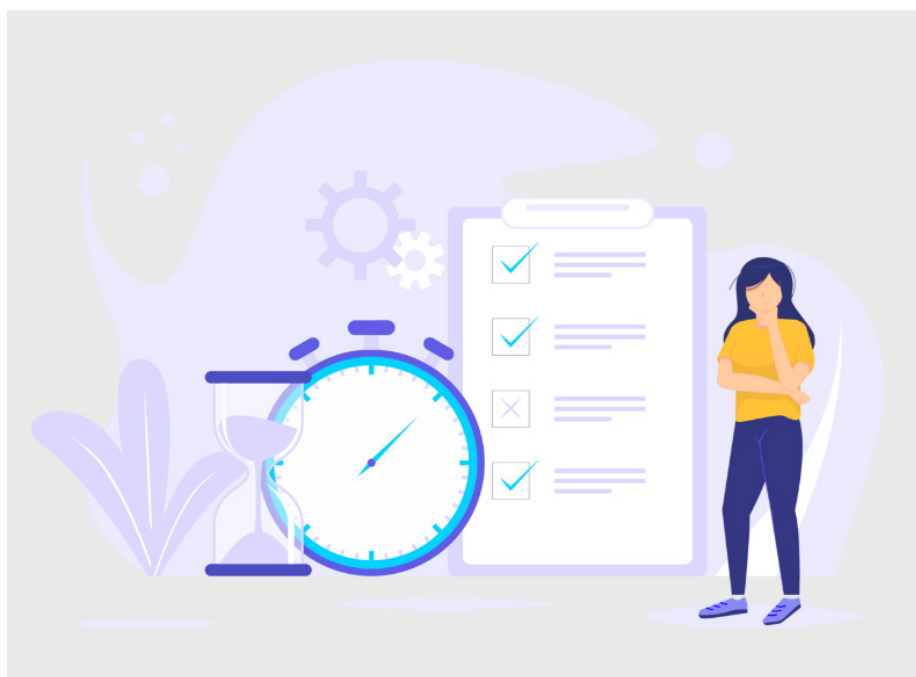


Education helps to produce global citizenship that works for the benefit of humanity. Such educated people exhibit humility, have moral integrity and are wise and tolerant. They work for the common good of man. Thus, the development of all aspect of national economy depends on the manpower development

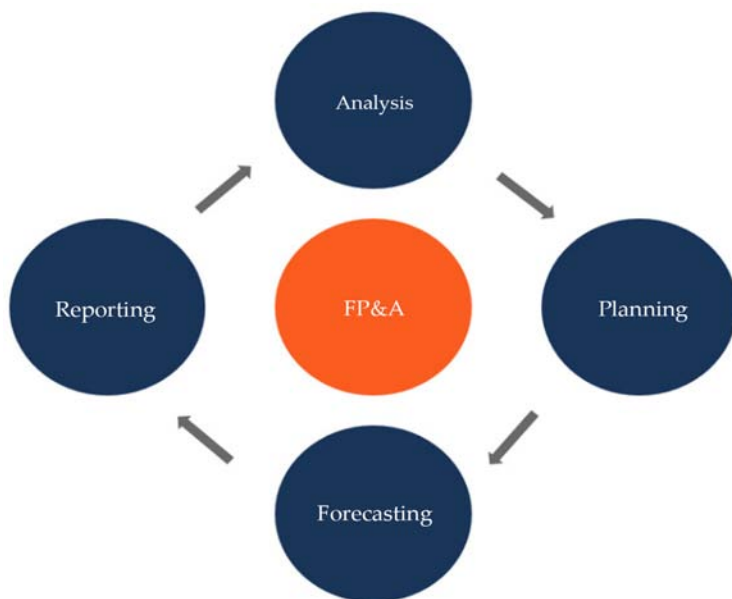
through education. It is on the basis of this that educational planning becomes imperative.

6.4.3 Concept of Planning

Planning is fundamental to the achievement of set goals. Planning is a deliberate effort to determine the future course of action for accomplishing predetermined goals and objectives. Akpan conceptualizes planning as the process of examining the future and drawing up or mapping out a course of action for achieving specified goals and objectives. It involves working out in broad outline the things to be done and procedures for doing them in order to accomplish set purpose. It is a process of making rational and technical choice. Planning is a systematic, conscious and deliberate process of deciding ahead of time, the future course of action that a person wishes to pursue in order to reach set goals. This definition suggests that planning is part and parcel of every man's endeavour politically, socially, economically and academically.



Similarly, UNESCO describes planning as a process that makes it possible to work out a systematic outline of activities to be undertaken in order to meet the developmental objectives of a country within that country's possibilities and aspirations. These definitions depict that planning is both futuristic and goal-oriented. It is intelligent preparation for actions that will lead to the achievement of predetermined goals and objectives. It involves a conscious, careful and systematic process of arranging a future course of action directed at goal accomplishment. Planning therefore, provides the direction in relation to objectives, activities, procedures, strategies, and cost implications, sources of fund, responsibilities and duration or time frame for attainment of set objectives. It spells out what is to be done, who to do it, when it should be done and how it should be done in order to reach set target.



Planning is a careful analysis of relevant information from the present and the past and using such information to predict future development so that a course of action can be determined that may enable attainment of stated objectives. Planning is concerned with the future and involves predicting the effect of future events so

that hindrance of the presence could be minimized or eliminated in order to meet the future with more confidence and success. Therefore planning gives direction; enhances continuity of actions and reduces overlapping of responsibilities, waste of time, energy and resources

6.4.4 Concept of Educational planning

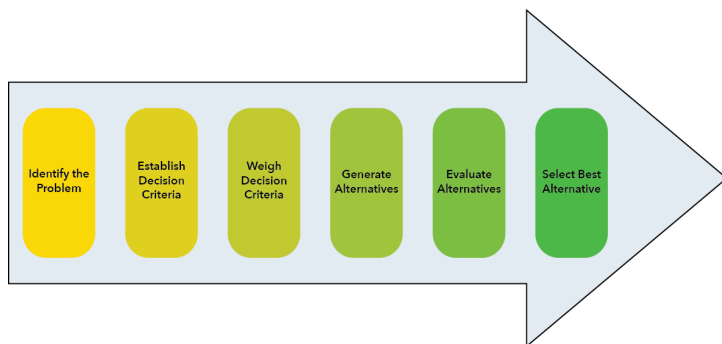
Educational planning involves a systematic and scientific set of decisions for future action with the aim of achieving set educational goals and objectives through effective use of scarce resources. It provides the tool for coordinating and controlling the direction of the educational system so that educational objectives can be realized. It is a process of identifying and classifying educational needs of a nation and the direction education should take and the strategies for implementing decisions concerning educational development. Akpan maintains that educational planning should reflect the state of development of a nation including the needs and readiness to execute the planned objectives. Thus, educational planning must take into consideration the population growth of children of school age in relation to access to education, educational opportunities and the demand for education.



Comb cited in (Akpan) described educational planning as the

application of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the learners and the society. This means that educational planning should take into account the needs of the pupils/students in terms of learning facilities and equipment, textbooks, classroom spaces and qualified educational personnel. In meeting the needs of the society, educational planning should take cognizance of the manpower, cultural, social and communication needs of the society (nation) as well as the economic changes (Akpan). Therefore, educational planning is a blue-print that gives direction for future development of a nation's educational system and prescribes courses of actions for achieving defined goals and objectives. Educational planning involves restructuring of the present educational system, forecasting future possibilities, formulating realistic and achievable goals and objectives developing action plans for implementation and periodic appraisal of progress and achievement. The political, social, economic and technological needs of a nation must be considered in educational planning.

The Rational Decision-Making Process



In support of this fact, Beeby cited in Okwori states that educational planning is the exercise of foresight in determining the policy, priorities and cost of educational system having due regards for economic and political realities for the system potentials, for growth and for the needs of the country and of the pupils served by the system. This implies that educational planning is a scientific study of the future with regard to a nation's educational development.

The future development of a nation is the focus of educational planning. It involves studying the future educational needs of a country and putting in place relevant policies and priorities, actions, and programmes that will enhance achievement of set educational goals. Educational planning does not just happen by chance. It is an organized social practice involving studying the present and using available information concerning the educational challenges of a country to plan for future educational development. The outcome of educational planning is the education plan which contains educational policies, goals and objectives, activities and programmes to be carried out, implementation strategies, method of monitoring and evaluation of achievement and progress and the time frame for implementation.

6.4.5 Importance of Educational Planning

- It helps in identifying educational goals and objectives.
- It helps in even or effective distribution of scarce resources.
- It aids decision making in education.
- It is necessary for administrative decision making in education.
- It enables a nation to make her choices clear in terms of educational needs.
- It enhances optimal utilization of resources and so eliminates imbalance and waste.
- Effective planning makes provision for quality education, sustainable national economy.
- Effective educational planning enhances investment in human capital which leads to rapid national economic growth.
- Educational planning reduces exigencies in the educational sector. Problems are anticipated in time and dealt with appropriately.
- It enables stakeholders in education to gain economic

insight in the use of scarce educational resources. Since education is a social good that provides benefits to the people and the nation, it is important that education should be well planned.

- Well planned education enhances literacy and reduces ignorance among citizens.
- Planning gives direction and guidelines for a country's educational system

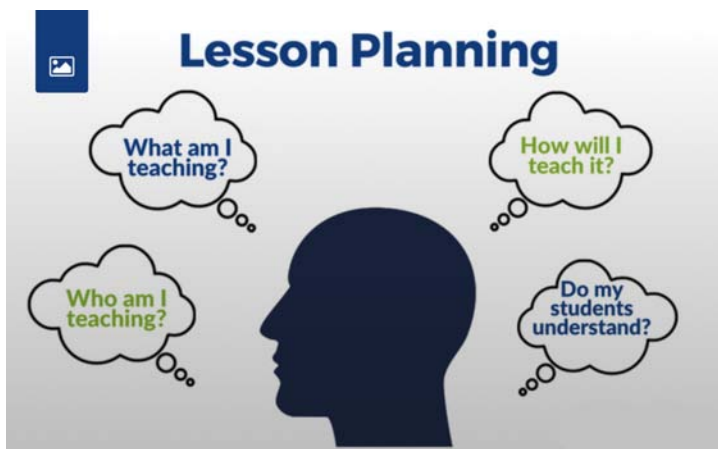


6.4.6 Reasons for Planning Education

A plethora of environmental and situational variables impact greatly on our educational system; the effect of these variables make educational planning imperative. These factors include but not limited to

- The increasing cost of education in Nigeria.
- The impact of technological development all over the world.
- The impact of globalization on national development.
- Unemployment.
- Social changes.
- Global citizenship and competitiveness.
- Inflationary trend.
- Poverty.
- Increasing demand for and access to education.

- The growing need for professionalization of the education enterprise.



Effective and proper educational planning is necessary in order to minimize or completely eliminate the effect of these factors on our educational system. Akpan points out that our country is plagued with a lot of uncertainties. These include economic and political uncertainties. These problems abound both within and outside the educational system. The purpose of educational planning is to deal realistically with these uncertainties. Mark cited in Akpan states that dealing sensibly with uncertainty is not a byway on the road to responsible business and government decisions. Thus, with effective forecasting or planning our educational system can be made less uncertain.

We live and operate in a dynamic and changing society, so are our educational institutions. In some cases, these changes may be rapid or gradual. In whatever rate the changes occur, the educational enterprise is affected directly or indirectly. Thus, for the educational system to remain in a state of equilibrium in an ever-changing society like ours there is need for educational planning in order to forecast the future and plan for it.

Our educational system is faced with scarce human and materials resources. Optimal utilization of these scarce resources calls for effective planning. Proper planning saves time, energy and

resources and enhances successful implementation of education plan and attainment of educational goals and objectives. It brings about effectiveness in the execution of educational activities, actions and programmes as well as promotes high productivity of educational personnel.

Educational planning specifies the goals, values and practices and gives the direction for future educational development of a country. It also specifies and sets a limit to a course of action related to education in a country. The impact of information and communication technology which has turn the entire world into a global village calls for the restructuring and effective planning of education in order to equip learners with current scientific and technological development all over the world. These will make our graduates to acquire scientific and technological knowledge that can make them to be global citizens that can compete globally.

Similarly, the need to tackle the galloping rate of unemployment and poverty in Nigeria calls for effective planning of our educational system. The poverty level is increasing rapidly, so is the rate of unemployment. In order to tackle this menace in our society we need the type of educational system that can equip learners with skills and knowledge that will help them to create jobs for themselves so as to reduce or eliminate poverty. This can only be achieved through careful educational planning. The high level of inflation and the ever increasing cost of education in Nigeria have led to students' dropout from schools. Many of them do not have access to education especially those from poor socio-economic background. They cannot pay their fees because of high cost of education. Therefore there is need to have a rethinking of our educational system. Hence the need for proper educational planning that can take care of the less privilege and the vulnerable.

The desire to develop quality and adequate manpower to man the various sectors of the country's economy necessitates the need for effective educational planning. The desire to attain political, socio-economic and cultural progress of a country calls for educational planning. When there are existing contradictions, ambiguities as well as inequalities in educational practices in a

nation, educational planning becomes necessary to address these problems. Educational planning is done to reform the educational system of a country in terms of duration of education cycles, the curriculum, quality of education and system structure. In this way educational planning improves effectiveness, efficiency and productivity.



6.5 CHARACTERISTICS OF EFFECTIVE EDUCATIONAL PLANNING

A good and effective educational planning should have the following features:

- It should be dynamic: We are living in a society and environment that are not static and changes occur daily. Educational planning should be dynamic in order to keep pace with changes in the society.
- It should be comprehensive: Planning should take the overall view of the entire educational system. If

planning is concerned with national educational system, the overall view of the national educational system must be done in order to have adequate information for planning. If the planning is for one level of education, for example, secondary education, an overall assessment of the secondary educational system must be carried out.

- Educational planning should be integrated: This implies that educational planning should aim at maximizing output through the use of limited resources. Efforts should be made to link the various planning operations and the focus should be to improve the outcome of educational services provided.
- Educational planning should be iterative: Planning should require redefining educational goals and objectives because of serendipity and unforeseen obstacles. The planning should be flexible to give room for adjustment.
- Planning should provide for exploration of alternatives: This would enhance choice of possible alternatives, in terms of methods, strategies and approaches for effectiveness and efficiency.
- Educational planning should be goal-oriented: It should focus on achievement of set educational goals and objectives. Planning should be based on clearly defined goals that are simple and easy to understand.
- Educational planning should be future-oriented: It should focus on the improvement of future educational development.
- Educational planning should be pragmatic: This means that the plan should be good and effective. The pragmatic nature of educational planning can be evaluated by how good the plan is and how well it is implemented.
- Planning of education should be a continuous process that takes into consideration current changes in the society
- Educational planning is a deliberate action It does not

happen by accident

- Educational planning is a formal activity. It has a structured plan and some procedures in a written form to follow



6.5.1 Types of Planning

Types of planning refer to forms of educational planning adopted by planners in conjunction with the polity to map out the direction of future education of a country within a specified time-frame. Planning is a rational process of decision making aimed at achieving set goals in the future. It is a deliberate action involving prediction of the future and arranging the means and procedures for achieving set target. The various types of planning based on classification include.



Planning by time horizon

Planning under this classification specifies clearly the time - frame for the implementation of the plan. It includes long-term planning, medium - term planning and short-term planning

- a) **Long-term planning:** This type of planning is usually carried out by top management of an enterprise or school organization. It covers a period of 5-10 years and above. It is strategic in nature and deals with matters relating to diversification of school curriculum and planning for effective and quality instruction in schools
- b) **Medium-term planning:** This type of planning defines the future goals and objectives of education with greater clarity and provides clear-cut strategies and procedures or action plans for achievement of future targets.
- c) **Short-term planning:** This is a type of planning designed to achieve immediate future goals. It covers a time frame of one year or less than one year. It helps the organization to progress gradually to achievement of long-term goals. Examples include planning to make school personnel ICT compliance and planning for intercourse sports competition in school.

Planning by time Dynamism

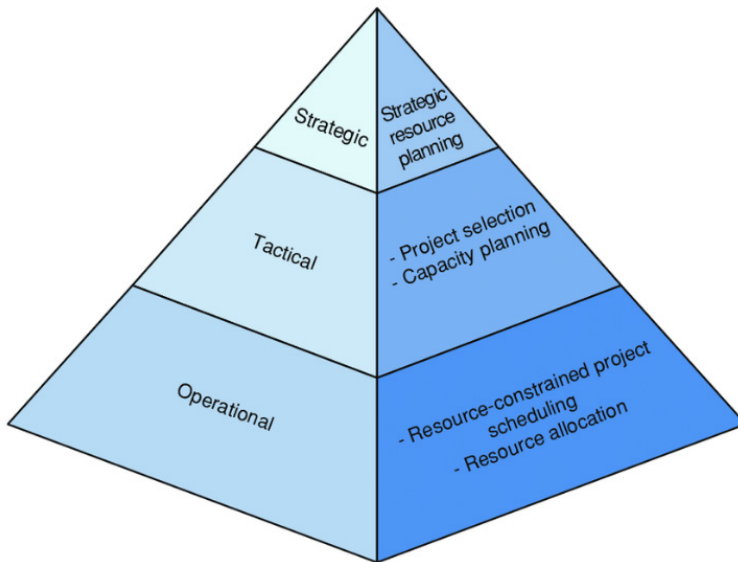
Rolling-term planning: This involves extending the time frame of a plan for one year at a time based on the extent of the success of the plan implementation. It involves the continuous revision of the plan target in relation to performance and maintenance of constant plan period. This means a plan that is not accomplished during the specified time frame is rolled over into another period or year. In other words, rolling term planning rolls over a new year and add one year each time to replace expired one in terms of tasks to be accomplished. The rolling plan tends to eliminate the need for short-term plan.

Fixed term planning: This has a specific duration of years such as 3 years or 5 years and it has fixed targets and objectives to be accomplished within a fixed period of time. Fixed term planning provides for relative stability within the educational system with regards to policy design and implementation.

Planning by management level

Strategic Planning: This is normally developed by top level management. It sets the direction of education which a country wants to proceed in future. It involves time duration of more than one year and in most cases ranges from 3-5 years. Strategic planning usually involves setting up of future educational goals and objectives by top management or executive level (e.g ministerial level). The future target is on long-term survival of the system, resources, human potentials, flexibility and adaptability to changing conditions in the environment or educational system. Strategic planning provides a set of decision that gives direction for task performance, activities and programmes at the lower level of management. It is result-oriented and involves participatory decision making, accountability and openness to change. It takes into account interactive planning, performance monitoring and flexible plan implementation. Strategic educational planning is therefore a systematic planning of the direction and total resource of an educational system so as to achieve specified objectives over

the medium to long-term. It can take place at the top management of a country's educational system as well as at the management level of an educational institution (e.g. University).



Tactical planning

It is a systematic determination and scheduling of the immediate or short-term activities required to achieve the objectives of strategic planning. Tactical planning is done by middle level managers such as Deans of Faculties, Heads of Departments or units and Directors of Institutes in a university. In tactical planning managers outline what the various units or parts will do for the institution to successfully achieve strategic goals and objectives in the future. Tactical planning is a short-term planning. Tactical plan is used to explain and interpret the goals of strategic plan to operational personnel. Examples of tactical planning include planning on how to train examination officers for collecting examination grades from lecturers after two weeks from date of examination and training of teaching personnel on quality instructional delivery. Tactical plans are narrower in scope than the strategic plans but their objectives must align with the objectives of strategic plans.



Operational planning: Operational planning involves planning activities that facilitate the accomplishment of everyday activities of first-level or low level managers in an institution or enterprise. Planning here involves work scheduling, preventive maintenance scheduling and the design of work methods. Operational planners include vice principals, teachers, school prefects, games masters, guidance counsellors etc. They are the real implementers of the strategic plan.

Standing planning: This is a type of planning that produces a plan which seldom changes and is used year after year. Standing plans include policies, procedures, rules and other repetitive-use plans.

Single-use planning: This is a type of planning that involves planning one activity or project and is used up once the activity or project is completed. Example is planning to raise fund for the purchase of a school bus.

Planning by scope

Planning by scope include

- Macro-planning
- Micro- planning

Macro-planning: This is planning at the national and state levels. It is aimed at achieving national success and high productivity in education. It is also aimed at ensuring that the quantity and quality of resource inputs produce high outputs at minimum cost. The components of macrolevel planning include policy formulation, financing of education, integration of education into the national development plan, education reform, teacher education and administrative strategies for implementation of the plan. It requires a detailed budgetary plan. Macro planning takes into account national perspective of education.



Micro-planning: This is planning at the local government level or institutional level. Micro-level planning of education is aimed at efficiency while macro-planning is aimed at effectiveness. This type of planning focuses on the inputs and processes of educational practice. It deals with educational problems at the institutional level. It tries to ensure appropriate combination of educational resources with processes so as to obtain high productivity Okwori

states that micro-planning deals with the problems linked to access to the educational system, acquisition and maintenance of teaching facilities and equipment, attitude of parents, pupils and teachers to education. Other areas of concern in micro-planning include planning for recreational services, health and safety, guidance and counseling services, organization of school programmes and curriculum implementation. It also deals with school mapping. Generally, educational planning at the micro-level deals with the problems of education at the institutional level.



Planning by approach

Under this classification, there are two types of planning

- a) **Proactive planning:** This type of planning involves designing appropriate and suitable course of action in an anticipation of changes in the society or relevant environment that may affect the educational system. This type planning allows decisions to be taken in advance concerning changes.
- b) **Reactive planning:** Reactive planning involves the process whereby future action is dictated as a response to

an already occurring event. In other words, educational problem has already erupted or emerged before action plan is put in place for future reoccurrence.

Planning based on degree of formalization

There are two types of planning under this classification. They are formal planning and informal planning.

- **Formal planning:** This is a structured plan that has well documented procedures and strategies to follow in executing the plan. An example is a 5-year development plan of a country. Well planned techniques are used in formal planning.
- **Informal planning:** Informal planning is a type of planning without definite attribute or coordination. The planning does not have a defined framework for action and work is done as it occurs. There are no documented procedures to be followed. However, informal planning occurs in the mind of the manager. Innovative tools and techniques are used in informal planning. It is unstructured and no record is maintained for future purpose.



Development planning

This type of planning involves a systematic ordering of a nation's priorities. It deals with economic, political and social development of a country. It can be classified into two phases that include sectoral planning and sectional planning.

Sectoral planning is the first step in development planning. It focuses on allocating the available resources of a country to the different areas of development that include education, agriculture, health, defense etc. Appropriate formulae need to be used here to allocate the resources because of the competing demands of the various sectors of the economy.

Sectional planning involves planning within each sector of the national development e.g. health, education etc. Educational planning finds its expression in sectional planning.

Other types of planning include

- Corporate planning
- Functional planning
- Participatory planning

Corporate planning

Corporate planning is a process used to map out a course of action that will result in revenue growth, increase profits and quality output. Effective corporate planning requires the planners to gather data about the projected growth of an industry or the projected education needs of the country taking into consideration the strengths and weaknesses of the current educational system. Planners start by analyzing these needs and also determine how to create services to meet these needs. The next step is to formulate goals and objectives which may include revenue targets. This step is followed by designing strategies and action plans for implementation. Action plans are specific activities that are to be performed in order to achieve set goals and objectives. Corporate planning determines the long-term objectives of an organization or

a system. It generates plans to achieve these objectives. It is really future oriented and well integrated. Corporate planning is based on activities to be covered in the plan. Therefore, it is a systematic approach to clarifying corporate objectives, strategic decision-making and checking progress towards objectives. Corporate planning is sometimes called strategic planning.

The planning cycle



Functional planning

This is the type of planning undertaken for sub-functions within each major function. It is derived from corporate planning and it is segmental in approach. This form of planning is aimed at ensuring the smooth working of an enterprise, taking into consideration the needs of each unit and department in the organization. It is also focused on ensuring quality management practices for corporate function. It involves functional guidance of managers. In other words; managers must be told what to do in order to properly manage corporate functions in the organization. The goals of functional planning must be set in such a way that they are meaningful, achievable and measurable. Functional assessment method needs to be put on ground. Assessment should compare the goal setting and goal achievement.



Participatory planning

This form of planning takes into account the functional involvement of every area of a nation's economy. It also involves representatives of education stakeholders such as government, community, pressure groups, students, and teachers, employers of labor, interested individuals and corporate organizations in the planning process. Any planning process that calls for inputs in terms of ideas, knowledge and opinions from various sections of the society is participatory planning.



6.6 MODELS OF EDUCATIONAL PLANNING

There are various models of planning depending on people understanding and description of the concept of planning. A model is a simplified representation used to explain an event or real world system. It is a conceptual representation of a real event. A model of educational planning is used to explain facts about educational planning approach.

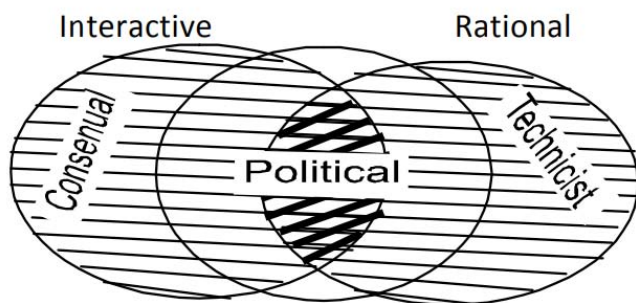


Figure I: Models of educational planning adapted from Adam.

The rational model of planning focuses on the analysis of the means to get to the plan goals or objectives. The propositions of the model include

1. The knowledge needed for planning is objective, cumulative and capable of being expressed in codified, abstract language.
2. Planning provides an algorithm for responsive efficient change
3. Planning models and methods have universal applicability or at least require little situational adaptation

The rational model assumptions depict that planning is systematic, less participatory and less adaptive. It is objective-oriented and cost-benefit analysis is imperative. The universal applicability of planning model suggests that planning should be adaptive to reflect the social environment.

The interactive model of planning emphasizes the need for the value of interchange of ideas, opinions and knowledge in the planning process. In other words, it is more participatory, more adaptive and of course, less structured compared with rational model of planning. This model recognizes the importance of information exchange in planning, the dynamism of participation and interaction of individuals and systems with the environment. The interactive model can be applied in corporate or strategic educational planning when heads of units and departments as well as representatives of top management come together to brainstorm and develop a strategic plan for the future development of an enterprise.

Within the interactive-rational models are other models that can be applied to educational planning. They are

- Techniques models
- Consensual models
- Political models

The technicist model is a popular model in rational model of educational planning. According to Adam (2006) this model is expert driven, assumes a linear process of decision making and tends to view the educational system as a black-box. This model describes plan implementation as execution of plan goals and objectives. Success is measured in terms of achievement of plan objectives. Thus, implementation is a linear process of change. The model views evaluation as a stage in planning which provides a feedback either to modify implementation activities or provides information for future planning. In this model, the success of plan implementation is a function of prior planning, information availability and administrative capability. This model can be applied in planning for teacher supply and demand, cost analysis in education, space allocation, school plant construction and students' enrolment forecasting or prediction

Another important model of educational planning that emerges from the interactive model of Adam (2006) is the consensual model. This model views educational planning as an open human system that is located in a social environment. The main proposi-

tion here is that meaningful interactions and actions presuppose understanding and that every legitimate action comes as a result of consensual agreement

Friednam cited in Adams (2006) states that consensual model evolves from social interaction and is grounded in practice. The model is characterized by effective communication, pluralistic bargaining and expert knowledge stemming from social interaction. In this model, plan goals are not permanent, but they provide the direction of discussion either to be modified or replaced over time. Consensual model can be applied in structured planning to enhance participation, communication and agreement on particular issues and sets of decision in the educational planning process. This model works very well in a decentralized pattern of educational control and administration as we have in Nigeria. The consensual approach to educational planning requires meaningful involvement of education stakeholders in planning educational change.

Where the technician and the consensual models overlap emerges the political model of educational planning (fig I). The political model views educational planning as a process of bargaining, negotiation and the exercise of power. Education and politics cannot be divorced from each other. Education is used as a tool for political campaigns and to implement political philosophy and ideology. It is important to state that much of educational planning is greatly influenced by political power and ideology. It is a well known fact that the type of educational planning adopted in a country is decided by the polity. The polity decides on the time frame of education plan and gives the directives of the plan.

Bargaining is an important feature in political model of planning. Thus, planning and implementation are adaptive in response to diversity, conflict, and change in planning objective as well as to shifting power relations (Adam, 2006). In the political approach to educational planning implementation is viewed as movement towards evolving objectives. Success therefore, is a function of ongoing negotiation and trade-offs. Educational planning is synonymous with politics. Within this view planned decisions are

nothing more than the outcome of bargaining and negotiation.

6.7 LIMITATIONS OF EDUCATIONAL PLANNING

Increasing demand for education: There is continued rapid growth in population, particularly the population of children of school going age. This has given rise to the demand by parents and their children for educational opportunities. This however, affects educational planning in Nigeria. There is no prospect that the rise in the country's population will ever slow down. Hence effective planning of education becomes difficult.

The free and compulsory Universal Basic Education scheme, though aimed at eliminating or reducing illiteracy in the country but it has compounded the problem of increasing demand for education. The scheme provides that all children of school going age should enroll in the basic education programme. But not enough secondary schools are provided for the graduates of this programme. Similarly, a large number of students graduate from secondary schools, but there are no enough tertiary institutions to admit those who want to further their education.



Parents want their children to be educated, but not all these children can avail themselves with the available educational opportunities. Thus, there is a gap between the increasing demands for education at all levels. This is a teething problem of educational planning. Despite the large-scale expansion in the education sub-sector of the national economy, the demand for education contin-

ues to rise faster than the educational services. Financial problem: One of the limitations to effective educational planning in Nigeria in finance. No organization or system can work effectively without adequate provision of funds. Funds are needed to procure, train and maintain personnel. Education in Nigeria has tended to depend greatly on public expenditure as the main source of finance. In the past decades the budgetary allocation to education kept on dwindling. This depicts that there is not enough fund to train educational planners, purchase equipment and tools and move around to gather useful information for effective planning of education.

The dynamic nature of the society: We are living in a dynamic society in which changes occur nearly every day. The educational planners are unable to plan the future of our education bearing in mind the dynamism of the society.

Political problem: This is one problem facing the Nigerian educational system. Since independence, the political atmosphere in Nigeria has not been good enough to allow the continuity of government plans, projects and programmes. Every successive leader in government wants to be identified with new plan and programmes and by so doing forcefully terminate educational plans of his predecessor in order to implement his own. In this way educational planners will have to leave the existing plan and take to the new one in an attempt to help the government achieve her political agenda.

Frequent change of educational policies and plans: It is a common observation in Nigeria that educational policies and plans are changed even by the leaders in power. Our educational plans have not been given enough time as pacified in the plan to mature before they are terminated. The success of any plan or policy cannot be ascertained until its implementation and evaluation. The most serious problem in the Nigerian educational system is premature termination of plans and policies and this affect educational planning.

Faulty planning: Sometimes educational planners in the country produce faulty educational plans with ambiguous goals and

objectives. This makes it difficult for implementers to effectively execute the plan. Sometimes there are deviations from the original plan implementers as a result of faulty planning. This can happen if the implementers did not participate in the planning process.



Ineffective communication: Educational policies and plans are not effectively and appropriately communicated to those who need the information for implementation of the plans. Information needed for planning and implementation of the plan are not well managed and this gives rise to lapses in planning and implementation. There is ineffective management of information system (MIS) in educational planning process.

Lack of effective monitoring and evaluation system: The implementation of educational plans and policies in Nigeria are not appropriately monitored, supervised and evaluated. Whenever this is done, it is not pain- staking it is haphazardly carried out.

Sometimes no written report is sent to the appropriate authority for study which can help in the review of the plan if necessary. The success of any plan implementation depends on the effectiveness of supervision and evaluation system put in place.

Lack of adequate statistical data for planning: This is a major problem of educational planning in Nigeria. In this country, no one really knows the exact population of the citizens. The population is based on assumptions. Educational planners do not have accurate demographic data and statistics for educational planning.

Lack of planning tools and facilities: Both educational planners and implementers do not have adequate tools and facilities to carry out their functions. Some of these tools and facilities may include computers, office space, writing material etc. The lack of these things makes them to be handicapped in the discharge of their duties.

Poor forecasting: The educational planners in Nigeria sometimes underestimate the cost of education as a result of poor forecasting of students' enrolment. For example the cost of UPE scheme in Eastern Nigeria in 1957 was greatly underestimated. This gave rise to poor implementation of the scheme. The number of pupils enrolled in the scheme was greater than the estimated figure. There were no classrooms for pupils to learn and the new schools established were not enough to accommodate the increase in pupils' enrolment. The government needed more funds for administration of the programme. All these happened because of poor prediction by educational planners. The same thing happened in 1976 when the federal government of Nigeria launched the universal free primary education. When the programme started in 1976, eight million pupils enrolled across the country and by 1980, the figure rose to over fifteen million pupils. The programme experienced serious problems and it was clear that the planning was defective.

Lack of qualified planning personnel: There is lack of trained educational planners to plan the Nigerian educational system. The technical officers in the planning units of the ministry of education are just civil servants who may not have the requisite

skills for planning of education. Education is vast industry that requires vast investment. Therefore qualified personnel with skills, knowledge and capacity for planning should be provided.

6.7.1 Recommendations

Premised on the limitations of educational planning identified and discussed, it is recommended that: Educational planners should intensify effort to plan education to bridge the existing gaps at all levels of education in Nigeria. Education should be planned in such a way that interested citizens would have access to available educational opportunities. This can be achieved by making use of accurate statistical data such as accurate population figures and other demographic variables and not guess figures. Educational planning should be carried out in such a way that it relates to the world of work, the demand for education and educational opportunities.



The federal and state governments should be committed to the implementation of educational plans by adequately funding the education sector. Money is needed for the training of educational planners to acquire new skills and technology in educational planning. Similarly, administration of education requires money to enhance effectiveness. The government of Nigeria should

continue to partner strongly with individuals and private organizations (NGOs) in the funding of education. Education is big business and needs a huge sum of money. Through the public-private partnership, educational services and opportunities can be sufficiently provided for the citizenry.

Although, education and politics are like Siamese twins, the federal government should look beyond this horizon and separate education from politics. This will help the educational planners and other experts to evolve an integrated system for national development. This will also enhance consistency in educational policy and check forceful termination of educational plans, policies and programmes by the government in power.

Educational planners should take into account in the planning process changes and technological development, social and cultural needs and aspiration of the society. It is when these things are considered that effective educational planning can be ensured. Efforts should be made by planner to avoid poor forecasting in terms of over estimation and underestimation of educational resources such as human, material, financial and physical resources. Wrong projection of students/pupils enrolment should be reduced to the barest minimum.

Certified educational planners should be charged with the responsibility of planning education for the country. The planning personnel in the planning units of the ministries of education should be experts in this area. They should be people who have the skills and knowledge of planning. Those who can collect needed data, collate, analyze and interpret them successfully and use them appropriately for educational planning. Periodic workshops conferences and seminars should be organized for them to update their knowledge and technical know-how.

The government should ensure effective monitoring supervision and evaluation of plan implementation. This will help the government to know the extent of success or failure in plan implementation. Supervisory and evaluation reports help educational planners and the government to take remedial

measures or to review the plan if necessary. In order to succeed here there is need for effective management of information system. There should be effective communication of information between planners and implementers of the plan.

Educational planners in Nigeria should adopt strategic planning. This is a type of planning in which education stakeholders are given opportunities to contribute their ideas and knowledge to the development of the education plan. They contribute to the formulation of goals and objectives as well as education policies that will reflect the needs of the society.

Educational planning is not without limitations. In Nigeria these constraints include among others poor forecasting, political problems, financial problems, lack of qualified planning personnel and lack of adequate statistical data for planning. Effective and successful educational planning in Nigeria calls for team work. Planning should involve the technical experts, the polity and the implementers. Government should provide adequate fund for planning and implementation of education plans. Participation of representatives from federal, state and local governments, non-governmental organizations and other stakeholders should be enlisted in the educational planning process. Strategic or corporate planning should be adopted in educational planning because it is systematic rational and scientific in achieving set educational goals and objectives.

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The background features a light blue gradient with several interlocking gears in white, yellow, and teal. A hand in a teal suit sleeve is shown pointing towards the word 'CHANGE', which is written in large, white, bold, sans-serif capital letters. The overall theme is business and organizational change.

CHANGE

CHAPTER 7

MANAGEMENT AND CHANGE

INTRODUCTION

Management is a process of planning, decision making, organizing, leading, motivation and controlling the human resources, financial, physical, and information resources of an organization to reach its goals efficiently and effectively.

Educational management refers to the administration of the education system in which a group combines human and material resources to supervise, plan, strategize, and implement structures to execute an education system.

If reforms are to be successful, individuals and groups must find meaning concerning what should change as well as how to go about it”

Educational organizations are among the aspects that are experiencing a lot of change in the whole world and hence

information concerning how this change should be led and managed is of great importance. There are different ways that are used in bringing about change in educational systems. Many researchers and scholars have stated that bring about change is one thing and leading and managing that change is another aspect.

7.1 TIME MANAGEMENT

Time management is the process of organizing and planning how to divide your time between specific activities. Good time management enables you to work smarter – not harder – so that you get more done in less time, even when time is tight and pressures are high. Failing to manage your time damages your effectiveness and causes stress.

To be an effective teacher it is not sufficient to possess mastery of knowledge in your subject area or methodology to transact the same. To be so you need to demonstrate a range of core skills. One of the most essential skills required by an effective teacher relates to managing the time available and prioritize the long term and short-term goals.

7.1.1 Concept of Time

First of all, you need to consider what time means to you and identify some of the ways in which you can manage it more effectively. If you wish to become an effective manager of time you must first understand the nature of what you are attempting to manage. Time in this context is not to be defined philosophically. Most simply, it is of finite duration distinct from eternity. The expression 'time' in English language as well as in other languages is used in different ways. Spend a few minutes writing down some ideas of what the following phrases mean to you:

- At the same time
- On time
- Time off

- At times
- From time to time
- Timeless
- In no time
- Timely
- In time.

A reflection on the above phrases will enable you to focus on the nuances of meaning that underpin their use in actual contexts. You have probably now got a clearer idea of time. Time in fact is an intangible concept or a paradox. You never have enough time but you have all the time that is available. It is a resource, but if you don't use it, it will disappear and you will never be able to catch hold of it, once gone. You can't increase its quantity, but you can ensure yourself that you use it on things that are important to you.

7.1.2 Managing Time

You might have realized that time is a personal concept which means there is no right or wrong perception of time. Learning to manage time requires commitment and depends on how you approach various activities. Your approach will be influenced by the assumption you make about the nature of your work and the environment in which you live and work. Some assumptions will generally be more useful than others for managing your time effectively.

Time management is simply a way of using time effectively. Working faster or working longer are poor strategies for managing time. It is more sensible to identify your priorities and then choose the activities accordingly. In fact managing time is about managing yourself. It is about adapting to a given situation so that you can get the most out of your time. For you to do this, you must accept that you can influence and ultimately control the environment in which you live and work. You must learn to spend your time wisely.

7.1.3 Time Management and Higher Education

The management of time in organizations has been almost an obsession since the times of Frederick Taylor, being able to find in the recent literature, fundamentally, two different ways of understanding time: as an objective phenomenon, which exists independently of human action; or as a subjective phenomenon, built socially from human action. This objective/subjective dichotomy is also reflected in the distinction between *chronos* and *kairos*, *chronos* being “the chronological, serial time of succession [...] time measured by the chronometer not by purpose” and *kairos* “the human and living tie of intentions and goals [...] the time not of measurement but of human activity, of opportunity”.

A third proposal has come from the Massachusetts Institute of Technology which considers that “time is experienced in organizational life through a process of temporal structuring that characterizes people’s everyday engagement in the world” and explicitly integrates “the notion of social practices with that of enacted structures from the theory of structuration. This integration suggests that time is instantiated in organizational life through a process of temporal structuring, where people (re) produce (and occasionally change) temporal structures to orient their ongoing activities”.

The review of the literature allows us to detect that the definitions of time management are not frequent, although many different interpretations of the concept have been generated, being able to say that in each study the researcher assumes her/his own definition of time management. Britton and Tesser (1991) propose a time-use model that includes three factors: short-term planning, time management attitude, and long-term planning; for McKenzie (1997) it is about controlling the highest level of anxiety and stress; Hashemizadeh (2006) focuses on the optimal use of time in order to live a better and easier life that includes personal skills, goal setting, organization of activities, etc., and Covey et al. (1994) consider that what is relevant is to learn to focus on “what is most important” instead of following the list of pending activities.

There is no general theoretical model of time management being qualitative and quantitative empirical studies frequent. In general, the data demonstrate that a correct management of time leads to better results, being more efficient the individuals who set goals and objectives, as well as priorities; or individuals who have received training in time management, and are generally more prone to planning. On the contrary, the lack of control of time produces lower performance, and a negative impact on the psychological resources of individuals (anxiety, stress, etc.).

The strong competitiveness business organizations face in an environment of continuous change involves the search for cost reduction and increased productivity, all of which require the employee greater requirements in terms of tasks and hours of work. In order to face the challenge “without dying in the attempt,” not only specific technical knowledge of each discipline is required, but also a set of skills, among which the efficient use of time stands out. Knowing how to manage time is not innate, and the absence of many previous patterns of behavior of the individual (capacity for self-organization, personal initiative, prioritization of objectives and activities, etc.) does not help good management, nor an environment where it is very easy to get distracted (overabundance of data and information). All this decisively influences the lack of “control” of time as confirmed by the results of the time budget surveys.

Since the Industrial Revolution, the university is linked to the work environment and from it comes the qualification of the human capital required by the company at all times. Nowadays, ICTs have changed the way to access teaching and the role of its main characters – students, professors, managers – but the role of the university as a learning institution that facilitates the acquisition of habits and behaviors that companies need and by extension the society in which they are integrated has not changed. The needs have also changed, not only specific knowledge is required, which will be obsolete soon, but generic competences. “Economics graduates need to be equipped with concepts that have transformed their way of thinking. With these concepts in

hand, graduates can then integrate these transferable skills into their careers”.

The efficient administration of time is a tangible “know-how” that can be acquired through specific activities to promote this set of skills, which will allow to successfully assume the transition from the educational/university system to the professional world. “Conceptually, time management is a set of habits or learnable behaviors that may be acquired through increased knowledge, training, or deliberate practice”. Therefore, the acquisition of skills is the result of a temporary process that starts at school and is enriched by experience.

The literature confirms that the individuals who establish goals and objectives, as well as priorities, are tied to a correct management of time leading to better results. In this context, students who feel incapable of setting priorities are those most likely to delay activities. Other study confirmed that the correlation between academic procrastination and inefficient time management is significantly strong, the latter being the strategy of action of individuals tending to delay the completion of tasks. People with more training in relation to time management are able to make a more equitable allocation of time to tasks and better control the procrastination.

In general, the methods used to evaluate time management are based on self-report surveys, with little use of other tools such as diaries or experimentation. A common feature of time management questionnaires is that they all include items related to planning behavior. The TMBS model sets a dimension on “the establishment of objectives and priorities,” the TSQ model on the “structured routine” and in the subdimensions of the TMQ “short-term planning” and “long-term planning” appear. In any case, we must not forget that in addition to behavior there are numerous factors influencing the efficient organization of time: technical errors, external realities or psychological obstacles.

7.2 STRESS MANAGEMENT

Stress is a product of busyness of modern life. Tim Newton (1995) refers to stress as “an epidemic plaguing modernity”. It has assumed grave dimensions ever since the emergence of industrialism. From being a subject, which was barely a reference a century ago, it has become so prevalent that for most people in the capitalist world, it is unavoidable. Our concern in this section is with how this has come about, and with the ways in which employees are said to feel and cope with stress. It is important to monitor stress levels, analyze coping strategies and learn how to become stress-fit through a range of stress management techniques. Stress is an additive phenomenon. It builds up overtime. Stress is quintessentially a problem that must be borne by management and those in senior positions, whether captains of industry or leaders of government.

7.2.1 Meaning and Definition of Stress and Stressor

Stress is an internal state which can be caused by physical demands on the body (e.g., illness, extreme temperature, exercise etc.) or by environmental and social situations, which are evaluated as potentially harmful, uncontrollable or exceeding our resources for coping.

Stress is any kind of pressure that affects a person in his daily life: This effect may be healthy or unhealthy depending on his reactions to the stress factors. ,

The physical, environmental and social causes of stress are called stressors. Once encountered by stressor, it may lead to number of physical and bodily responses. On the other hand it can precipitate psychological responses like anxiety, hopelessness, depression, fatigue, irritability etc.

Any change in the environment demands some coping but when this change or the demand exceeds certain point it becomes ‘distress’ for an individual.

Stress is a “dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important”.

Beehr and Newman (1978) define stress “as a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning”. According to Winfield, Bishop and Poter “stress is essentially a psychological condition induced by external conditions that release or restrict certain chemicals in the brain; this in turn can lead to psychological change in the individual resulting in change of behavior. It is associated with the psychological perception of an individual about the pressure of contingencies. A pioneer of research on stress has seen it as a response, not, as the environmental stimulus, or as a situation where the demand exceeds the individual’s abilities to cope. For Seyle (1945), there are three stages in the experience of stress:

- **Alarm:** The individual has lowered resistance when he or she is in a state of psychological disequilibrium, which does not permit the individual to co-exist conformably within the environment.
- **Resistance:** The individual adapts to the stimulus, which permits him or her to eventually return to a state of psychological equilibrium.
- **Exhaustion:** It results when the willingness and ability to adapt to the stimulus collapses. This will result in ‘giving up’ or resigning oneself to the inevitable and lead to damage psychological and physical health.

It may be mentioned here that stress is not necessarily bad in itself; it has positive value. It offers an opportunity for potential gain. Stress in a positive context induces employees to rise to the occasion and perform at their best. For example, when an employee undergoes annual performance review at work, he often feels stressed because he faces opportunities, constraints and demands. A good performance review may reward him a promotion and reaching a higher salary. On the contrary a poor review may prevent him

from achieving the promotion and higher station in life. An event that causes constant worry to one can be a very useful challenge to another. When we are under stress, our awareness, our senses and our mind are sharpened. We know many people who work best under stress because they do not permit stress to create anxiety in them.

Negative Implications of Stress

Tim Newton observes ‘Stress appears almost as a necessary kind of comfort discourse, a tranquillizer to cope with the diversity of competing messages about the truth of this world, and the dreadful uncertainty of our times. The stress discourse reassures us by explaining how it is normal to feel stressed in these conditions, and it provides strategies to help us cope with them by being vigilant and stress-fit’. Stress at work and job stress are a chronic disease caused by conditions in the workplace that negatively affect an employee’s performance and his health. Work related stress in the life of organized workers, consequently affects the health of the organization. Negative implications of stress for the organization may be identified as under:

- Physical: (i) Poor performance resulting in fall in the quality and quantity of work, (ii) Absenteeism at work, (iii) Negative fallout of business.
- Social: (i) Increase in social tensions, (ii) Resistance to social change, (iii) Withdrawal from normal social networks.
- Psychological (i) Deterioration in morale, (ii) Hurdles in effective communications (iii) Irrational judgements about others (iv) Sense of distrust and alienation.
- Behavioural : (i) Poor decision making and its implementation (ii) Accidents in workplaces (ii) Loss of potential human resources.

7.2.2 Origin of Stress

- The origin of stress can be any stressor (presence or absence of a factor), e.g., high temperature can be a source of stress (presence of a factor) and absence of comfortable sitting arrangement in office (absence of a factor) can also be a factor.
- Life events: certain life events in our life can have a stressful impact on us. Loss of dear ones, financial loss, strained relations, etc., are few examples of the same. Our reaction to them and our handling of these situations decide how stressful we become.
- Personality: The response to stress depends upon various dimensions in the individual's personality like emotional make up, aggression, adjustment ability, practical approach, expectations from life, past experiences, beliefs, vulnerabilities, resources, values, emotional stability and so on. Type 'A' personality characterized by hostility, haste, and aggression is more prone to stress.

7.2.3 Types of Stressors

There are all kind of factors that can cause stress. They range from physical illness to financial problems, to change of work, to strain relations, to loss of dear one, to social situations. All these stressors can be listed under following headings:

- Emotional stressors
- Family stressors
- Social stressors
- Change stressors
- Chemical stressors
- Work stressors
- Decision stressors
- Commuting stressors
- Phobia stressors

- Physical stressors
- Disease stressors
- Pain stressors
- Environmental stressors

Emotional Stressors

Emotional stressor includes the fear and anxieties with which we struggle: what will happen in future?, What if I loose my job?, What about my child's future?, What If I fall ill?. Excessive aggression, hostility, sadness, hopelessness, irritability and mood fluctuations are few examples of emotional stressors.

Family Stressor

Changing relationship in family structure can be a source of stress. Strained relationship with blood related, children, parents and others can be stressful. Having a newborn, an adolescent, aging parent or grand parents may lead to stress for some.

Social Stressors

Interaction with others in society can involve social stress for some. Dealing with neighbors, friends, relatives can cause stress to few. Any drastic change in the position of an individual in society can lead to social stress.

Change Stress

For some, any change in their well-defined schedule can be a stress. For others, leading a monotonous life with no change-can involve stress. Usually change demands readjustment. Many of us are not very comfortable making readjustment and can experience stress.

Chemical Stressor

These may include alcohol, drugs caffeine and nicotine. We may ingest excessively large quantity of alcohol or smoke, which can cause physiological changes leading to stress.

Work Stressor

Work stressor includes work place, occupation, work pressure/job responsibility leading to work related stress. Jobs which have greater job responsibilities, dead lines to complete jobs, excessive supervision, output linked rewarded, odd working hours are more likely to lead to work stress.

Decision Stressors

Taking decisions can also become a stressful act for some. Rational decisions depend on our ability to predict the consequences of our actions. Decision about vocation is one of the most difficult decisions. This can become stressor for parents and their children. Decision stress on the job is also increasing. Many job carry too much responsibility with only little authority. As a result of this, individuals experience role ambiguity and conflicting job demands.

Commuting Stressor

Many people spend lots of their energy, time and money in commuting long distances to work. They may drive rash to reach on time and drive in rush hours and ultimately suffer physical exhaustion. For them commuting, itself, becomes more tiring than job and may suffer with commuting stress.

Phobia Stressor

Irrational and excessive fear of any thing is called phobia. Many people have exaggerated fears of certain animals, places, objects

or situations and this can be a great source of stress for them.

Physical Stressor

Physical stressors are demands that change the state of our bodies. Physical stressor can be the strain we feel when we physically over extend ourselves, fail to get enough sleep, lack of diet or suffer an injury. Pregnancy is another example of physical stress.

Disease Stressor

Both long term and short-term disease can cause disease related stress. Chronic diseases like headaches, arthritis, asthma, allergies, ulcers, hypertension, diabetes, and dermatitis etc cause disease stress making an individual irritable and vulnerable to emotional outburst

Pain Stressor

Aches and pains of new and old injuries, accidents or diseases are pain stressors. Chronic pains result in decrease of both physical and social activities leading to solat ion and inactivity.

Environmental Stressor

Physical conditions of environment can sometimes be very stressful. A noisy environment, dim light, suffocated room, old and dirty furniture, uncomfortable sitting etc are all environmental stressors.

7.2.4 Sources of Stress

One source of rise in stress is related to rapid pace of change. Stress, anxiety, depression, phobias, all are part of the accepted fallout of the 'business' of modern life, in which technology, far from freeing time for leisure, only seems to accelerate the pace.

To Giddens, stress could be seen as in part a consequence of the increasing uncertainty of modern life. As Giddens (1991) points out, we no longer have clear sources of authority, such as those traditionally provided by religious authorities. Instead there is an "indefinite pluralism of expertise" which "some individuals find it psychologically difficult or impossible to accept." By Giddens' account, the problem of stress is likely to appear as fundamentally social, moral and institutional.

For Cooper, stress is seen as the product of an interaction between individual needs and resources and the various demands, constraints and facilitators within the individual's immediate environment. Cooper (1986) presents comprehensive overview of both the causes of work stress and the organizational and individual problems, which may arise when the individual worker experiences those stressors. The medical terminology adopted by Cooper facilitates the task of sanitizing organization life by implying that both the individual and the organizational outcomes of stress are self-evidently pathological and thus in need of treatment rather than illumination.

Robbins's model (this model adopts the transactional perspective found in many 1980s models of stress) identifies three sets of factors: Environmental, organisational and individual that act as stressors. These are briefly discussed as follows:

Environmental Factors

Economic uncertainty does influence the stress levels among the personnel in the organization. For example, when the economy is contracting, people become increasingly anxious about their security. Likewise political uncertainty, such as, political threats and changes, can be stress inducing. Technological uncertainty can also cause stress because innovations, such as, computers, robotics, automation are a threat to many people.

Organizational Factors

Pressures to avoid mistakes or complete tasks in time, work overload, unpleasant coworkers and an insensitive boss in the organization can cause stress among the employees.

Lack of social support from colleagues and poor interpersonal relationships can cause much stress. Similarly excessive rules and lack of participation in decisions that affect an employee are instances of structural variables that might cause stress. Some chief executive officers establish unrealistic pressures to perform in the shot run, impose excessively tight controls, and routinely fire employees who do not come up to their expectations.

Individual Factors

Individual factors, such as family issues, personal economic problems, marital difficulties and discipline troubles with children are examples that create stress for employees. Some people have wants that always seem to exceed their earning capacity.

Individual differences

It is already stated that some personnel thrive on stressful situations while they overwhelm others. At least five variables – perception, job experience, social support, belief in locus of control, and hostility have been found to be relevant moderators.

There is ample evidence to suggest that stress can be either a positive or a negative influence on employee performance. For many people, low to moderate amounts of stress enables them to perform their jobs better, by increasing their work intensity, alertness, and ability to react. However, a high level of stress, or even a moderate amount sustained over a long period, eventually takes its toll, and, performance declines. The impact of stress on satisfaction is far more straightforward. Job-related tension tends to decrease in general job satisfaction.

7.2.5 Consequences of Stress

A manager or an employee in an organization who is experiencing a high level of stress may develop high blood pressure, ulcers, irritability, difficulty in making routine decisions, loss of appetite, accident proneness, and the like. These can be subsumed under three general categories, physiological, psychological, and behavioral symptoms.

Physiological Symptoms

The early research led to the conclusion that stress could create changes in metabolism, increase heart and breathing rates, increase blood pressure, bring on headaches, and induce heart attacks. However, the link between stress and particular physiological symptoms is not clear.

Psychological Symptoms

Job-related stress can cause job-related dissatisfaction. Job dissatisfaction, in fact, is “the simplest and most obvious psychological effect” of stress. But stress shows itself in other psychological states – for instance, tension, anxiety, irritability, boredom, and procrastination. The research suggests that when people are placed in jobs in which there is lack of clarity as to the incumbent’s duties, authority, and responsibilities, both stress and dissatisfaction are caused.

Behavioral Symptoms

Behaviorally related stress symptoms include, changes in productivity, absence, and turnover, as well as changes in eating habits, increased smoking or consumption of alcohol, rapid speech, fidgeting, and sleep disorders.

7.2.6 Stress Cycle

Long term exposure to stressors lead to permanent behavior, physical and cognitive changes. These changes hinder adaptation to the environment and create distress. These changes themselves become a source of stress and tend to perpetuate a cycle of distress (Fig. 1). On the other hand, people who develop ways to cope with stressors are able to respond adaptively. They are able to handle stress and protect themselves of ill effects of stress. This is called wellness cycle (Fig. 2).

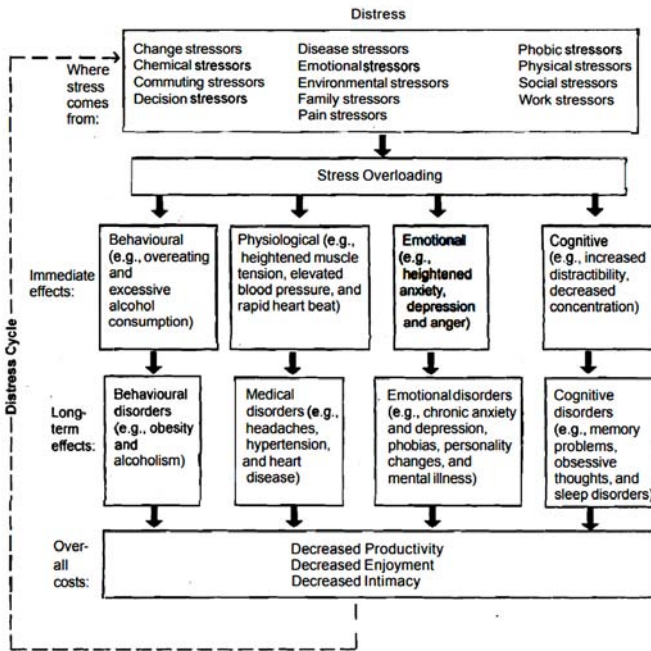


Figure 1. Distress Cycle.

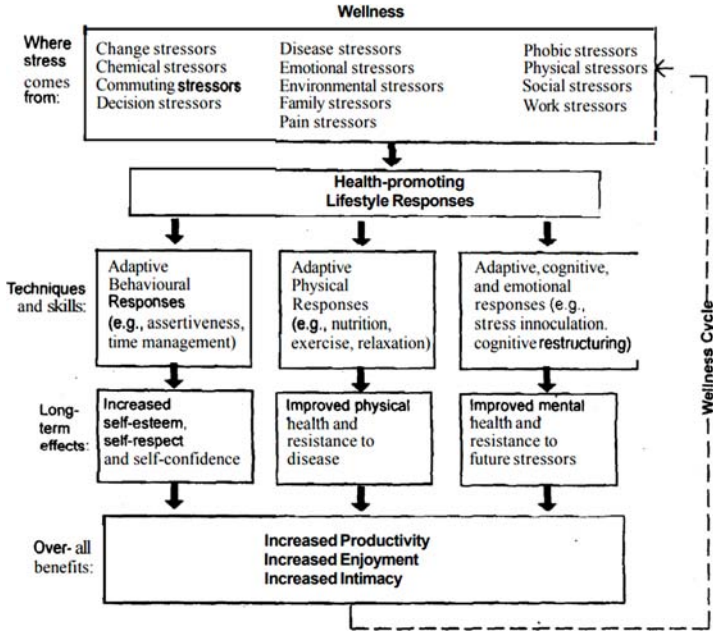


Figure 2. Wellness Cycle.

7.2.7 Practice of Stress Management

Evidence of the medically damaging symptoms of work stress necessitates applying the treatment of stress management. Stress management is increasingly drawing attention of the management experts not only as a remedial measure but also as a way to resource management. If the work place can be made a little more lovable the increase in the achievement of the organization may be many time more. If group stress can be removed by introducing group discussions and recreational facilities a long lasting team spirit may get developed.

There are mainly three forms of stress management practice: employee assistance programs (EAPs); stress management training (SMT); and stress reduction or intervention (SI).

Employee Assistance Programs

The first of forms of stress management practice is employee assistance programs (EAPs) which refers to the provision of employee counselling services by an organization. The forerunner of EAPs was the counselling program undertaken at the Hawthorne works of the Western Electric Company in Chicago in 1936 with a single counsellor and ended in 1956 with five counsellors.

Weiss has provided a detailed critical analysis of counselling and argues that EAPs enshrine a convenient managerial ideology. EAPs take holistic view of the employee so that he or she can seek advice on almost any issue. It can enable employees to have an easy access to trained counsellors getting personal insight and practical solutions.

Stress Management Training

Stress management training (SMT) refers to training courses designed to provide employees with improved coping skills, including training in techniques such as meditation, bio-feedback, muscle relaxation and stress inoculation. This method which has grown in popularity in recent years is designed to relieve tensions and reduce frustrations. By helping their employees to learn Stress Management skills, organizations promote workforces who are committed to being effective copers, the definition of which is directly related to their job performance. Through an introduction to stress concepts, the employee is taught to be wary of getting stressed.

Stress Intervention

The third form of SM practice is stress reduction or intervention (SI). This SI form, however, appears only as a prescription by a small number of researchers, and has received little application as an SM practice. More or less explicit feeling rules are made and generally they are already part of some professionals, especially helpers. For example, police officials are taught and trained to curb

their anger when under provocation, and doctors are supposed to react coolly and dispassionately to whatever ailments their patients bring. Indeed, the fact of being professional has come to imply a set of rules about doing a job at an emotional distance from the customer or customer with heavy sanctions against getting “too personally involved.” That is theory. However, some feeling rules are likely to be highly resistance to change.

7.2.8 Strategies to Manage Stress

It is already stated that high levels of stress or even low levels of stress sustained over long period of time can impair employee performance, and thus requires action by management. What management considers as “a positive stimulus that keeps the adrenalin running” may be seen as “excessive pressure’ by the employee. The following discussion has been influenced by J.E. Newman and T.A. Beehr (1978) and J.M. Ivancevich and others.

Individual Strategies

Individual approaches or strategies that have been found quite effective in reducing stress include: (i) implementing time management and delegation techniques, (ii) increasing physical exercise and practicing deep breathing and relaxation skills, and (iii) expanding the social support network.

Studies have revealed that Yoga has cured or helped control several stress related diseases – reducing blood pressure, controlling asthma and neuroticism.

A proper understanding and use of basic time management principles can help personnel better cope with job tensions. Some well-known time management principles are: (i) making a daily list of activities to be accomplished; (ii) prioritizing activities in order of importance and urgency; (iii) scheduling activities according to the priorities thus set, and; (iv) knowing one’s daily cycle and handling the most demanding parts of the job during the high part of the cycle when one is most alert and productive. Physical

exercise including practice of deep breathing and relaxation skills increase heart capacity, lower at-rest heart rate, provide a mental diversion from work pressures, and offer a means to "let off steam". Research also supports that having friends, family, or work colleagues to hear problems can help better cope with tension.

Organizational Strategies

A few contributors to stress arise from organizational structure and management. Organizational strategies that have proved effective include: improved personnel selection and job placement, use of realistic goal setting, redesigning of jobs, increased employee involvement, improved organizational communication, and establishment of wellness programs.

It is seen that individuals with little experience tend to be more liable to stress. While management should not restrict hiring only experienced individuals with an internal locus, such individuals may adapt better to high-stress jobs and perform those jobs more effectively. Similarly individuals perform better when they have specific and challenging goals and receive feedback on how well they are progressing toward these goals. The use of goals can reduce stress as well as provide motivation.

Management should also consider redesigning of jobs. This gives employees more responsibility, more meaningful work, more autonomy, and increased feedback and can reduce stress because these factors give the employee greater control over work activities and lessen dependence on others.

Therefore an organization should establish a strategy for managing stress as part of an employee health and performance improvement policy.

Management should also consider increasing employee involvement in decision making. By giving these employees voice in those decisions that directly affect their job performances, management can increase employee control and reduce this role

stress. Given the importance that perceptions play in moderating the stress-response relationship, management can also use effective communications as a means to shape employee perceptions and outlook.

Besides these, organizationally supported programs, that focus on the employee's total physical and mental condition can reduce largely employee's stress and achieve higher employee performance. For example, these programs may provide workshops to help employees quit smoking, control alcohol use, lose weight, balanced diet, and develop a regular exercise program.

7.3 RESOLVING CONFLICTS

Conflict is a natural ingredient in every organization in every organization, managers have to learn not only to live with it but also to manage it. So there is a need to resolve conflict. There are various ways to resolve conflict. Bargaining, negotiating, mediating, communication facilitation, etc are the ways to resolve conflicts considering the existing scenario of the organization. So, undoubtedly we can say that there is a need to resolve conflict as far as possible for the improvement of the organization. In this section we will be dealing with conflicts and resolution of conflicts in an organization. We start with definition of conflicts and types of conflicts. We then move on to the causes of conflicts and sources of interpersonal conflicts.

7.3.1 Conflicts and Types of Conflict

We, the individuals, always suffer from different types of conflict. Sometimes we are able to manage it and sometimes not. We feel disturbance if we are unable to solve the conflict. Conflict can be defined as the disagreement between individuals or groups. Obviously, it is expected in groups, especially in the early stages of group formation. Conflict has a strong influence on organizational performance. When conflict reaches at the high level, it can be a major disruptive force that reduces organizational effectiveness.

Organizational resources may be money, information, material human resources etc. Job boundaries and responsibilities sometimes are not clear at all. This creates conflict. Not only this communication may be defective, causing misunderstanding and conflict among group. Besides this, personality clashes are also one of the important factors for conflict and it is very common in organization. Actually personality conflicts are caused by fundamental differences in values, attitudes, behaviour and personality. Besides this, another important factor is power and status which creates conflict. Conflict occurs when different people are pursuing different goals within the same group or organization.

We will be dealing with definitions of conflicts and types of conflicts in this section.

Definition of Conflicts

Conflicts occur when people (or other parties) perceive that, as a consequence of a disagreement, there is a threat to their needs, interests or concerns. Although conflict is a normal part of organization life, providing numerous opportunities for growth through improved understanding and insight, there is a tendency to view conflict as a negative experience caused by abnormally difficult circumstances. Disputants tend to perceive limited options and finite resources available in seeking solutions, rather than multiple possibilities that may exist 'outside the box' in which we are problem-solving

Workplace conflict is a time consuming and costly problem that can have a severe impact on the bottom line. Conflict in the workplace is generally the result of serious disagreement over needs or goals and can result in behavior such as gossip, avoidance, verbal abuse, passive communication and hostility. We can consider the following steps to resolve the conflict:

- A conflict is more than a mere disagreement. It is a situation in which people perceive a threat (physical, emotional, power, status, etc.) to their wellbeing. As

such, it is a meaningful experience in people's lives. It just does not pass off on its own. It has to be resolved.

- Participants in conflicts tend to respond on the basis of their perceptions of the situation, rather than an objective review of it. As such, people filter their perceptions and reactions through their values, culture, beliefs, information, experience, gender, and other variables. Conflict responses are both filled with ideas and feelings that can be very strong and powerful guides to our sense of possible solutions.
- As in any problem, conflicts contain substantive, procedural, and psychological dimensions to be negotiated. In order to best understand the threat perceived by those engaged in a conflict, we need to consider all of these dimensions.
- Conflicts are normal experiences within the work environment. They are also, to a large degree, predictable and expectable situations that naturally arise as we go about managing complex and stressful projects in which we are significantly invested. As such, if we develop procedures for identifying conflicts likely to arise, as well as systems through which we can constructively manage conflicts, we may be able to discover new opportunities to transform conflict into a productive learning experience.
- Creative problem solving strategies are essential to positive approaches to conflict management. We need to transform the situation from one in which it is 'my way or the highway' into one in which we entertain new possibilities that have been otherwise elusive.

7.3.2 Types of Conflicts

We generally identify three types of conflict, viz.,

- **Approach Approach Conflict:** the individual is motivated to approach two or more positive but mutually exclusive goals.

- *Approach Avoidance Conflict*: the individual is motivated by approach a goal and at the same time is motivated to avoid it.
- *Avoidance Avoidance Conflict*: the individual is motivated to avoid two or more negative but mutually exclusive goals.

Besides this, the dynamics of interactive behavior create impact on organizational behavior and there seems to be indication of interpersonal and inter-group conflict. Conflict at the intra-individual level involves frustration, goal conflict, role conflict and ambiguity. On the other hand, goal conflict can come from approach-approach, approach-avoidance and avoidance-avoidance conflict.

Sources of Inter Personal Conflict

There exists individual difference where intelligence, ability, aptitude, motivation vary from one person to other. In the organizational set up, there seem to be conflict among the managers, subordinates, team members and others also. There are mainly four sources of interpersonal conflict:

- *Personal differences*: Everyone is unique. Family background, culture, socialization, values and so many indicators vary from one person to another. So, conflict may arise.
- *Information deficiency*: There seems to be indication of communication gap and also there seems to be indication of misinformation.
- *Role incompatibility*: This type of interpersonal conflict mainly draws from both intra-individual role conflict and inter-group conflict.
- *Environmental stress*: This is mainly due to stressful environmental condition. Here downsizing, competition, uncertainty etc. are the significant factors.

Besides this there exists inter-group conflict in any organizational

set up. The reasons are mainly as follows:

- Competition for resources.
- Task interdependence
- Status struggle
- Ambiguity

All these factors create impact in the group. There are number of strategies to manage inter-group conflict, viz., avoidance, diffusion, containment and confrontation.

Not only this, the individual in the organization faces different types of conflict considering only the structural aspects. The types are mainly

- Hierarchical conflict
- Functional conflict
- Line-Staff conflict and
- Formal-informal conflict.

Causes of Conflict

Conflict is a normal and necessary part of healthy relationships. After all, two people can't be expected to agree on everything at all times. Therefore, learning how to deal with conflict—rather than avoiding it—is crucial.

When conflict is mismanaged, it can harm the relationship. But when handled in a respectful and positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between two people. By learning the skills you need for successful conflict resolution, you can face disagreements with confidence and keep your personal and professional relationships strong and growing

Conflict arises from differences. It occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences look trivial, but when a conflict triggers strong feelings, a deep personal need is at the

core of the problem^{3/4}a need to feel safe and secure, a need to feel respected and valued, or a need for greater closeness and intimacy.

Conflicts Arise From Differing Needs

Everyone needs to feel understood, nurtured, and supported, but the ways in which these needs are met vary widely. Differing needs for feeling comfortable and safe create some of the most severe challenges in our personal and professional relationships.

Think about the conflicting need for safety and continuity versus the need to explore and take risks. You frequently see this conflict between toddlers and their parents. The child's need is to explore, so the street or the cliff meets a need. But the parents' need is to protect the child's safety, so limiting exploration becomes a bone of contention between them.

It is important to acknowledge that both parties' needs play important roles in the long-term success of most relationships, and each deserves respect and consideration. In personal relationships, a lack of understanding about differing needs can result in distance, arguments, and break-ups. In workplace conflicts, differing needs are often at the heart of bitter disputes. When you can recognize the legitimacy of conflicting needs and become willing to examine them in an environment of compassionate understanding, it opens pathways to creative problem solving, team building, and improved relationships.

- A conflict is more than just a disagreement. It is a situation in which one or both parties perceive a threat whether or not the threat is real.
- Conflicts continue to fester when ignored. Because conflicts involve perceived threats to our well-being and survival, they stay with us until we face and resolve them.
- We respond to conflicts based on our perceptions of the situation, not necessarily to an objective review of the facts. Our perceptions are influenced by our life experiences, culture, values, and beliefs.

- Conflicts trigger strong emotions. If you aren't comfortable with your emotions or able to manage them in times of stress, you won't be able to resolve conflict successfully.
- Conflicts are an opportunity for growth. When you're able to resolve conflict in a relationship, it builds trust. You can feel secure, knowing your relationship can survive challenges and disagreements.

7.3.3 Conflict Resolution

Conflict in the work place is a very common phenomenon that occurs almost daily. People generally work in different situations. The goals and needs also vary from one setting to another. Sometimes it is adjustable and sometimes not. So conflict may happen. In many cases effective conflict resolution skills can make the difference between positive and negative outcomes. You can solve many problems considering the following three main points. These are

- *Increased understanding*: Sometimes discussion is needed to resolve the conflict and ultimately it improves the awareness level. It also helps to achieve the goal.
- *Increased group cohesion*: Team members can develop mutual respect and renewed faith in their ability to work together.
- *Improved self-knowledge*: Conflict helps individuals to sharpen their focus and enhancing their effectiveness.

Kenneth Thomas and Ralph Kilman (1970) identified five main styles of dealing with conflict. These are:

- *Competitive*: Individuals who tend towards a competitive style take a firm stand and they know what they want. This style is useful when there is an emergency and decision needs to be made fast, when the decision is unpopular.
- *Collaborative*: Individuals is tending towards a

collaborative style because he or she is willing to meet the needs involving all the other people. They are highly assertive; they cooperate effectively and acknowledge that everyone is important.

- ***Compromising***: Here everyone is expected to give up something and want to solve the problem as early as possible. It is useful when the cost of conflict is higher than the cost of losing ground.
- ***Accommodating***: This style indicates a willingness to meet the needs of others at the expense of the person's own needs. Accommodation is appropriate when the issues matter more than the other. People may get return from this.
- ***Avoiding***: This style is typified by delegating controversial decisions, accepting default decisions, and not wanting to hurt anyone's feelings.

Another important theory we can mention here is the Interest Based Relational Approach. This approach indicates the following points in connection with resolving conflict.

- We have to make sure that good relationships are the first priority.
- We have to keep people and problems separately.
- We have to pay attention to the interests that are being presented.
- We have to listen first and talk second.
- We have to set out the facts.
- We have to explore options together.

Considering the above points we can resolve our conflicts and it will be positive and constructive one.

Principles of Conflict Resolution

We can further say that there are some common principles which we can apply to resolve conflicts, whether it is within individuals,

or group or communities or nations. The salient points are as follows:

- *We may be calm:* It may help to resolve the conflict.
- *We may be magnanimous:* Here one can concentrate on the important issues of difference rather than the smaller one.
- *Need for discussion or debate:* Sometimes it happens that conflict is created and maintained because there is no real discussion or debate.
- *Need to apply rationality:* It is true that there are some conflict which is not about substance but perception.
- *We have to acknowledge emotions:* In one side there is fact and this is rational and we cannot resolve much conflict because how people perceive those facts is colored by their emotions.
- *Need to think creatively:* If we think the incidence or the matter creatively, sometimes we can easily solve the problem.
- *Need to change the environment:* We can easily observe it that if we change the existing environmental condition, sometimes conflict may resolve.
- *Compromise:* Compromise is another important factor to resolve the conflict.
- *Need to change the wording:* Agreement or any settlement help to resolve the conflict in many situations.
- *Have to accept the situation:* There is not always a solution waiting to be found and if there is a solution, it is unlikely to be the only one.

Besides, above mentioned ten points there are so many factors by which we can resolve conflict. It can also be said that conflict can not always be avoided, especially when fundamental differences, as opposed to perceived differences, are involved; not all conflict is negative.

7.3.4 Resolving Workplace Conflict

Generally there are two parties to a conflict due to one being unable to agree with the other. While the disagreeing parties may resolve their differences themselves in certain instances with their own conflict resolution methods, the intervention of a third party with good conflict resolution strategies may be required in other cases.

The best way to resolve a conflict is by facing it, analyzing and acting in a fair and equitable manner by both parties; and not by ignoring or pushing it under the carpet. Here are some good conflict resolution techniques to resolve conflicts.

Conflict Resolution Techniques

- ***Good self-control:*** This is an important prerequisite in resolving conflicts. Though one may be highly tensed up and unwilling to listen to anybody other than having their own way during a conflict, once it is history, the person will find that there was a good lesson to learn from that experience, if not already learnt.
- ***Patient listener:*** Another good qualification is to be a patient listener and assess the problem realistically without getting emotional or biased. Ask appropriate questions for further clarification, but if you go to talk too much, you could get carried away, and off the track. This is true of all conflict resolution techniques.
- ***To have a give and take attitude:*** If you are really interested in resolving a conflict and having lasting peace, do not expect to have the final solution fully in your favor and 100% according to your way of thinking. Everybody involved in the dispute must adopt a “give and take” attitude, as happens with all good conflict resolution strategies. One has to give up a less important part in order to retain a more important part. When everybody thinks and acts like that, the earlier dislodged

jig saw puzzle pieces will start falling into their grooves to give a unitary undivided wholesome picture. This wholesomeness comes of using efficient conflict resolution techniques.

Confront the Conflict

We can call meeting and discuss about the facts.

- Confront the possible negative issues in the relationship.
- Have to encourage both people to look at the possible positive sides to their relationship.
- Have to search various options and you can start gaining greater commitment from them.
- To achieve the listed aspiration adequate strategies are needed.
- We have to set supporting structure to accomplish the aspirations and selected directions.
- To know the feedback and cost of non-compliance.
- Need evaluation and re-evaluation.
- Need for summarization.

Identification of the problem properly and need for ability to manage the problem properly at all levels.

Conflict in organization is inevitable. Managers can not avoid conflict problems and need to have the skills to resolve them appropriately

Techniques of Conflict Resolution

There are the numbers of techniques for conflict resolution:

- ***Bargaining/negotiating***.: Bargaining: a means of reaching agreement or settlement through give and take, often synonymous with negotiation. Lulofs (1994) makes the distinction that bargaining refers to business contexts, usually involving money, and negotiation refers to all

other contexts.

- ***Bargaining range/Settlement range***: in a single issue negotiation, the range of overlap in solutions where both parties would prefer a settlement to no settlement. For example, Party A has a car to sell and is asking \$5,000, but will actually be satisfied with as little as \$4,300. Party B wishes to purchase the car and has an initial desire to pay no more than \$4,000, but is willing to pay as much as \$4,600.
- ***Negotiated rulemaking (NEG-REG)***: Representatives of agencies and private stakeholders are brought together to negotiate new government rules or regulations.
- ***Negotiator's dilemma/Claiming value***: Claiming value is the taking of resources during a conflict or negotiation; the opposite of creating value which is the discovery or invention of options or resources. The negotiator's dilemma is knowing when to create value and when to take value.
- ***Mediation***, as used in law, is a form of alternative dispute resolution (ADR), is a way of resolving disputes between two or more parties. A third party, the mediator, assists the parties to negotiate their own settlement (facilitative mediation). In some cases, mediators may express a view on what might be a fair or reasonable settlement, generally where all the parties agree that the mediator may do so (evaluative mediation).

Mediation has a structure, timetable and dynamics that "ordinary" negotiation lacks. The process is private and confidential. The presence of a mediator is the key distinguishing feature of the process. There may be no obligation to go to mediation, but in some cases, any settlement agreement signed by the parties to a dispute will be binding on them.

Ten (10) Steps in Conflict Resolution

Here are the 10 steps with a few thoughts on each:

- **Set a time and place for discussion.** In most cases blogging conflict happens in posts and comments between bloggers. This is something I actually enjoy (if done well) but is also something of a problem for constructive resolution (due to its public nature and the fact that conflict rarely stays between two people). If a comment thread is becoming destructive I generally attempt to take the discussion to a more private setting either via email or IM. Doing this tends to take some of the sting out of the interaction. Also to set up a discussion for some point in the future helps to give each party a little space to calm down and approach the interaction more reasonably.
- **Define the problem or issue of disagreement.** Many online conflicts tend to spill out into related topics to the point where parties end up not really knowing what they're fighting about at all. Attempting to keep a discussion to one main point (at a time) can mean you're more likely to move through it and then tackle another issue.
- **How do you each contribute to the problem?** Conflict is rarely a result of one person solely being at fault in a situation. Communicating to each other not only what the other person has done wrong but identifying your own failings can be a humbling experience and usually brings you a long way closer to resolving the issue.
- **List past attempts to resolve the issue that were not successful.** As blogging conflicts don't usually come out of longer term relationships this might not be as relevant. However there are occasions where the same issues surface again and again and it can be helpful to identify previous occasions and look at what the resolution was. Identifying patterns of conflict can be quite illuminating (you might just learn a thing or two about yourself when

doing it).

- **Brainstorm. List all possible solutions.** When people fight they generally push one argument or solution upon others and are not willing to entertain the idea that there might be other possible solutions. Listing the alternative opinions and solutions can help both parties to find compromise.
- **Discuss and evaluate these possible solutions.** Talking over the alternatives in a neutral and objective way helps both parties to see the pros and cons of different ways of thinking. This is where the assertiveness and active listening skills that we unpacked yesterday come to the fore.
- **Agree on one solution to try.** In some cases there is no 'solution' needed (other than to agree to disagree and to move on) – however in some cases there might be more. Agreeing how and when to finish the conflict is important and stops those lingering flame wars where neither party is willing to let the other one have the final word.
- **Agree on how each individual will work toward this solution.** If there's some sort of agreement on the resolution to agree to how each person will contribute to it is important so that there is accountability around it.
- **Set up another meeting. Discuss your progress.** I actually find that when you've had a blog conflict with someone and have moved to some point of resolution that it can be helpful to privately contact the person later on to debrief on it and to see if there is any further resolution needed.
- **Reward each other as you each contribute toward the solution.**

Components of Conflict Resolution

Get In Touch With Your Feelings

An important component of conflict resolution involves only you — knowing how you feel and why you feel that way. It may seem you're your feelings should already be obvious to you, but this isn't always the case. Sometimes we feel angry or resentful, but don't know why. Other times, we feel that the other person isn't doing what they 'should,' but we aren't aware of exactly what we want from them, or if it's even reasonable. Journaling can be an effective way to get in touch with our own feelings, thoughts and expectations so we are better able to communicate them to the other person. Sometimes this process brings up some pretty heavy issues, and psychotherapy can be helpful

Hone Your Listening Skills

When it comes to effective conflict resolution, how effectively we listen is at least as important as how effectively we express ourselves. It's vital to understand the other person's perspective, rather than just our own, if we are to come to a resolution. In fact, just helping the other person feel heard and understood can sometimes go a long way toward the resolution of a conflict. Good listening also helps for you to be able to bridge the gap between the two of you, understand where the disconnect lies, etc. Unfortunately, active listening is a skill that not everybody knows, and it's common for people to think they're listening, while in their heads they're actually formulating their next response, thinking to themselves how wrong the other person is, or doing things other than trying to understand the other person's perspective. It's also common to be so defensive and entrenched in your own perspective that you literally can't hear the other person's point of view

Practice Assertive Communication

Communicating your feelings and needs clearly is also an important aspect of conflict resolution. As you probably know, saying the wrong thing can be like throwing fuel on a fire, and make a conflict worse. The important thing to remember is to say what's on your mind in a way that is clear and assertive, without

being aggressive or putting the other person on the defensive. One effective conflict resolution strategy is to put things in terms of how you feel rather than what you think the other person is doing wrong, using 'I feel' statements.

Seek a Solution

Once you understand the other person's perspective, and they understand yours, it's time to find a resolution to the conflict — a solution you both can live with. Sometimes a simple and obvious answer comes up once both parties understand the other person's perspective. In cases where the conflict was based on a misunderstanding or a lack of insight to the other's point of view, a simple apology can work wonders, and an open discussion can bring people closer together. Other times, there is a little more work required. In cases where there's a conflict about an issue and both people don't agree, you have a few options: Sometimes you can agree to disagree, other times you can find a compromise or middle ground, and in other cases the person who feels more strongly about an issue may get their way, with the understanding that they will concede the next time. The important thing is to come to a place of understanding, and try to work things out in a way that's respectful to all involved.

Know When It's Not Working

Because of the toll that ongoing conflict can exact from a person, sometimes it's advisable to put some distance in the relationship, or cut ties completely. In cases of abuse, for example, simple conflict resolution techniques can only take you so far, and personal safety needs to take priority. When dealing with difficult family members, on the other hand, adding a few boundaries and accepting the other person's limitations in the relationship can bring some peace. In friendships that are unsupportive or characterized by ongoing conflict, letting go may be a great source of stress relief. Only you can decide if a relationship can be improved, or should be let go.

Healthy and unhealthy ways of managing and resolving conflict	
Unhealthy responses to conflict	Healthy responses to conflict
<ul style="list-style-type: none"> An inability to recognize and respond to the things that matter to the other person 	<ul style="list-style-type: none"> The capacity to recognize and respond to the things that matter to the other person
<ul style="list-style-type: none"> Explosive, angry, hurtful, and resentful reactions 	<ul style="list-style-type: none"> Calm, non-defensive, and respectful reactions
<ul style="list-style-type: none"> The withdrawal of love, resulting in rejection, isolation, shaming, and fear of abandonment 	<ul style="list-style-type: none"> A readiness to forgive and forget, and to move past the conflict without holding resentments or anger
<ul style="list-style-type: none"> An inability to compromise or see the other person's side. 	<ul style="list-style-type: none"> The ability to seek compromise and avoid punishing
<ul style="list-style-type: none"> The fear and avoidance of conflict; the expectation of bad outcomes 	<ul style="list-style-type: none"> A belief that facing conflict head is the best thing for both sides

Conflict triggers strong emotions and can lead to hurt feelings, disappointment, and discomfort. When handled in an unhealthy manner, it can cause irreparable rifts, resentments, and break-ups. But when conflict is resolved in a healthy way, it increases our understanding of one another, builds trust, and strengthens our relationship bonds.

If you are out of touch with your feelings or so stressed that you can only pay attention to a limited number of emotions, you won't be able to understand your own needs. If you don't understand your needs, you will have a hard time communicating with others and staying in touch with what is really troubling you. For example, couples often argue about petty differences—the way she hangs the towels, the way he parts his hair—rather than what is really bothering them.

The successful resolution of conflict depends on the ability to:

- *Manage stress quickly while remaining alert and calm.* By staying calm, you can accurately read and interpret verbal and nonverbal communication.
- *Control your emotions and behavior.* When you are in

control of your emotions, you can communicate your needs without threatening, frightening, or punishing others.

- *Pay attention to the feelings being expressed* as well as the spoken words of others.
- *Be aware of and respectful of differences.* By avoiding disrespectful words and actions, you can resolve the problem faster.

In order to do this you will need to learn and practice two core skills:

- The ability to quickly reduce stress in the moment and
- The ability to remain comfortable enough with one's emotions to react in constructive ways even in the midst of an argument or a perceived attack.

Being able to manage and relieve stress in the moment is the key to staying balanced, focused, and in control, no matter what challenges you face. If you do not know how to stay centered and in control of yourself, you will become overwhelmed in conflict situations and unable to respond in healthy ways.

Stress and Resolution of Conflict

- Accurately read another person's nonverbal communication.
- Hear what someone is really saying.
- Be aware of your own feelings.
- Be in touch with your deep-rooted needs.
- Communicate your needs clearly.

The best way to rapidly and reliably relieve stress (if you don't have someone close at hand to talk to) is through the senses: sight, sound, touch, taste, and smell. But each person responds differently to sensory input, so you need to find things that are soothing to you. The most important information exchanged during conflicts and arguments is often communicated nonverbally. Nonverbal

communication is conveyed by emotionally-driven facial expressions, posture, gesture, pace, tone and intensity of voice.

The most important communication is wordless

When people are upset, the words they use rarely convey the issues and needs at the heart of the problem. When we listen for what is felt as well as said, we connect more deeply to our own needs and emotions, and to those of other people. Listening in this way also strengthens us, informs us, and makes it easier for others to hear us.

When you're in the middle of a conflict, paying close attention to the other person's nonverbal signals may help you figure out what the other person is really saying, respond in a way that builds trust, and get to the root of the problem. Simple nonverbal signals such as a calm tone of voice, a reassuring touch, or an interested or concerned facial expression can go a long way toward relaxing a tense exchange.

Your ability to accurately read another person depends on your own emotional awareness. The more aware you are of your own emotions, the easier it will be for you to pick up on the wordless clues that reveal what others are feeling.

Once stress and emotion are brought into balance your capacity for joy, pleasure and playfulness is unleashed. Joy is a deceptively powerful resource. Studies show that you can surmount adversity, as long as you continue to have moments of joy. Humor plays a similar role when the challenge you're facing is conflict.

You can avoid many confrontations and resolve arguments and disagreements by communicating in a playful or humorous way. Humor can help you say things that might otherwise be difficult to express without creating a flap. However, it's important that you laugh with the other person, not at them. When humor and play is used to reduce tension and anger, reframe problems, and put the situation into perspective, the conflict can actually become an opportunity for greater connection and intimacy.

Managing and resolving conflict requires the ability to quickly

reduce stress and bring your emotions into balance. It is possible to ensure that the process is as positive as possible by sticking to the following conflict resolution guidelines:

- ***Listen for what is felt as well as said.*** When we listen we connect more deeply to our own needs and emotions, and to those of other people. Listening in this way also strengthens us, informs us, and makes it easier for others to hear us.
- ***Make conflict resolution the priority rather than winning or “being Right”.*** Maintaining and strengthening the relationship, rather than “winning” the argument, should always be your first priority. Be respectful of the other person and his or her viewpoint.
- ***Focus on the present.*** If you’re holding on to old hurts and resentments, your ability to see the reality of the current situation will be impaired. Rather than looking to the past and assigning blame, focus on what you can do in the hereand-now to solve the problem.
- ***Pick your battles.*** Conflicts can be draining, so it’s important to consider whether the issue is really worthy of your time and energy. Maybe you don’t want to surrender a parking space if you’ve been circling for 15 minutes. But if there are dozens of spots, arguing over a single space isn’t worth it.
- ***Be willing to forgive.*** Resolving conflict is impossible if you’re unwilling or unable to forgive. Resolution lies in releasing the urge to punish, which can never compensate for our losses and only adds to our injury by further depleting and draining our lives.
- ***Know when to let something go.*** If you can’t come to an agreement, agree to disagree. It takes two people to keep an argument going. If a conflict is going nowhere, you can choose to disengage and move on.

Whether the conflict is a classroom real-life simulation exercise or an on-going emotional experience, learning ways to resolve issues

and collaboratively work through responses and solutions will teach you skills that can be applied in other settings. It can help you:

- accept differences
- recognize mutual interests
- improve persuasion skills
- improve listening skills
- break the re-active cycle or routine
- learn to disagree without animosity
- build confidence in recognizing win-win solutions
- recognize/admit to/process anger and other emotions
- solve problems!

In groups of people with various temperaments, philosophies and personalities, there is bound to be interpersonal conflicts. An interpersonal conflict may be any form of confrontation or interaction between groups that hinders the achievement of group goals. In a school setting where persons work closely and where job functions demand constant communication, some relationships will inevitably be wrought with conflicts.

Conflicts can (1) cause stress, (2) cause frustration, (3) cause hostility, (4) result in impaired or bad judgment, (5) restrict freedom, (6) use valuable energy, (7) influence other workers negatively, (8) result in lack of confidence in principal or administrator, (9) detract from the attainment of goals and objectives.

Some reasons for conflicts include:

- Cognitive dissonance: A conflict between convergent and divergent thinking.
- Status: When there is a need for status, such as the “wrong” person being promoted.
- Economics: Insufficient remuneration.
- Leadership styles: Differences in leadership styles in administration.
- Stress: Conflicts from stress from external sources; i.e.,

functional or dysfunctional situations.

- Power struggle: Conflict from power struggle when all want to lead and none want to follow.
- Inappropriate assignment of administrative leadership: Conflict resulting from someone of less stature leading a more qualified and experienced worker.
- The application and interpretation of rules and policies.
- Assessment of employee performance.
- Allocation of resources and privileges.

There two types of conflict: (1) substantive conflict, and (2) affective conflict. A substantive conflict is associated with the job, not individuals, while an affective conflict is drawn from emotions

7.4 EDUCATIONAL CHANGE

Education is generally thought to promote social, economic, and cultural transformation during times of fundamental national and global changes. Indeed, educational change has become a common theme in many education systems and in plans for the development of schools. According to Seymour Sarason, the history of educational reform is replete with failure and disappointment in respect to achieving intended goals and implementing new ideas. Since the 1960s, however, thinking about educational change has undergone several phases of development. In the early twenty-first century much more is known about change strategies that typically lead to successful educational reforms.

7.4.1 Phases of Educational Change

The first phase of educational changes was in the 1960s when educational reforms in most Western countries were based on externally mandated largescale changes that focused on renewing curricula and instruction. The second phase, in the 1970s, was a period of increasing dissatisfaction of the public and government officials with public education and the performance of schools,

decreasing financing of change initiatives, and shrinking attention to fundamental reforms. Consequently, in the 1980s the third phase shifted toward granting decision-making power to, and emphasizing the accountability of, local school systems and schools. Educational change gradually became an issue to be managed equally by school authorities and by the local community, including school principals and teachers. The fourth phase started in the 1990s when it became evident that accountability and self-management, in and of themselves, were insufficient to make successful changes in education.

Furthermore, educational change began to place more emphasis on organizational learning, systemic reforms, and large-scale change initiatives rather than restructuring isolated fields of education. In brief, educators' understanding of educational change has developed from linear approaches to nonlinear systems approaches that emphasize the complexity of reform processes, according to Shlomo Sharan and his colleagues. Similarly, the focus of change has shifted from restructuring single components of educational systems towards transforming the organizational cultures that prevail in given schools or school systems, as well as towards transforming large sections of a given school or system rather than distinct components of schooling.

7.4.2 Emerging Theories of Educational Change

In the early twenty-first century it is generally acknowledged that significant educational change cannot be achieved by a linear "recipe-like" process. The consensus among theorists and practitioners is growing that traditional models of thinking about educational change no longer provide sufficient conceptual tools for responding to multidimensional needs and politically contested environments. The major challenge of educational change is how to understand and cope with rapid change in an unpredictably turbulent world. Emerging new theories of educational change are beginning to employ concepts and ideas derived from the sciences of chaos and complexity. The main characteristics of these new theories are nonlinearity of processes, thinking about education as

an open system, the interdependency of the various components of the system, and the influence of context on the change process itself.

Although educational change occurs everywhere, it is still not discussed systematically or analyzed by researchers and educators worldwide. Particularly in countries undergoing political and economic transition, educational change remains a political agenda rather than a well-designed engine of social reform. The heart of successful educational change is learning, both at the individual and at the community levels.

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Educational Leadership

Educational leadership is a collaborative process that brings together the skills and talents of teachers, students, and parents. The goal of educational leadership is to improve education quality and the education system as a whole. Educators at all levels provide leadership in the various organizations and government bodies that comprise the world's educational sectors. We require educational leadership because many students and their families do not benefit from current educational policies and practices. Leaders are those who influence policy and/or practice changes in order to better serve all learners. Because multicultural, detailed, contexts shape educational systems, such as schools and colleges, leadership can take many forms and exist in a variety of processes. Leadership can be both individual and collective. Effective educational leadership makes a difference in student achievement. There's nothing new or especially controversial about that idea. What's far less clear, even after several decades of school renewal efforts, is just how leadership matters, how important those effects are in promoting the learning of all children, and what the essential ingredients of successful leadership are. Lacking solid evidence to answer these questions, those who have sought to make the case for greater attention and investment in leadership as a pathway for large-scale education improvement have had to rely more on faith than fact.

The book covers the characteristics of good leadership and the skills of effective educational leadership. It explores a career transition into administration, a goal of the book is to give readers a clear understanding of the decisions faced by educational leaders, the skills and knowledge necessary to perform effectively, and to give participants an opportunity to explore strategies for balancing the demands of the job, personal commitments, and responsibilities. The book deals with a wide range of leadership approaches taken by individuals, organizations and groups including, but not limited to: principals, superintendents, heads of school, teachers, faculty, deans, administrators in postsecondary education, legislators, community organizers, parents, policymakers, and students themselves.

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