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THEORIES OF EDUCATIONAL PLANNING

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Abstract

This paper examines the Theories of Educational Planning. Theories are very critical to the success of any organization because they serve as the building blocks for planning. Educational planners should have the knowledge of the concept of theories, the functions, procedure for developing theories, quality of a good theory, various types of theories and their implications to Educational Planning. This will enable educational planners to be able to plan the educational programme effectively.

Keywords: Theories, Types, Functions, Qualities, Implications, Educational Planning.

INTRODUCTION

The search for greater efficiency and effectiveness in the management of organisations to produce better results led to the development of administrative theories. Management of school has become increasingly complex Nwankwo in Ogunu (2001) report that, "those who will administer schools must have both adequate experience and proper administrative training in order to cope with the challenging context of school administration" The school administrators have no longer the monopoly of decisions about the school system's input both human and material. Government, parents and other external agencies make decisions about funds, equipment, student's admission and programmes.

It is to cope with these challenges created by different policies that perspective and fundamental theories are advocated for schools. Therefore, this paper will focus on the theories of administration and their implications for educational management.

CONCEPT OF THEORIES

Theories are the fundamental bases, building blocks or frameworks in which formal organization used in planning According to Feigl in NOUN (2018) defined theories as "a set of assumptions from which a larger set of empirical laws can be derived by purely logical-mathematical procedure" Also Argyis and Schon in Peretomode (2008) opined that theory is "a set of interconnected propositions that have the same referent - the subject of the theory. In addition, Silver (1983) defined theory as a set of logically interrelated propositions called theory. A theory then, is an integration of constructs representing clusters of concepts pertinent to the world of human experience. Moreover, Hall and Lindzey in Peretomode (2008) that theory consists of a set of related assumptions concerning the relevant empirical phenomena, and empirical definitions to permit the user to move from the abstract theory to empirical observation. A theory according to Kimbrough and Nunnerg (1983) can be viewed as a set of relevant, internally consistent postulates about a particular observable phenomenon along with definition to enable the user to move from the abstract to the real in order to describe, explain, predict, and/or advance knowledge".

FUNCTIONS OF A GOOD THEORY

There are many reasons for using theory:

According to Peretomode (2008), highlighted eight functions of theory

Theory serves at least eight functions:

1. **An explanatory function**: Here, a theory provides explanation for possible relationships between events: i.e. it explains facts and the interrelations between them (e.g cause and effect, concomitant variation). In this way, theories take us into the realm of understanding.
2. **A taxonomic function**: In this connection, a theory provides a framework or classification scheme that enables the user to "fit" what is observed or known about a particular group of events. In other words, it permits the classification of facts as in, say, the classification of plants in Botany.
3. **Heuristic function:** Theory allows one to point out areas where knowledge is lacking, and where further research is needed. In other words, it provides a base for, and stimulates and guides further research and the extension of the state of knowledge. How? As a theory gives rise to derivations -which enables one to describe, explain, and/or predict- the formulations may be found inadequate in any number of ways. A theory therefore, points the way to further problem-solving (further discovery) and perhaps to a refined theory. Thus, the heuristic function of a theory is to serve as a guide to new knowledge, a guide to research and a guide to action.
4. **Predictive function**: A good comprehensive theory enables one to make predictions about relationships or conditions which have not yet been observed or have not occurred. Armed with a good theory, one can predict the future.
5. Theory also serves as a scheme for orderly, efficient storage and retrieval of memories or facts in this sense, theory serves as a 'coding device'
6. Theory is an aid to insight. it helps in the perception, labeling and recognition of patterns, as well as the perception of the relationship between events or symbols in the outside world.
7. Theory brings about the organization and strategic simplification of knowledge or complex bits of data in a systematic manner, In other words, it integrates existing data. Instead of each fact being isolated and unrelated, a theory unifies them into integrated and coherent body of knowledge.
8. Theory serves to clarify the perspective or conceptual framework to be used as the foundation of the empirical study.

Procedure for Developing Theories

Theory construction requires patience, keen observation of certain aspects of reality, coupled with objective recording of the facts resulting from such observations. It involves certain systematic steps and the use of abstract concepts.

According to Peretomode (2008), he highlighted the following steps:

1. Look first at the obvious, the familiar and the common.
2. State the hypothesis in its full generality in such a way that it sums up in a simple from a large number of facts.

3. Talk about one thing at a time. That is, in choosing your words ensure that they refer not to several classes of facts at the same time but to one and one only. Once you have chosen your words, always use the same words when referring to the same thing.
4. Cut down as much as possible on the number of things you are talking about. 'As few as you may, as many as you must is the golden rule governing the number of classes of facts you take into account.
5. Once you have started to talk, do not stop until you have finished. That is, describe systematically the relationships between the facts designated by your words.
6. Your analysis must be abstract, because it deals with only a few elements of the concrete situation. Admit the dangers of abstraction, but do not be afraid of abstraction.

Based upon the rules enumerated by Homans, Griffiths in Peretomode (2008), a major and leading authority in the Behavioural Sciences, sets out to illustrate the steps to be followed in developing a theory of Educational Administration or of administrative behaviour:

1. A description of administrative behaviour in one situation made by an observer who does not by his presence, change the situation, and who can view what happens with objectivity.
2. A definition of certain basic concepts in the description (made earlier), so that the concepts will be used in exactly the same way in later instances.
3. A more general statement which is descriptive of average behaviour in a limited number of situations.
4. A statement of one or more testable hypotheses in the form of "if-then" statements.
5. An evaluation and (if necessary) reconstruction of the hypotheses in accordance with later observations- new insights gained in the testing process.
6. The final step is the statement of a principle or a set of principles which are general statements of such a nature as to enable a person make an accurate prediction of administrative behavior.

QUALITIES OF A GOOD THEORY

Harrison in Peretomode (2008) observes that in many cases there are two or more theories that attempt to account for the same phenomenon or aspect of reality Although, dealing with the same social behavior, they use different concepts and involve different arguments. In administration, for example, we have more than two theories of leadership or leadership effectiveness. The question that can be asked at this point is: when we have to choose between two or more competing administrative theories, how do we know which to adopt?

Shaw and Costanzo in Peretomode (2008) have proposed several criteria for judging the merit of theories. Some of these criteria are essential, in that a theory must have them to survive. Others are desirable, in that theories that satisfy them have an edge over those that do not.

There are **three qualities** that Shaw and Costanzo consider essential for a theory. If any of these qualities is lacking, a theory must be revised or abandoned. They are:

1. **Logical Consistency**: A good theory must have logical consistency. It must proceed in a logical and consistent fashion to explain the relationships between its terms and

to anchor them to observables. Its terms must also be defined sufficiently clearly so that different people will interpret them in the same way.

2. **Testability**: A good theory must be testable. It must generate hypotheses that are capable of confirmation or disconfirmation.
3. **Congruence with Observations**: A good theory must agree with the relevant observations, some of which are collected after the theory is formulated. Agreement with known facts and prediction of the future are both requirements for acceptability.

Shaw and Costanzo identified four desirable qualities for a theory, viz: **parsimony, generality**, **consistency** with related theories and **usefulness**. Of two or more competing theory with all the essential qualities, preference is given to the one with the most desirable qualities.

Parsimony refers to simplicity in terms of definitions, propositions and hypotheses. The author's points out that given two otherwise equally desirable theories, the less cumbersome of them is preferred. However, they emphasized that simplicity should not be bought at the expense of agreement with the facts.

Generality is the second desirable quality of a theory. It means that favour is given to the theory that is more general, in the sense that it account for a wider range of behavior. Unfortunately, generality and precision are often negatively related, so that a theory general enough to 'explain' anything predicts nothing. Most social behaviour theories today are mid-range theories, which are general enough to provide some scope but restricted enough to offer some specific predictions.

On consistency, Shaw and Costanzo (n.d) point out that it is considered a virtue for a theory not to conflict with other theories already shown to have a high probability of being true. Although a theory that is inconsistent with other related and generally correct ones is not necessarily invalid, it is likely to be startled with a handicap Finally, preference should be given to theories that are useful. Usefulness is here defined in terms of the purposes of science and the needs of society.

The concepts, functions and qualities of a good theory will enhance the knowledge of educations administrators and enable them handle and analysed issues in a critical perspective

SYSTEM THEORY (BERTALANFFY, 1968)

A system is seen as the combination of sub-system to make up a whole. Oxford Advanced Learner's Dictionary (6 edition) defined systems as an organized set of ideas or theories or a particular way of doing something. Ogunu (2001) also opines that a system is a collection of interrelated parts which form some whole. According to Okorie (2012), highlighted that the proponents of systems theory conceived system as an entity that is composed of:

1 A number of parts
2. The relationships of both these parts, and
3. The attributes of both the parts and the relationship.

This implies that a system must have a part that interrelates with one another for the purpose of a common goal. Typical systems are the solar system, the human body, communications network and social systems. Systems may be "closed" or "open" Closed systems are those which for all practical purpose are completely self-supporting and thus do no interact with their environment. An example would be an astronaut's life support pack While open systems are those which interact with their environment on which they rely for obtaining essential inputs and for the discharge of their system-outputs. Social systems, (e.g. organizations) are always open systems as are biological systems and information systems.

Characteristics of an Open System

There are three major characteristics of open systems by Ogunu (2001) as follows

1. They receive inputs as energy from their environment.
2. They convert these inputs into outputs.
3. They discharge their output into their environment.
4. Cyclic nature, e.g the returns from marketing the output enable further inputs to be made to complete the cycle of production.
5. Negative entropy: Entropy is the natural process by which all things tend to break down or die Developing negative entropy means importing more energy etc than is required for output and storing it to enable survival in difficult times, e.g. firms building up their reserves.
6. Feedback: negative feedback, in particular, enables the systems to correct deviations. Organizations tend to develop their own thermostats.
7. Steady state: this refers to the balance to be maintained between inputs flowing in from the external environment and the corresponding output returning to it. An organization in steady state is not static, but in a dynamic form of equilibrium.
8. Differentiation, e.g the tendency to greater specialization of functions and multiplicity of roles
9. Equifinality: this word was coined by an early systems theorist, Von Bertalantly, in 1940. It means that opens systems do not have to achieve their goals in one particular way. Similar ends can be achieved by different parts and from a different starting point.

Implication of Systems Theory to Education

System theory is relevant in educational management practice today because no leader can overlook the system approach in any modern, complex organization. It enables the managers to approach a phenomenon from the system point of view thereby seeing clearly the critical variables in interaction and thus makes possible the changes of observing alternative line of action. The manager is able to relate and interpret educational problems to several factors like economic, political and religions.

ORGANIZATIONAL THEORY (ADAM SMITH, 1776)

This theory is based on the assumption that task achievement of a social system, irrespective of the nature of the task, requires the combined efforts of a number of people with varying functions and responsibilities, whose positions in the social system are usually vertically

arranged to establish the relationships between the superiors and the subordinates, Morphet in Obi (2003).

The basic argument of this theory according to Obi is that, organizations like schools are established for the purpose of achieving their goals and fostering their own survival through the efforts of the individuals that comprise them. So in an attempt to ensure the realization of the goals of the organization, the individuals and their interests tend to be swallowed up. The truth is that individuals join an organization with the hope of realizing their lives purposes by way of satisfying their needs and interests through the interests of needs of the organization. So, in many cases, the individuals' efforts to satisfy their own needs tend to adversely affect the goals of the organization. Viewed along these lies the two sides of the arguments give this impression that the individuals and the organization are constantly in an apparent cold war.

Implication

According to the theory, the observed behaviour of an individual in an organization is a function of the interaction between the individual and the organization dimensions, This theory has exposed the apparent dichotomy between the organization and the individual dimension in a social system such as schools. It has also helped us to know that for us to understand or judge the behavior of a positional incumbent or focal person or occupant of a position, it would be necessary to understand both the organizational dimension of his behaviour as well as his individual dimensions. This theory can also be used to classify the behaviour of administrators or even the workers.

THEORY OF EMPIRICISM (JOHN LOCKE, 1632 - 1704)

It is a philosophical perspective based on experiences and observation.

Definition of Empiricism

Empiricism always asked question like why do you believe what you believe to be true? Your knowledge based on your experience, or is your knowledge based on what others have told you? There are a number of philosophical beliefs about life and experience. Some philosophies suggest that knowledge must be proven, while other philosophies suggest that it is based on reasoning.

Empiricism is an important part of the scientific method because, theories and hypotheses must be observed and tested to be considered accurate. Empiricists tend to be skeptical that anything can be known for certain end: therefore, they tend not to believe in dogmas or absolute truths. This is in contrast to rationalists, who tend to believe that the universe has absolute laws that can be determined and that the human mind is naturally predisposed to understanding certain truths. Empiricism is a philosophical belief which states that your knowledge of the world is based on your experiences, particularly your sensory experiences. Our learning is based on our observation and perception: knowledge is not possible without experience.

Implication

The implication of the empiricism to the educationist is to make him understand that knowledge is based on experience. That the child learns only when, he/she experience things using their sensory experience such as observation and perception. That entails that the teacher should always use teaching materials to demonstrate practically what the lesson is all about.

SOCIAL PROCESS THEORY (NIKLAS LUHMANN, 1927 - 1998)

Social process theory which is also called the institutional theory is defined according to Carr in Peretomode (2008), opined a social systems is an aggregation of individual and institutional organization located in various degrees of interdependence as a permanently organized unit of the social order. The example of the social process theory is the school. The conceptualizations of system as a process help us to understand the relationships between and among the units and sub-units. Within the school and between the school and the larger environment, including the school district and community.

Liphan and Hoch in Peretomode (2008) also considered school as an example of a social process. That social system can equally be defined as" ..a plurality of individual actors interacting with each other in a situation which has at least, a physical or environmental aspect". Peretomode simply refers to it as a system in which the components are people. He considers a system as a set of components that interact for a purpose with a boundary that filters inputs and outputs.

Peretomode also identified the following as **characteristics** of a social system:

1. Consists of a group of people.
2. That these people are in purposive interactions.
3. That these interactions are interdependent.
4. That the pattern of interdependent interaction is formed into institutions and
5. That these institutions have identifiable geographical locations

Guba in Peretomode (2008) conceived of the school as a social system involving two classes of phenomena that are independent and at the same interactive. These classes of phenomena they referred to as nomothetic and idiographic dimension. Individual behavior in a social system, and consequently social behavior, is a function of the transaction between the two dimensions.

i. The Nomathetic Dimension

It is also referred to as the normative dimension and it is sociological analysis of social behavior. The word homothetic, according to Guba in Peretemode (2008) refers to the making and transmission of laws, Thus, the homothetic dimension of the social system-is that which renders behaviour law-like, orderly and predictable. It is therefore the dimension that ensures that behaviour conforms to the norms of society.

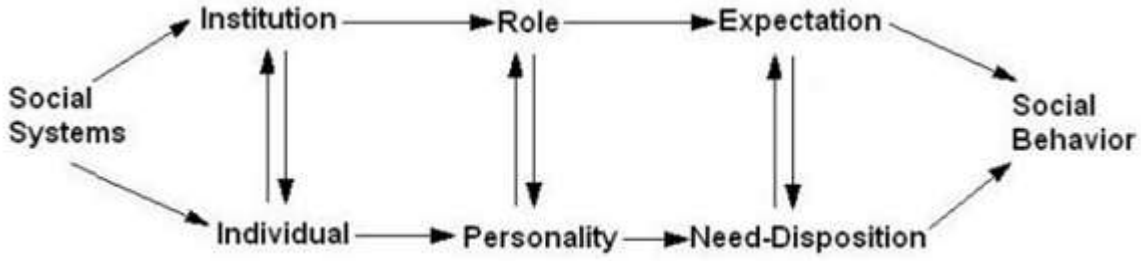
According to the Guba model, the nomothetic dimension consists of three interrelated conceptual. elements, namely: institution, role and expectations. Institutions are sub-systems

of a society .Each institution is made up of roles. Each role is associated with a particular set of expectations

An institution is a routinized pattern of social positions that has been established by society to accomplish certain imperative functions in order to ensure the survival of the society, For instance, the school has become the institution devoted to educating. Role is an important unit, the analytic sub-unit of an institution. A role refers to the 'dynamic aspects of positions, offices or statutes within the institution. in short, it is a position within an institution associated with a set of rights and obligations. Roles may vary in scope, ranging from functionally diffuse to functionally specific. Expectations are preconceptions people have about how any one in a particular position (in an institution) will or should behave.

The basic model by Guba

Nomothetic (Normative) Dimension



IDIOGRAPHIC (PERSONAL) DIMENSION

Source: Adapted fronm J. W Getzels and E.G. Guba in Peretemode (2008)

ii. The Idiographic Dimension

Also referred to as personal dimension, it is often considered as the psychological level of analysis of social systems. According to Silver (1983), the idiographic dimension refers 'to the idiosyncratic or individualistic features of the human inhabitants of the social system'. The two 'idiographic' refers to uniqueness and inimitability. Thus, the idiographic dimension of the social system is that which renders behaviour unpredictable, divergent and particularistic.

The idiographic dimension consists of three interrelated elements: individual, personality d need-dispositions. Roles in institutions, it should be noted, are occupied by individuals who have their own personalities and need dispositions. This individual is a single human being who is the basic component of the social system. Personality refers to the dynamic organization within the individual with unique need dispositions and capabilities his unique interaction with the environment. Need dispositions are defined as the tendency to fulfill some requirements or disposition to orient and act with respects to objects in certain ways and to expect certain consequences from these actions. Need dispositions are relatively enduring overtime.

Guba (1957) believe that to understand, predict or control behavior in a social system, such as the school, one must understand the nature and interaction of the element of the nomothetic and idiographic dimensions.

Implication

The implication of the social process theory to the planner is for him/her to know that the school consist of various parts such as units, department and also the environment that must work together to achieve the desired goal/objectives of the school. It also exposed the administrator to understand that the school is a social system whose inputs is the people and the output is the educated individuals.

GROUP THEORY (AUGUSTIN LOUIS, CAUCHI AND GALOIS, 1846)

Group can be seen as two or more people interacting in repetitive patterns of behavior develop a psychological climate with shared sentiments and values. According to Bass Okorie (2011) observed that as a group is made up of a collection of persons, which is collectively reinforcing.

A group is therefore made up of individuals who must participate in social events so as to meet different kinds of needs. It also consists of a network of relationships between people in which roles, status and structure emerge. These roles, status and structural condition and control the behavior individuals involved.

Characteristics of a Group

For group to exist, it commonly possesses a number of attributes such as the following to a greater or lesser degree Okorie also highlighted the following characteristics:

1. The members must know of the Group's purposes
   Members of a group share common goals. Group goals constitute its sole purpose for the existence of a group. They also help to measure its effectiveness. People, generally, do not like to work if they do not know what they are trying to accomplish. They are less effective in their efforts if they do not know what they are working towards. The leader can initiate the process of setting goals and restating these goals periodically to remind members of their purpose.
2. Conditions exist which make work Possible
   As with goals, one would expect better performance from a group of the members known understand and agree on the means through which the group has to achieve its goals. The way a group goes about achieving its goals are referred to as Group means.
3. The group has a decision making system
   Groups are established to pursue objectives. They therefore, need to make decision about some tasks, how to accomplish the tasks, the conditions necessary for the accomplishment of the tasks, and so on. Thus, groups constantly have to make decisions that are necessary for their functioning.
4. A climate exists
   Which facilitates member communication and encourages member contributions and members are mutually supportive of one another. Groups are interdependent. This interdependence is expressed through interactions between and among members of the groups such as communication, sharing and so on. A supportive group atmosphere encourages the group to use the communication process in ways that

promote members contributions and at the same time serve the interest and goal of the group.

5. The group is capable of analysing and learning from its performance
   The ability of the group to give and receive feedback permits it to assess the effectiveness of its actions. It allows the members to modify their behaviour in ways that promote improved group performance.

Functions of a Group

Groups, like individuals, have certain fundamental interpersonal needs which must be satisfied before the run effectively. Schutz (1961) observed that for an individual to function fully, they need to satisfy three interpersonal needs: These needs are inclusion, affection, and control.

1. Inclusion: The function of this phase include identifying and delineating group goals and, then testing group members to see if they are in agreement with these goals. The group needs to know who is in the group or who is not. It is, therefore, necessary for the group to define its boundaries, and for it to strive to include people within these boundaries.
2. Control: The group turns its attention to activities, to issues related to control once matters of inclusion are relatively settled. Issues associated with the control phase include problems of leadership, status arrangement, identification and or roles, power distribution and consolidation, and provision of a workable and acceptable chain of command or other structural problems.
3. Affection: The affection phase involves promoting activities that are geared towards the functioning of the group as a cohesive group. Both the inclusion and control phases generate a lot of tension and interpersonal conflicts. People are hurt as a result of the conflicts inherent in both phases. The affection phase, therefore acts to enable the group to heal its wounds and, by so doing, function properly. Thus, the affection phase works to improve the relationships within the group and to consolidate the group's cohesiveness through encouraging relationships based on acceptance, forgiveness and love.

Implication

Group members and Leaders who understand these members' roles and their effects can use this understanding to increase group effectiveness. The understanding must be deep enough so that the leader and group members can recognise the role or roles that need to be played when group activities go bogged down, or how individual roles may be slowing the group's progress. A familiarity with the kinds of group members' roles also provides the leader with a tool for diagnosing the weak points of group functioning, particularly for group meetings or staff ratings. Correct diagnosis is not always easy, nor is selecting the appropriate remedy always apparent. The ability to do either must be developed overtime.

An understanding of these roles, however, is a part of the specialized knowledge and skills that leaders are expected to have. Leaders can use these to improve group productivity. Therefore, the manager's ability to accurately observe and understand the character of group activity is a valuable asset for a manager. This knowledge, in addition to its other uses

discussed previously, is useful in determining the causes of the probable support for group decisions, and the strategies that might be used to influence group members.

CONCLUSION

The importance of educational theories can not be over emphasized. Organizations exist for the purpose of achieving predetermined goals. For goals to be achieved, it is important that administrators develop appropriate knowledge that will enable them to utilize group effort. To that end, they should be conversant with the management perspective and fundamental theories of administration as applied to education to equip themselves with the knowledge that can sharpen their managerial perception and analysis of administrative issues.

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