

Barriers to change encountered by family and consumer sciences teachers in a
curriculum reform effort

by

Susan Mutio Odhiambo

A thesis submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of
MASTER OF SCIENCE

Major: Family and Consumer Sciences Education

Major Professor: Ann Vail

Iowa State University

Ames, Iowa

1997

Graduate College
Iowa State University

This is to certify that the Master's thesis of

Susan Mutio Odhiambo

has met the thesis requirements of Iowa State University

Signatures have been redacted for privacy

DEDICATION

I would like to express my deepest appreciation to my husband Paul, for without his support and perpetual encouragement, this journey through personal and professional development would not have been possible. For inspiration, my parents Peter and Irene Mutuku. And for encouragement, family and consumer sciences teachers as we learn to recognize and develop abilities that will help us successfully implement changes in our classrooms, schools, communities and personal lives. A group of concerned teachers once noted "... if we wish to initiate change ..., the responsibility for action starts with us ... (Surra, et al., 1974, p.13).

For my Parents:

Peter and Irene Mutuku

TABLE OF CONTENTS

ABSTRACT	viii
CHAPTER 1. INTRODUCTION	1
Purpose of the Study	3
Research Question	3
Definition of Terms	4
Assumptions	4
Limitations	4
CHAPTER 2. LITERATURE REVIEW	5
Educational Change	5
Change and the Change Process	7
Family and Consumer Sciences and Change	11
Readiness	13
Factors that Support Change	14
Barriers to Teacher Change	15
Summary	19
CHAPTER 3. METHODOLOGY	20
Research Question	20
Research Design	20

Context of Study	21
Data Collection	23
Researcher as Instrument	23
Data Analysis	24
Trustworthiness/Triangulation	25
CHAPTER 4. FINDINGS AND DISCUSSIONS	26
Resources	26
Knowledge	26
Time	28
Finances	29
Alternative approaches	30
Readiness	32
Personal costs	32
Commitment	36
Professional growth and collaboration	38
Empowerment	40
Administrative support	43
Beliefs/Attitudes	45
Value of the innovation	45
Self-efficacy	47
Professional Related Characteristics	49

Clarity and specifics of change	49
Professionalism	51
Summary	53
CHAPTER 5. SUMMARY OF FINDINGS AND RECOMMENDATIONS	55
Summary of Findings	55
Implications for Practice	58
Recommendations for Research	58
REFERENCES	60
ACKNOWLEDGEMENTS	67

LIST OF FIGURES

Figure 1.	A simplified overview of the change process	8
Figure 2.	Flow Chart: Theme barriers	27

ABSTRACT

The successful implementation of a curriculum reform effort is not without considerable barriers. To be effective, change efforts need more than the development of materials and procedures. They require attention to and involvement of the people who administer these changes. Knowledge of barriers they may face in their efforts to implement change facilitates the adoption of those changes.

The research question guiding this study was: What are the perceived barriers to change encountered by family and consumer sciences teachers involved in a curriculum reform effort? In order to obtain in-depth personal accounts of change experiences and barriers encountered, fifty-three teachers involved in a curriculum reform effort kept a journal of their reactions and feelings regarding change. Chronological case data analysis was used to identify themes, trends and significance in individual teachers' journals. Cross case data analysis was conducted to compare findings between individual teachers. Patterns, similarities, and differences were identified.

Four categories of barriers emerged from the analysis: resources, readiness, beliefs/attitudes, and professional. Resources barriers included: knowledge, time, financial resources and alternative approaches. The barrier of readiness involved personal costs, commitment, professional growth and collaboration, empowerment and administrative support. Beliefs/Attitudes about the value of the innovative program and perceptions of self-efficacy determined

teachers' receptivity to changes in the curriculum and were often a barrier.

Professional barriers to change included lack of clarity as to the specifics of change in family and consumer sciences as well as lack of professionalism amongst the professionals.

The results of this study contribute current data to the knowledge base of program development for family and consumer sciences education, enhance teacher preparation and provide a basis for designing more effective staff development programs.

CHAPTER 1. INTRODUCTION

A new century looms on the horizon. Profound demographic change, transformation of social, economic and political structures, and transition from an industrial to an information society create a future that is confusing and uncertain, yet filled with opportunity. This impetus calls members of the [family and consumer sciences] profession to accept a challenge for change, if [family and consumer sciences] is to remain a vital, valued and dynamic profession. (Kellet, 1994, p. 3)

While changes have been made in family and consumer sciences curriculum during the last 15 years, leaders in the field have come to believe that what is taught in family and consumer sciences and how it is taught needs to change greatly (Baldwin, 1991). The focus of the curriculum continues to be the development of the individual and the family; however, the practice of teachers has been redirected. In addition to teaching students to be self-forming individuals, it is the responsibility of family and consumer sciences teachers to teach students to be problem solvers who are capable of critical thinking, reasoning, and cooperative action as they address community and societal needs (Brown, & Paolucci, 1979). With an increasing emphasis placed on critical family life education topics, family and consumer sciences programs in schools must change.

Past change efforts in family and consumer sciences dealt with modifying programs by focusing on changes in content, delivery or audiences. Rationales and recommendations for these changes were usually imposed on secondary teachers by state supervisors or teacher educators (Grote, Rogers, & Templin, 1979). This implementation was accomplished perhaps without thought or knowledge about whether or not it supported a particular orientation or view of curriculum and without an examination of the teacher's own view or orientation to curriculum. These efforts achieved little more than trivial changes in practice.

Family and consumer sciences educational leaders have examined different philosophies or orientations of the curriculum that determine teacher action. Eisner (1985) defined the term orientation as a ways of thinking, philosophy, view, belief system or theoretical framework. He labeled the curriculum orientations of teachers as: cognitive processes, academic rationalism, personal relevance, social reconstruction, and technical. Brown's (1985) critical science orientation which reflects a combination of orientations Eisner calls social reconstruction and cognitive processing, has been identified as the most defensible philosophic base for family and consumer sciences curriculum decision making based on the nature of families and the present mission of family and consumer sciences.

Educational leaders acknowledged that changing to the critical science orientation would be a challenging task, but few were prepared for the difficulties involved in this change (Lichty, 1996). As time passed teacher educators began to think about the underlying reasons for this apparent difficulty in implementing change. Currently teachers are asked to change their philosophy or curriculum orientation and their teaching practices. This requires that teachers change their thinking about teaching and learning. It involves a transformation of their attitudes, beliefs and ideas (Johnson, 1992).

Bryd and Doherty (1993) believe that the failure to implement change is a consequence of the issuance of recommendations without addressing the barriers or obstacles to the recommended change. Identifying and addressing these constraints will inevitably determine the extent of reform at various levels. Fullan and Miles (1991) add that a teacher's ability to master the requisite knowledge and skills of a given innovation, do not seem to be an issue, rather it is

their contention that there are other major barriers to implementing a specific innovation.

Through this study, the researcher seeks to identify barriers to teacher change. This research uses the database collected by Vail (1995) to describe the change experiences of family and consumer science teachers involved in a curriculum reform effort. Identification of barriers to the implementation of the innovation must be given priority and ongoing attention for any meaningful and long-lasting change to occur.

Purpose of the Study

This study was undertaken to identify barriers encountered by family and consumer sciences teachers in the midst of educational change. Barriers which inhibited or discouraged change were identified. Results contribute to the knowledge base of program development for family and consumer sciences education. Findings can be used by teachers and teacher educators involved in change efforts. In addition, results provide a basis for recommendations for more effective staff development programs.

Research Question

This study was guided by the following question: What are the perceived barriers to change encountered by family and consumer sciences teachers involved in a curriculum reform effort?

Definitions of Terms

Educational Change: Teachers thinking differently about what is going on in their classrooms and implementing practices that are congruent with their different ways of thinking (Richardson, Anders, Lloyd & Tidwell, 1991).

Change process: A process of transformation, a time when the underlying structures are shifting as the individual moves from one stage to the next (Tarule, 1980, p.24).

Barriers: Factors that tend to impede progress or achievement (Webster's Ninth New Collegiate Dictionary, 1994).

Assumptions

1. By participating in a change process, family and consumer sciences teachers are able to identify barriers to change in journal writing.
2. The researcher will be able to interpret from their journals the barriers experienced by the family and consumer science teachers.

Limitations

1. The results of the study relate to family and consumer sciences teachers participating in this study.
2. The validity of data collected is influenced by the ability of the teachers to objectively identify and note their reactions and feelings during their experiences with change and the researcher's ability to interpret these reactions and feelings.

CHAPTER 2. LITERATURE REVIEW

Bryd and Doherty (1993) believe that the failure to implement change is a consequence of the issuance of recommendations without addressing the barriers or obstacles to recommended change. This literature review will examine: educational change, change and the change process, readiness, changes in family and consumer sciences, factors that support change, and barriers to teacher change.

Educational Change

Efforts to improve the schools continue both from within and outside educational institutions. Each year brings a new set of reports about how schools have failed, another set of prescriptions or innovations for adoption, and new legislative mandates designed to improve teaching and learning (Wideen, & Andrews, 1987). The driving force behind such efforts is the perception that schools can and must be changed. Schools and teachers are being affected more and more by the demands and contingencies of an increasingly complex and fast-paced postmodern world. Yet their response is often inappropriate or ineffective leaving intact the very systems and structures of the present while retreating into the comforting myths of the past (Hargreaves, 1994).

Within this century, education has become a top-down organization. Decisions are made at the highest levels of the administration or the government for implementation by the people at the lowest level of the system. Through the

years, teachers have had little voice in decisions related to educational change and even today, decisions are still being directed by federal, state, and local school board policy (Doyle & Pimentel, 1993). Changes mandated from the top do not always reach the classroom, or they may not be implemented faithfully or consistently by teachers (Kolderie, 1994).

Over the past decade, there has been a continuing growth in the research base of what constitutes effective teaching, what school-wide factors promote successful student learning, and why school change efforts fail or succeed. Among the most consistent findings of research in these and related areas is a need to involve and support teachers in change efforts (Brophy, 1983; Sparks, 1988; Bozik, 1990).

Anderson (1993) developed a model called the continuum of systematic change that defines five developmental stages of change. These stages are:

Awareness: A realization that the current situation is not working well, but it is not known what is needed.

Exploration: Research is done on possible alternatives to the current situation. Some low risk experimentation may exist at this stage.

Transition: The scale tips toward the new innovation. The commitment to change is usually made at this stage.

Emergence of new infrastructure: The new innovation is generally accepted and becomes part of the system.

Predominance of the new system: The elements of the system operate as defined by the new system. Leaders begin to envision even better systems.

Bottom up change is becoming more accepted, even essential (Anderson, 1993). According to Bozik (1990), the participation of teachers in curriculum planning is essential for three reasons: 1) the implementation of new curricula is dependent upon teacher involvement; 2) the reform movement will stall without teacher involvement in planning the curricular changes; and 3) there is a moral responsibility to involve teachers in the planning process. The democratic concept of education implies that those most affected by decisions should have a role in the making of the curriculum decisions.

Not all change efforts succeed. In some instances, after the initial push for the mandated program has died, funding has ended, and innovators have moved on to new ideas, only the remnants of program materials and reports remain as reminders that the innovation ever existed (Bell & Gilbert, 1996). In order to reduce the gap between transforming beliefs and practices of those in educational roles toward practices that are deemed more likely to achieve valued student outcomes, barriers to educational change must be identified.

Change and The Change Process

The change process has been written about and explored from various perspectives and many have identified a time lag before any innovation is fully accepted (Leithwood, 1986). One purpose of studying change and the change process is to determine methods of accelerating the change process and to identify barriers that hinder change.

Most of the work regarding the change process has focused on structural development theory which in turn focuses on measurement and individual stage description.

Change is a process where the underlying structures are shifting as the individual moves from one stage to the next. Although the process of change has not been thoroughly analyzed yet, it seems that when a meaning perspective undergoes change, considerable personal disruption and disturbance occur. A time of personal reckoning, of repair and reconstruction, such change leads to transformation of one's meaning system to the revision and rewriting of one's own history and to the revision of one's future. (Tarule, 1980, p. 24)

As a result of the research of the 1970's and 1980's more is known about the process of change (Fullan, 1991). Researchers discovered that there are no hard and fast rules, rather a set of suggestions or implications given the contingencies specific to local situations. Fullan (1991) outlined three phases of the change process as identified by other researchers and added the fourth phase to represent a more complete overview of the process as shown in figure 1.

Initiation ↔ Implementation ↔ Continuation ↔ Outcome

Figure 1: A simplified overview of the change process (Fullan 1991; Brovosky 1996)

Larson's (1991) change model is based on the premise that the focus of change should be the individual rather than the organization, referred to as small scale change. Teachers as individual change agents "... set in motion a powerful 'inside-out' process that is instrumental to the effectiveness of the whole

organization" (p. 554). Significant and worthwhile change within individual teachers leads to meaningful organizational change.

Larson (1991) also identified that individual teachers change process is contingent upon a number of interdependent elements. In order for the teacher to experience change, a need for change must be realized. This need generally originates from a personal awareness rather than an awareness imposed by others. "Once teachers recognize a need for change, information and the competence and autonomy to use it become vital for successful small scale change" (p. 551).

Prochaska (1996), a behavioral psychologist, proposed a similar developmental model for planned change consisting of a five phase change process. "Understanding each of these phases, as well as their relationship to each other, is crucial if teachers and organizations intend to successfully implement change" (p. 36). These phases include:

Phase 1. Denial - When significant changes are first noted the initial response may be to deny the need for change. "We have always done things this way. Why change?" Individuals in this phase do not admit a personal need to change.

Phase 2. Transformation - Reality obtrudes. The early discussion of changes leads to concrete plans and programs for change. The realities of change become clear and people must begin to face new tasks.

Phase 3. Transition - A process of discarding emerges. The preceding stages have focused powerfully on the past. Now people begin to let go of the past and look forward to the future.

Phase 4. Adaptation - People begin to test the new situation trying out new behaviors, working to different standards, and working out ways of coping with the changes. The individual learns while others adapt.

Phase 5. Stabilization and Development - The people involved have created a new system, process, and organization. New relationships between people and process have been tried, modified and accepted. They now become incorporated into an understanding of the new work situation. Now the new behavior becomes part of "normal behavior".

A recent study by Vail and Mandiloff (1995) resulted in the identification of a series of stages of the change process for family and consumer science teachers involved in curricular reform. These stages were: blind enthusiasm/reluctant participation, discovery, commitment/investment, needs identification, disappointment, intense emotion, self doubt, caution, resolution and passion. From these findings it is not clear as to whether or not all family and consumer science educators need to progress through each stage in order to accept and implement change. It appears that participants can experience these stages in different sequences and for differing amounts of time. For some teachers, the changes were linear; for others, the changes were cyclical.

Family and Consumer Sciences and Change

Family and consumer sciences educators have continuously evaluated and revised curriculum to meet the needs of society (Horn & East ,1982; Scruggs & Rader, 1981). Changing societal conditions, new technologies, new research findings and advances in knowledge that affect families, family life and work life have provided the impetus for keeping family and consumer sciences current.

The work of Marjorie Brown and Beatrice Paolucci (1979), Home economics: A definition, and Brown's (1980) subsequent work, What is home economics education?, provided the initial framework for family and consumer sciences professionals to start reexamining their philosophical views of the profession. Brown (1986) urged departure from the traditional technical approach and adoption of a critical science approach to family and consumer sciences.

Strategies to accomplish their vision require fundamental changes in teachers beliefs and practices. It soon became evident that the process of change is not without barriers. Change becomes a difficult process when the prevailing views of teachers and society consist of set procedures in which students are instructed to perform (Battista, 1994).

A very limited amount of research is available on family and consumer sciences teachers and curriculum change. In a study of Wisconsin Family and Consumer Science teachers, Montgomery (1994) gained an understanding of curriculum change as experienced by the teachers in the change process. She found that curriculum change experiences seemed to be riddled with discontinuities. The official curriculum they learned about, the family-focused

model grounded in critical science, was paradoxical to the operational curriculum, which is what they taught in their classrooms. Teachers sometimes viewed concepts such as intellectual skills as incidental parts of the curricula, choosing instead to teach courses and lead discussions in a technical manner. In addition, even though curriculum change experiences often involved group work, curriculum change often occurred as a solitary activity because of lack of available time for the group to meet.

Carlson's (1991) study of three Nebraska cooperating teachers identified factors that influence the teachers to change from a technical orientation to a more critical consciousness teaching orientation. Teachers expressed a concern for the amount of time and number of years it would take to make their desired curriculum changes. They also identified the need to have a specific plan to follow when going through the change to a critical sciences orientation curriculum. The teachers' decisions to change were voluntary. But above all, their philosophical understanding of the critical science orientation was considered necessary in implementing change. Time was viewed as a necessity and as an obstacle to change. Being involved in the early stages of the writing of the curriculum for the Nebraska Base Curriculum gave the teachers ownership and caused them to see the changes as important.

In Africa, home economics programs are being challenged to look at subject matter content that addresses the changing needs of families. This requires teachers to critically reflect on their personal beliefs and practices about students and instruction and how they contribute to the mission of family and

consumer sciences as stated by the African Home Economics Association (Waudu, 1993). Programs which concentrate on passing the examination rather than applying knowledge to practical problems are discouraged. Workshops, seminars, and conferences are being organized to help educators develop competence in addressing the practical problems of families (Waudu, 1993).

A serious attempt to adequately identify and understand the tensions and barriers that must be overcome if teachers are to internalize a new approach to education continues to be a challenge. Change in family and consumer sciences continues to be needed to enable families to adjust to the future, ^{to} contribute to the economic development of their country and to provide the climate for the optimum development of individuals and families.

Readiness

The need for a change stems from the recognition or awareness of a problem. Once teachers recognize the need to change, they are at a stage of readiness for curricula reform. Readiness for change is a crucial starting point for change in order to experience success. Readiness is defined as a complex personal journey arriving at the desire to change (Brozovsky, 1996).

Johnson (1992) stated that teachers must see a personal need for change before they will invest the time and energy required to achieve authentic change in practice. Hassler and Collins (1993) referred to the creation of an awareness of the need for change in terms of internal contradictions between teachers' values and the outcomes they see happening in their classrooms. Forces creating

awareness for teacher change include changes in economy, new technologies, demand for different skills in the work force and increasing diversity of the student body.

Lippitt, Waston, & Westley (1958), and Fullan (1991), suggested teachers must not only have a desire to change but must be dissatisfied with their current practice to the point of finding their situation intolerable. Leitwood, Menzies, & Jantzi (1994), stated that teachers must perceive a difference between their current classroom practice and their desired classroom practice as one of the conditions necessary to energize action. Lippitt et al. (1958) defined problem awareness as the recognition of the need for change; however, problem awareness does not translate into an automatic desire for change.

Factors that Support Change

In spite of the obstacles to change, some change efforts in education are successful. Feedback, support, and reflection appear to be helpful to teachers in making successful change within their classrooms (Conley, 1996). Feedback is the response obtained by teachers to their existing and new ideas, feelings, and actions. Feedback given and received during the change process helps in the professional, personal, and social aspects of teacher development and change.

According to Berman and Maclaughlin (1976), most change efforts die when support disappears. Support is necessary all through the change process, even during the beginning stages of change when commitment is being generated (Evans, 1993). One way teachers get support is through collaboration.

Colleagues are helpful not only for sharing ideas and reflecting on professional practice but also for providing encouragement during the process of change toward growth goals (Duke, 1993).

Teachers must be given an opportunity to reflect on their own beliefs or views toward curriculum and to develop a sense of the consequences of alternative belief systems (Caine & Caine, 1995). Teachers need to question old patterns, and to speculate about the causes behind changes seen in their students.

Barriers to Teacher Change

Afflerbach, Almasi, Guthrie, & Schafer (1996), examined school personnel perspectives on statewide programs designed to influence change in curriculum and instruction. They demonstrated that adherence to these programs was not without considerable barriers. School personnel reported that movement toward a new conception of education is a long and difficult process fraught with dilemmas and barriers that must be overcome if teachers are to internalize a new approach to education.

An initial barrier for some teachers is the change from their current instruction to instruction aligned with the new statewide programs. This results in considerable anxiety for some teachers, a barrier in itself. Teachers' work to align instruction occurs in a context in which teachers are under considerable scrutiny and accountability. In this study, teachers understood the mandate for change but, many were not sure of the details of change. Similarly teachers were not sure who they might consult to determine if the changes they implemented in their

classrooms were appropriate. This lack of familiarity with the specifics of change necessitated by the school performance program and lack of clarity of implications for instruction were also barriers (Afflerbach et. al. 1996).

Since successful change involves learning how to do something new, it follows that skill and “know-how” are crucial (Fullan, 1991). The major barrier in dealing with complex changes as identified by Fullan’s study was the development of the technical capacity needed to master the new situation or program. Thus, when people have difficulty changing or avoid needed change, it may have just as much to do with capacity as it does with compatibility or beliefs.

Negative effects of high-stakes change includes the alienation that some teachers feel when the mandated change (as opposed to suggested) reduces the teachers' initiative to make classroom decisions and a lessened sense of professionalism that occurs when teachers are required to teach what the state education department decides is important (Johnson, 1992). The disparity between a teacher’s and state's belief of what constitutes effective teaching and practice are often a barrier to change.

According to Duke (1993) an administrator can become a barrier by not approving a teacher's professional growth goal because it fails to relate directly to a school improvement goal or fails to advance the administrator’s personal agenda. Administrators who do not allow time for teachers to be involved professionally are barriers to change.

A frequent barrier to implementation of changes in curricular practices and materials is the lack of district or school resources (Weiss, 1993). Lack of

resources in terms of time and money are identified with time the most frequently cited barrier. Anderson (1995) stated that making significant change is extremely time consuming, yet teachers have little flexibility with regard to time. Teachers have little available time. Available time is time not already committed to official duties or to preparing for them. The new changes demand teacher responsibility and time for planning, monitoring, changing instruction, and evaluating students. This added demand on their time resulted in changes in their lives both inside and outside of school, creating a considerable barrier, despite their commitment to changing their own practice. Duke (1993) contends that teachers define professional growth as an 'extra' rather than an integral part of their work and convince themselves they are too busy for change.

The barriers related to communication are considerable (Afflerbach et al., 1996). Important information about the change details 'trickle down' from the state education department to school districts to teachers in classrooms. Yet there are indications that much important information is not getting to the classroom teachers who need and require it. School personnel are placed in the position of having to implement and use changes without clearly understanding their purpose and nature. In addition, contradicting and incomplete information were communicated to districts and teachers, often leading to changes based on a chain of inferences that are tenuous and inaccurate.

Several studies have implied that past experiences of teachers were an obstacle to change. Ball (1996) asserted that one's current views of teaching and learning are grounded in one's own experiences as a learner and teacher. Any

changes to these experiences do not happen overnight or simply as a result of teaching differently. There is as much to unlearn as there is to learn, and what there is to learn is complex and underdeveloped, marginalizing teachers to the familiar and comforting ways. The vision and failure of practice that underlies the nation's reform agenda requires most teachers to teach in ways they have never taught before and probably never experienced as students (Darling-Hammond & McLaughlin, 1995).

Some barriers seem to be age-related according to Evans (1989). At mid-career, all professionals are prone to demotivation, which includes boredom, loss of enthusiasm, diminished job interest and a leveling off of performance. These are results from shifts in attitude, perception, priority and need that stem from changing life and career circumstances. Teaching is complex, draining, and isolating; these characteristics become more problematic in mid-career and can become a barrier to change.

Fullan (1991) and Byrd ^{and} Doherty (1993) identified the domain of student beliefs as a barrier to change. The need for change is not perceived and appreciated by all students. What has worked in the past and seems likely to be effective in a given context are among the criteria that guide a teacher's selection of appropriate practices. Success and satisfaction of prior learning experiences will influence students willingness to, or resistance to, change.

Fullan (1991) also emphasized the need to include overload and change complexity in the discussion of barriers to successful innovation efforts. Schools are in the business of attempting to cope with multiple innovations

simultaneously, and consequently the main problem in education today is not the absence of or resistance to innovation, but rather the presence of too many ad hoc, fragmented, uncoordinated changes, and the underestimation of the complex nature of change.

Summary

Change has been an ever-present force in the profession of family and consumer sciences. Changing societal conditions, new technologies, new research findings and advances in knowledge that affect families, family and work life have provided the impetus for keeping family and consumer sciences current. A serious attempt to adequately understand the process of change must continue to be an important factor in facilitating change. Identifying the related tensions and barriers to change is important to facilitating future change efforts.

CHAPTER 3. METHODOLOGY

This methodology section addresses the research question, research design, context of study, data collection, researcher as instrument, data analysis and the ways in which the quality and credibility of the study were enhanced.

Research Question

This study was guided by the following question: What are the perceived barriers to change encountered by family and consumer sciences teachers involved in a curriculum reform effort?

Research Design

Although general acceptance of interpretive inquiry is currently widespread, particularly in education, at times it is necessary to provide a rationale for research grounded in the assumptions of the interpretive paradigm. The most compelling argument to stress the unique strengths of this paradigm for research is its exploratory or descriptive nature. It places value on the context and setting and searches for deeper understanding of the participants' lived experiences of the phenomenon. This type of research does not generalize to an entire population, but attempts to make sense of the phenomena being studied.

Qualitative inquiry in the interpretive tradition and grounded in the phenomenological approach was the design chosen for this study. Qualitative inquiry cultivates the most useful of all human capacities - "the capacity to learn from others" (Patton, 1990, p.7). The intent of this study is to learn about barriers to change from family and consumer sciences teachers.

For this study, the theoretical underpinnings of the phenomenological approach are used as a basis for interpreting the data. Researchers in the phenomenological mode attempt to understand the meaning of events and interactions from a subject's point of view. Phenomenologists do not assume they know what things mean to the people they are studying (Douglas, 1976).

Phenomenologists' inquiry begins with silence (Psathas, 1973). This silence is an attempt to grasp the meanings people place on their experiences. Phenomenologists emphasize the subjective aspects of peoples' behavior and experiences. They attempt to gain entry into the conceptual world of their subjects (Geertz, 1973) in order to understand how and what meaning they construct around events in their daily lives. Only by attending to issues identified as barriers to teacher change, can we hope to fully work toward successful change.

Phenomenological inquiry utilizes a variety of strategies for collecting data about lived experiences. Narrative inquiry focuses on lived experiences, requires sensitivity between participant and researcher, is time consuming, and may rely on journal records, letters, photographs and autobiographical writings (Marshall & Rossman, 1995). Describing experiences as they are lived provides participants with a voice that reflects their feelings, beliefs, and actions. On the other hand a major criticism of narrative inquiry is its dependence on participants' recall which may be selective or focused on subsets of the experience shared (Marshall & Rossman, 1995).

Context of Study

Between 1993 and 1995, three Curriculum Institutes were held for family and consumer sciences teachers in Idaho. Institute 1993 and 1995 were held at the University of Idaho in Moscow; ~~while~~ ^{although} Institute 1994 was held at Idaho State

University in Pocatello. The purposes of the institutes were to 1) propose a conceptual framework for the delivery of family and consumer sciences education in Idaho in response to changing family and societal needs; and 2) develop a Program Planning Guide to facilitate the implementation of this conceptual framework. The format of the institute was selected because it was important “to establish groups of concerned persons with norms that contrasted in significant ways with those of the group to which a person previously belonged” (Benne, 1976, p. 74). These groups provided opportunities for reflective thinking as well as support for forward thinking (Riley, 1989).

Each year, invitations to attend were sent to all 200 plus Idaho secondary family and consumer sciences teachers. All applicants were selected for participation in the institutes. Some teachers participated in more than one institute. The week long workshops allowed participants time to reflect on their personal beliefs about family and consumer sciences, what the focus of family and consumer sciences ought to be, what had influenced their personal beliefs, how others’ beliefs differ from theirs, what should be taught in family and consumer sciences, and how it should be taught.

The facilitators led the groups through self discovery and learning exercises designed to expose participants to differing philosophical frameworks, new paradigms, and the writings of leaders in the field. The facilitator became a participant and observer while creating a social process involving interchange among participants (Coomer, 1989). Institute 1993 and 1995 were facilitated by the teacher educator at University of Idaho and Institute 1994 was facilitated by the teacher educator at Idaho State University.

Data Collection

In order to obtain in-depth, personal accounts of experiences with change, teachers were asked to keep a journal of their reactions and feelings about the issues and processes of the Curriculum Institutes. Periodically throughout the day and in the evenings, teachers were asked to describe in their journals their current activities, their thoughts and feelings, and their hopes and frustrations. At the beginning of the workshops, participants were informed that their journals would be used in a research project. They were guaranteed anonymity.

Researcher as Instrument

This research stems from a personal and professional interest. The move toward self direction in the adaptation of curriculum to meet the needs of our constantly changing audience greatly influences me, as a family and consumer sciences teacher as I recognize change and the need for it. The importance of knowing this current research and practice in our profession and the changing philosophical beliefs have become necessary, though difficult to achieve.

My first encounter with change efforts in family and consumer sciences was as a result of the recommendations of the African Home Economics Associations' round table meeting in 1991. This stimulus started the beginning of change among home economics teachers within the profession in Africa. This movement required teachers to critically reflect on their personal beliefs and practices about students and instruction and to reexamine how they contribute to the mission of family and consumer sciences as stated by the African Home Economics Association. An urgent call was made to shift the family and consumer sciences education from the technical orientation to the critical science perspective.

Consequently, the present curriculum was deemed inadequate and teaching practices ineffective.

Feelings of uncertainty, discomfort and inadequacy in meeting these demands prevailed. This provided my first in-depth experience and struggle with the development and implementation of a new educational framework and a sincere interest and curiosity about teacher change.

My continued interest and concern about the current status of the profession and the inevitable changes, prompted my exploration and enrollment in graduate school. My educational opportunities involve a number of activities in research and teaching. My teaching assignment of an undergraduate course in family and consumer sciences has provided numerous educational experiences in curriculum planning, development, and implementation. Time and time again, I am faced with the need to implement change within the curriculum content and my teaching practices to meet the needs of an ever changing student population.

Constant exposure and involvement with change has given me a greater sense of recognition, understanding, and appreciation for the pervasive impact of change on my decisions and practices. These experiences with change provide the feelings, experiences, and lens I bring to this project.

Data Analysis

At the end of each Institute, the journals were collected and the contents were transcribed in their entirety using a computer word processing program. A data management software program was not used. Data analysis began with an investigation of each teachers' journal writings to begin identifying broad themes, sub-themes, and any significance in individual teachers journals related to barriers to change. Following the above analysis, a cross case analysis was

conducted to compare findings between various teachers. Patterns, similarities and differences related to barriers to change were identified (Bogdan & Biklen, 1992). Themes and sub themes were then read and reread to begin the development of a conceptual framework for categorizing teacher's reflections. This phase of analysis was completed independently by the researcher. Triangulation was then used to double check and verify the results. Data was then reread and journal portions deemed to best exemplify the themes were selected.

On completion of the findings and discussions chapter, copies were mailed to five curriculum institute participants to verify the findings and interpretations and share their insights via a teleconferencing session involving the researcher and advisor. Adjustments were made to include the perspectives and insights identified during the session.

Trustworthiness/Triangulation

The establishment of trustworthiness is of major importance in qualitative research. Quantitative research is judged valid based on the numerical significance of the findings. In qualitative research, numbers do not indicate validity. Instead, triangulation is frequently used to double check and verify the results. Marshall and Rossman (1995) defined triangulation as, "... the act of bringing more than one source of data to bear on a single point" (p. 144). Triangulation was used to enhance the quality and credibility of this study. One of the institutes' facilitator checked the researcher's interpretations and findings. Member checking was also used. The facilitator, researcher, and five institute participants reviewed the results and provided feedback. Interpretations were modified to include their perspectives.

CHAPTER 4. FINDINGS AND DISCUSSION

The purpose of this study was to identify the barriers family and consumer sciences educators encounter in their efforts to implement curriculum change. In this section, the barriers identified will be reported under the four categories of resources, readiness, beliefs/attitudes, and professional related characteristics as illustrated in figure 2.

Resources

If change is to be successful, most change efforts require some additional resources such as time, money, ideas, and expertise. Successful change projects are resource hungry (Louis and Miles, 1990, Fullan and Miles, 1991), which does not and cannot always mean money. Erickson (1995) added lack of knowledge or skill, lack of peer support, lack of incentive, reward or motivation as barriers to change. The resources of knowledge, time, finances, and alternative approaches are the resource barriers identified and reported in this study.

Knowledge

Several teachers in this study felt they lacked the specific knowledge needed to implement the changes proposed by the Curriculum Institute. The lack of knowledge related to the topic, lack of necessary information, and inability to understand concepts presented created barriers to change.

I feel hampered by this lack of knowledge. We need to reteach and retrain teachers about current and updated informative content. (teacher 93001).

I realize I need to make some changes. I want my students to be critical thinkers and good decision makers, capable of working out their own

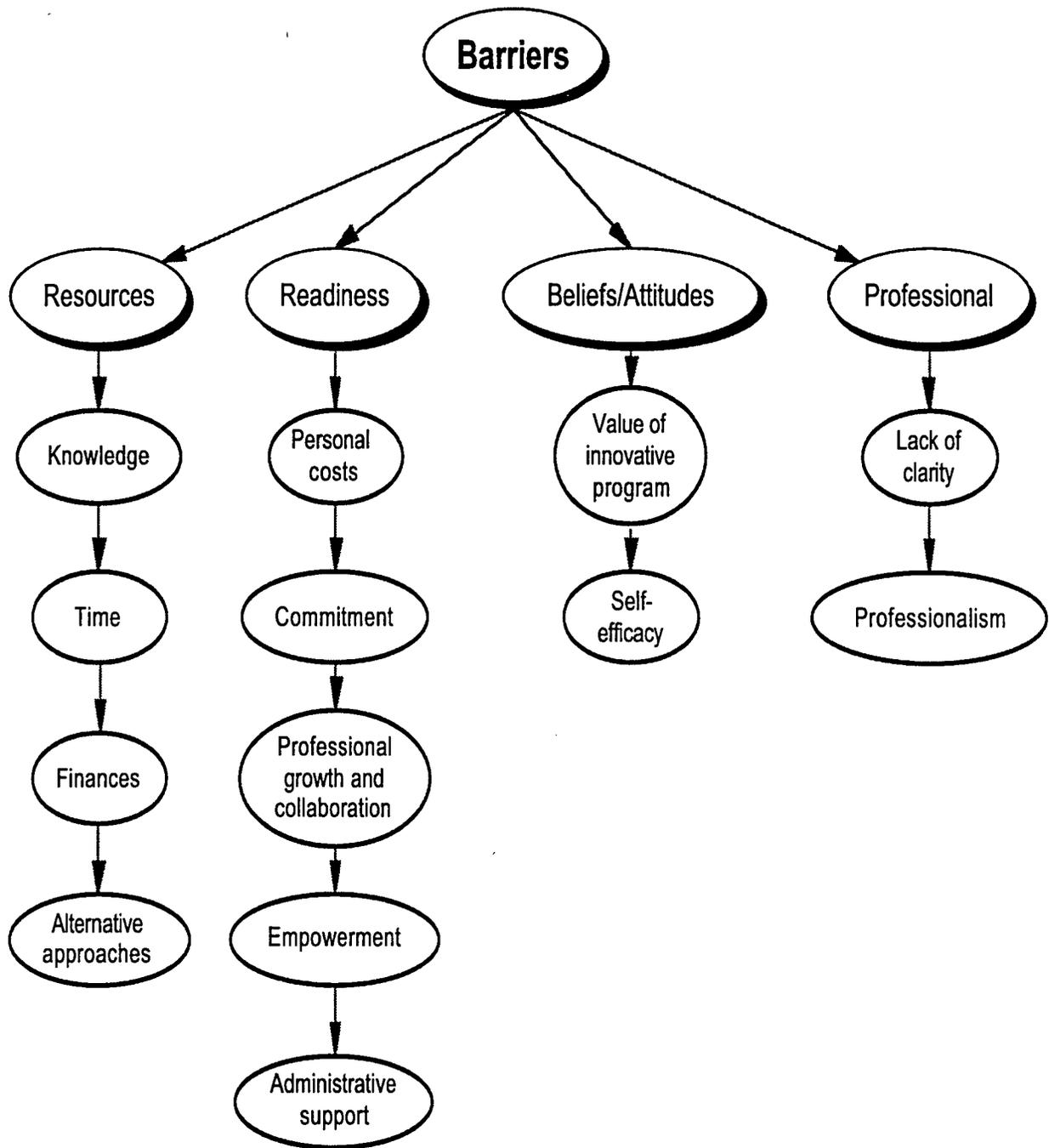


Figure 2: Flow Chart: Theme Barriers

problems and situations. But how should I do it? What constitutes critical thinking and how should I teach it? (teacher 93008)

In the new integrative paradigm they talked about the critical theory and how students need to be "critical thinkers.") We need to move toward, what should I do? (teacher 94009)

These findings support similar findings of Hultgren (1986) who reported a general consensus exists that critical thinking is a worthy goal of education and family and consumer sciences education in particular; however, much confusion prevails as to what constitutes critical thinking. She further states, "Even when clarified as to what it means the question of how it is taught often remains the barrier as to why it is not taught" (p.20).

Teachers also expressed the need for inservice work or any equivalent form of training to help them understand and accept the changes.

You've done an excellent job! I feel we need some inservice classes to help teachers understand and accept this. I hear people that don't feel they are creative. They want to know what to teach on a day to day basis. (teacher 94011)

We need to reteach and retrain teachers about current and updated informative content. (teacher 93001)

Wilson (1996) and Acquarelli and Mumme (1996) identified that unless opportunities for learning are provided, changes in teacher beliefs and practices will not occur. Teachers need to be exposed to vivid, and credible examples of alternative approaches to teaching and learning in order to change. There is increased support for change when there is an increase in knowledge (Hassler & Collins, 1993). That was the purpose of holding a Curriculum Institute.

Time

Many of the teachers expressed concern for the amount of time it would take to make the desired curriculum changes. The new curriculum changes required

substantial time commitments to perform an array of tasks including planning, changing instruction, observing, and learning. The following quotes illustrate how time emerged as a barrier to change.

What a waste of time for so little change. (teacher 94004)

I have learned a lot in this institute and yet in reality how difficult it is to implement these ideas and orientations because the needs of the students are so diverse and great that time doesn't allow me to apply these new ideas or they just simply don't work! (teacher 93026)

I think I do a pretty good job in structuring the framework of my program, yet am totally stressed about meeting the needs of all the students and having enough time for all the new topics and issues. There is simply not enough time in a day to get all this done. (teacher 93001)

These findings are consistent with Anderson's (1995) study that found that teachers had little time available that is not already committed to official duties or to preparing for those duties. Uncommitted time would enable teachers to participate in change projects, to plan together, to learn new approaches to teaching, and to revise the curriculum.

Teachers also reported that the proposed changes resulted in changes in their lives both inside and outside of school. Most of the journals indicated that teachers were willing to give the extra time demanded by the Curriculum Institute to effect change. Despite their commitment to changing their own practice, teachers also acknowledged that too heavy a demand on their time created a considerable barrier.

Finances

Changes in instruction required new materials and professional development for teachers. The state developed the new curriculums, yet individual districts and schools had to provide monetary support to implement the change.

Examples expressing frustration for the lack of educational material to implement changes include:

I feel a personal need to get some specific teaching materials to teach current issues.... work to family..... I need more than a list of topics I need specific content materials. (teacher 94030)

We feel the great temptation to change and update. But there is no funding and time available. (teacher 94025)

Dickson, Corbett, and D'Amico (1986) state that educational systems should give teachers the time, protection, encouragement, and support they need to improve their programs. But monetary support is critical for implementing the change process; therefore the lack of funds can be a barrier to change.

Teachers also expressed dissatisfaction with the level of funding provided to the program and the resulting limits. One typical resource was inservice which by its nature is influenced by school and district budgets.

We've got the state outcomes to meet and the changing curriculum, and we have been cut back on inservice time. I mean, we used to have substitutes and at least time for teachers to go training. And that has all been cut because of the budget. (teacher 94038)

Alternative approaches

The absence of examples of implemented changes to provide a model from which teachers could build on or gather ideas from, was a barrier to change.

Teachers expressed a need to have a model from which they could seek clarity and insight into what was expected of them.

In my classes, I have always used previous curriculums as samples to build my own, they have given me ideas and insights on how to improve on them. The lack of something concrete to fall on to for clarity is making this process difficult. (teacher 95052)

I can see where we can use each of these curriculum approaches in the classroom. I need more examples of how to use the emancipatory approach to learning. (teacher 93021)

Some of the new teachers said they valued organizing or drawing from available resources to create courses instead of questioning why topics are included or what has been left out.

I tired of defining , trying to explicate our philosophical ideas.... lets move on to what really influences our teaching content, methods, approaches to communicate what we all 'hold dear' to teens who need practical, applicable skills and knowledge to impact/impress them and their families toward success (94027)

I feel like we are told "Tech Prep, Tech Prep", yet we aren't, can't, will not do it! I also feel it is a waste of time to have all this "information" unless we are (create/given) a framework and know how it "fit" to us or us to it! Little bits and pieces are a waste of time. (teacher 94039)

Hassler and Collins (1993) support these findings. They state that teachers need to be exposed to vivid, concrete and credible examples of alternative approaches to teaching as support in order to change their basic beliefs about teaching and learning.

Teachers also expressed concern for the lack of evidence of prior implemented change efforts. Many questioned the need to dedicate time and energy towards change if their ideas and curriculum change efforts would not be implemented.

Good job so far! One concern that I have right now, and that I want to note is are we doing something that people are going to look at and not just collect dust? (teacher 93023)

I am approaching this workshop with apprehension. So far I have seen little evidence that the work we did last year and the ideas that have been collected during the year have been taken into account. Will this year be different? (teacher 94014)

I am frustrated by the lack of follow through of district meetings and suggestions from teachers given there. At this point we are back tracking. (teacher 94038)

Readiness

Readiness for change is a crucial starting point for the change process to experience success. Readiness is defined in this study as a complex personal journey arriving at the desire to change (Brozovsky, 1996). The Curriculum Institute teachers in this study seemed to be at different starting points. Thus readiness appears to be contingent upon a number of interdependent factors. In examining the journal reflections, five factors were recognized as impacting readiness in the Curriculum Institute study: personal costs, commitment, professional growth and collaboration, empowerment, and administrative support.

Personal Costs

Teacher's reaction to change depends not only on it's substance, but on their personal readiness for change (Evans, 1993). Readiness for curriculum change among the institute teachers seemed to include an assessment of the personal costs perceived to be involved. Fullan (1991) defined personal cost "as the ratio of investment to return as far as the individual is concerned" (p.128). The personal costs identified in this study related to fear, frustration, and insecurity. These ideas appear to be consistent with Hawley (1978) who identified personal costs as associated with perceived loss of self-esteem, uncertainty, and frustration.

Some teachers reflections revealed feelings of fear which seemed to create barriers to change.

As I have reflected about the curriculum orientation, the institute meetings and activities. I have felt excited, scared , and enthused, frustrated and

confused, confusion when I wasn't sure which orientation is which and why is one better than another? (teacher 93024)

A lot of work has been done again. We're dotting i's and polishing. We get tired and let small things bug us. Some people give up too easily for something they really think is important, afraid to confront or just don't want to make waves. (teacher 94025)

What is home economics teaching and who has taken all our "stuff" away and teaching it in their "area" health, science, etc. I find this very frightening and scary! I feel threatened about my job, my image out in the real world. I came here hoping to find some security but there are those who have the same fears. (teacher 9302)

Hassler and Collins (1993) stated that teachers need to be challenged and supported in seeing the need for change and the potential benefits of the innovation before they will invest the time and energy needed to accomplish long-lasting change in practice.

In the following teacher journal emotional tension, anxiety, and doubt are detected as the personal costs of fear are discussed. She also recognized that their past experiences as a learner and teacher would be a barrier to her ability to change as she has as much to unlearn as new to learn.

After having grown up with technical, taught technical, and now using technical it scares me to think about the change process or if I even have what it takes to change, for me I think I would need 3-4 more college classes in order to change. But right now I am not convinced that I need to throw out all of what I know and do. (teacher 93018)

This finding is consistent with Darling-Hammond and McLaughlin (1995) who stated that the failure of most national reform agendas was that they required teachers to teach in ways that they have never taught before and probably never experienced as students.

The influence of past experiences was also identified in the following journal entry.

Today has been the first day that has seemed stressful in terms of people disagreeing, values, conflicting etc. We are getting to the point now where we are making decisions about more specific issues that involve attack on personal values, ethics, loyalties, etc. Generally, we agree on problems, visions, and missions for the profession and are willing to work out of our comfort level or safety zone to agree on these. However, when it comes to specifics, most of these participants are very resistant to changing the classes that they are familiar with and have learned to deal with in their own ways. I think they have lost sight of the emancipative view and are working at a lower level they are used to. (teacher 93019)

Frustration is also found to be a barrier to change in this study. This finding is supported by the frustration expressed by the following teachers' journal entries:

I have a hard time putting things into categories so I was frustrated at the beginning of the assignment of contextual factors. (teacher 93018)

I am frustrated with this philosophical process and how long it is taking, but I am here to learn and understand. Hopefully, after break we will come to a consensus. (teacher 94028)

I was waiting for the discussion that took place yesterday to occur. I left this room with a headache and was wanting to hit something due to frustration that had built up inside me (and I am not a violent person) I feel as if the reality is , "we must change". I hope that family and consumer sciences does not die. This is the career I have chosen and it frustrates me to see all of these ladies who are tired of fighting. (teacher 93009)

The uncertainty of change rarely provided an opportunity for instant accomplishment and often involved extensive periods of frustration and confusion before anything concrete was attained. During these periods of frustration and confusion, teachers indicated a lack of conviction to go on.

I'm a little confused and apprehensive because there have been so many changes in family consumer sciences. I want and need to change to help me better meet my students needs, but I'm worried we won't assess the strengths and pay attention to what we do best before we change. (teacher 93010)

I'm tired of fighting against the current. The change will be like changing the direction of the Mississippi River. The group did work hard and I want to acknowledge that. They had some great ideas like keeping it simple. Hope I can make it through the rest of the week. When you feel like no one is on your side then you give up. You quit talking. (teacher 95024)

These findings are consistent with Guskey (1986), who stated that rewarding and supporting following the initial training in the change process is a crucial factor for change. Caine and Caine (1995) consultants for organizational change, believe that continuous active processing of ongoing change and experiences is the responsibility of change agents. The purpose of this support is to counteract "downshifting" which is the tendency under stress to shift to a defensive mode and become less flexible and open to new information and ideas.

Several teachers expressed feelings of insecurity as a barrier to change. Insecurity can be defined as feelings of inadequacy, doubting one's knowledge level, and feeling uncertain about a new situation. According to Hall and Hord (1984), feelings of insecurity are examples of self concerns, which are self-related but are focused on teaching.

I think we better be careful of how we make the change, why and what will happen. The change is good but we need to look at the big picture. For example how will this affect our program. What will we have to do to sell it, to be accepted by students and administrators, when we have changed? (teacher 93018)

Revealing discussion about who each of us thinks we are as family and consumer sciences professionals. I see some similarities between myself and others (I, too, am sometimes reluctant to identify myself as a family and consumer sciences teacher) Feel like some are reluctant to move on. I'm excited to try, but am uncertain about living up to my expectations. I'm not patient, and am out of my comfort zone in classrooms where evaluation is not so cut and dried. (teacher 94020)

Change, is necessary, I know that but it's extremely hard, especially when I don't feel very confident and when there is no telling what to expect at the end of it all. (teacher 95025)

Hawley (1978) believed that people will consider changing their behavior when the change promises to move them closer to their goals. But thinking about change does not lead to change until some calculation of costs and benefits results in a belief that the benefit of movement toward the goals will be sufficient to warrant the costs.

Commitment

While at the awareness level teachers recognize a need to change, a commitment to change involves a desire to be involved in the change efforts (Leithwood, Menzies, & Jantzi, 1994). Building commitment to change appears imminent to the change process. Leithwood et al., (1994) describes varying views of commitment to change. Passive teacher behaviors indicate a moderate commitment and active teacher behaviors are linked to high levels of commitment. Teachers' commitment to change is defined by Liethwood et al., (1994) as, "... their identification with and desire to be involved in efforts to implement changes in school and classrooms structures and processes" (p.42). Examples of teacher journal reflections expressing various levels of commitment include:

I plan to use some of those things in my school. The characteristics of the middle school person, we have discussed has helped me stop and think and reevaluate what I have been doing. I am in a rut and must break out and do things different. I do not take myself so seriously. Be open to change and that is what our profession must do. Instead of lip service just do it ! We talk a good stream of what needs to be done but when push comes to shove we don't do it. (teacher 95021)

Despite all the "negative" I do want to change because I know it is necessary. In addition, even though change is difficult, it truly can revitalize me. (teacher 93017)

I got the impression that what the teachers have right now is what they want to have, however, they want to change. You know what though, I don't think

they will change. They are strong, opinionated group and from my association with them they have always been like this. (teacher 94023)

Duke (1993) found that a high comfort level with current practice can become a barrier to change. Supporting this finding, one teacher reflected on her apparent lack of commitment as she explained why she teaches in a technical manner.

Why do I teach this way? It is comfortable. I was taught this way. Paper and pencil tests are easier to grade. It doesn't involve a lot of thinking or investing. (teacher 94002)

However, teachers within the institute who expressed a desire for professional growth and who saw the curriculum institute as an important source of information and support viewed the curriculum reform effort more positively and expressed commitment and a desire to implement the programs goals.

I am hoping the institute will help to bring about some changes in family and consumer sciences. I have a very positive attitude. I am already working on some changes in my program now and hope the institute will help me make some decisions. (teacher 93018)

Another teacher identifies the current institute activity of curriculum development as concurrent with her present need to learn how to plan a curriculum

This week I expect to learn how to write curriculum. I have never done it in a setting with other teachers. I look forward to working with other people because I can learn so much. (teacher 95053)

Researchers within this area have concluded that teachers who view a proposed change as an opportunity for professional growth, subsequently become very committed to the change (Fullan, 1991; Afflerbach et al., 1996; McLaughlin, 1975). Leithwood et al. (1994) found that high levels of teacher commitment to educational change is required for success and consequently low levels of commitment are found to be barriers to change.

Professional growth and collaboration

Initially, a majority of the teachers in the curriculum institute applied for participation based on the interest in family and consumer sciences and a desire for professional growth combined with collaboration. Most curriculum development and innovative programs in their schools occurred sporadically and in isolation from each other. Anticipation and appreciation for the occasion to engage in collaboration with other family and consumer science teachers for the purpose of improving their professional practice was often expressed.

Being the only teacher in my department I'm always interested in getting together with other teachers for ideas. I'm interested in growing professionally as we evaluate current practices and develop ideas together for the future. (teacher 94016)

The first day of the conference I was struck by the obvious differences between the new teachers and the other teachers, we discussed these differences and reflected on our own behaviors. We noticed that the others were very excited about the opportunity to get together as professionals and discuss their profession, their lives and their grievances. It seem that this kind of get together is a rare and much needed outlet for them. (teacher 93019)

I'm looking forward to today but also realize that is going to be a lot of work. I feel that I'm starting to meet others in my profession and that I'm also establishing a networking system. I really think that this (emancipatory) is something I needed to hear as well as hear what other professionals think and how they are going about it. (teacher 930240)

This evidence supports Guskey's (1986) claim that most teachers are motivated to participate in learning communities out of a desire to grow professionally.

An emotional and intellectual experience with the change process was also reported when there was more group support for the effort. A collaborative ^{incomplete} opportunity they were routinely unable to do.

This was a productive day. I am always eager to listen to other teachers methods and values about teaching family and consumer sciences. I have been encouraged. After 14 years at one school, I feel that some of the initial challenge is gone and I want to change the way I do things. Days such as today help me to keep current and help me to improve my teaching methods. (teacher 93002)

I to continue to grow and develop as a teacher, it will focus, my teaching according to my beliefs system, making me a more affective teacher - believable teacher. It will keep me in contact with teachers I respect, and nourish my "network". (teacher 940012)

I feel like the baby of the group, as I have just started my master's in family life education. I wish to use this week as a great learning experience for myself. I feel the women at this conference will help me learn more about the areas of family and consumer sciences I need to know. I feel surrounded by knowledgeable people. (teacher 94026)

Similarly Duke (1993) found that readiness to pursue challenging goals may depend on the desire for professional growth and the availability of peer support. Therefore, lack of peer support and an unexpressed desire for professional growth can be a barrier to change.

Acquarelli and Mumme (1995) and Darling-Hammond and McLaughlin (1995) endorsed learning communities for teachers because of the opportunities they provided for professional dialogue, learning, and support during significant curriculum change. Sykes (1996) believed, a "professional community can serve as a source of insight and wisdom about problems of practice" (p.466). Johnson (1992) identified learning communities as providing family and consumer sciences teachers opportunities to explore their beliefs about curriculum, learn other curriculum orientations, and identify an orientation that they wanted their practice to reflect.

In addition to the need for collaboration and the development of solutions through shared meaning, most of the institute participants and those who had

participated in more than one institute stated the need for sustained relationships. Consequently the absence of sustained relationships could be a barrier to change.

Round # 2 (Ding, Ding)! I am excited to be here again after surviving the tears, frustrations, and the accomplishments of last summer. As I look around the room, I am disappointed that the participants from last year are few. I was looking forward to continuing the process with familiar faces. (teacher 94004)

I feel that there is no continuity in the development of this curriculum. I wish that the original group could have continued for three years completing the project. (teacher 95019)

Looking around the room I see quite a few teachers I know. I think we will have a good week. I see more young teachers than I did at the first institute. I think I can make some positive contributions. (teacher 94032)

Clark and Astuto (1994) explained that the concept of sustained relationship recognizes the value of shared efforts in an environment that is safe for experimentation and that respects individual differences. The teachers who had participated in earlier institutes had worked with the same people and had established comfort and support systems within the group.

Empowerment

Empowerment was another factor identified as influencing readiness. It was threatened when teachers were asked to make changes in activities without being asked to examine their philosophical frameworks. Autonomy and ownership influenced empowerment.

The teachers participating in this study expressed a sense of powerlessness as a barrier to change. This perceived loss of power and autonomy seemed to hinder the desire to implement the proposed changes.

I was furious with some of them today when they were telling us what content we should be teaching. They are missing the whole point of emancipation. (teacher 94019)

I don't like being told I will change without our having the time and comfort zone to discuss, evaluate, share and come to our own choice and decisions. (teacher 93012)

This can get heated! I understand the reluctance of those who were involved in last year's institute to change the mission statement - - it is always hard to be critical of something you have created. (teacher 94045)

These findings are similar to Johnson (1992), and Smith (1991) who found that change can have varied influences on teachers and their teaching. Negative effects of high stakes change include the alienation that some teachers feel when the mandated change reduces teachers' initiative to make classroom decisions, and a lessened sense of professionalism and autonomy that occurs when teachers are required to teach what the state education department decides is important.

The need for autonomy and power manifests itself in resistance to change as these teachers observed.

Generally, we agree on problems, visions and missions for family and consumer sciences and are willing to work out of our comfort level or safety zone to agree on these. However, when it comes to specifics, most of these participants are very resistant to changing the classes that they are familiar with. I think they have lost sight of the emancipative view and are working at a lower level and therefore are threatened because in change, their control is slipping away. (teacher 93019)

We had a good speaker this morning, very entertaining and good content, she talked about choosing topics that were timeless and dealt with real life. Everyone seemed to agree. When it comes down to it? will they actually evaluate their programs objectively, sit down and make some changes? I mean develop lesson plans, activities, etc. Instead of just saying "well we teach some of that. We're probably okay." They are so set in their own ideas. They are looking for new ideas as long as they fit their existing paradigms. They have such little experience in developing new vision, in taking risks. (teacher 94019)

On the other hand, one teacher realized the need to let go of some control in order to allow for change.

My biggest downfalls are in keeping too much control and in making most of the decisions as to what I want to teach. I guess I just need to be more flexible, allow myself to change. (teacher 93044)

Some teachers did feel a need to be part of the change process and surrendered some of their autonomy to achieve this.

My first thought when I heard that a few institute participants had rewritten the curriculum from yesterday was How dare they! "I feel strongly about doing this whole thing together, all of us getting some ownership in the project". (teachers 95004)

This is one of the most inspiring projects I have ever worked on. It amazes me that in a world of special interests so many have been able to compromise for the good of the whole. I sincerely hope the rest of the ranks will join in with ideas and input. I feel the rough draft is a quality project. It has created an atmosphere of freedom of choice within necessary guidelines. It has the ability to empower rather than enslave the teachers of this state. (teacher 93016)

The ability to contribute seems to be imperative to help teachers feel they are a part of the change process. The institute gave teachers an opportunity to be a part of a group of teachers, to share common ownership of the product, and to be part of the "us".

I was not going to come this year but, as the time came up I felt I wanted to have an input into what we were teaching. (teacher 94002)

It has been wonderful to be a part of the process of working on the state guide. Every family and consumer sciences teacher should have an opportunity to do this. I think they would feel ownership in the guide and be more willing to work with it. (teacher 94026)

The parenting and child development sub-group has made great progress. We have developed a rationale statement, a course description, and are now in the process of outlining the course content areas. I finally feel like I am an active participator in this conference, I feel motivated and I'm

learning . I have enjoyed working with the women in my group and they actively seek my ideas and advice. I feel they value my suggestions and appreciate my child development background and knowledge. I feel good knowing that I am helping to develop a curriculum that will become a valuable aspect of family and consumer programs. I now know that I have a purpose at this conference and that my ideas make a difference in the education of Idaho's youth. (teacher 94027)

However, absence of teacher ownership created resentment, hostility and consequently a barrier to change.

I am getting mad! I don't want to hear, I feel like we are hashing over the very same stuff we came to a decision about last year. I feel like the new people aren't appreciating the effort we put in last year to come up with what they are trying to demolish. I feel slighted that everyone doesn't automatically embrace what we came up with, I don't want to go on, which is very childish. (teacher 94013)

I hope today is a better day yesterday I experienced a flood of emotions. I guess I feel such ownership to the work we did last summer. I did not think it necessary to rehash again and again! Perhaps the process was necessary for new participants to feel the same way. (teacher 94001)

The absence of teacher ownership in most statewide educational change efforts could be a major factor in the persistence of systems and structures of the past. The participation of teachers in curriculum planning is essential for successful curriculum implementation, curriculum reform, and curriculum planning. (Bozik, 1990)

Administrative support

Administrators are found to be key motivators in instilling an atmosphere of readiness for teacher change. Administrative support provides for the development of a supportive community in which teachers begin translating ideas into meaningful actions in the schools and classrooms.

Several teachers in this study journaled about frustration and unhappiness brought by administrative barriers to their change process.

The thing that really stands out to me when doing the reading is that we know about early, middle and late adolescence, we know what their needs are, but we are still not meeting these needs!! Sometimes it is not our fault. The administrators rules and rheas often limit what we can do in terms of structure and relevance. (teacher 95019)

This curriculum could really open the eyes of our principals and superintendents, counselors, and other teachers. I think there are very necessary and do show our uniqueness and our importance and relevance to today's society. (teacher 95028)

Administrators need to get in on the changes, to appreciate the value of our programs and initiate our support at district levels. (teacher 93016)

The following teacher spoke of the administrative politics and biases towards the family and consumer sciences programs in her school.

Schools usually out programs which don't meet kids needs, though I do grant you there are some turkeys among the superintendents. We'll have to identify them and work on them, just as a lobbyist does. Infact, how about a lobby effort with home economics? We need to identify those who have problems. (teacher 93010)

In support of these findings Murphy (1993) says that local school administrators significantly influence the kinds of activities that take place or are implemented at the school site. Conley (1996) identified administrators as facilitators of change through planning, implementing dispute resolution, and interacting among all groups in the district and community.

A number of teachers' narratives also reflected crucial aspects of teaching when viewed from a gender perspective. Their stories exemplified the gender discrimination experienced by women teachers in the work force, the conditions of teachers' work and stress, and the uses of gender stereotypes for social control and limitation by male administrators.

We know what their needs are, but we are still not meeting these needs! sometimes its not our fault. The administrators make the rules and often limit what we can do in terms of structure and funding. What are we to do? (teacher 94017)

The principal doesn't see the value of our classes. He says he can not justify money put aside for a new food lab or just equipment for it. He actually said one day that the students can learn how to cook and sew at home. It's unimportant. My!! that's all he thought of the family and consumer classes and me. (teacher 95034)

These findings concur with the findings of Casey and Apple (1989) who commented on the potential for antagonism between female teachers and male administrators as a barrier to the implementation of innovative programs in schools.

Beliefs/Attitudes

Beliefs and attitudes are individual's understanding of the world and the way it works or should work. They may be conscious or unconscious and may be inferred from behavior (Richardson, Anders, Llyod, & Tidwell, 1994). A teacher's beliefs and attitudes have a tremendous impact on what actions they will take. Therefore, they become an important consideration in programs designed to change practice. (Fullan, 1991) Value of innovative program and self efficacy are identified and reported as barriers in this study.

Value of the innovation

The close relationship between the value teachers place on a given innovation and the successful implementation of that innovation are closely related. If the values and goals implicit in the project design were not congruent with those of project participants, the innovation is likely to be symbolically implemented or not implemented at all. (McLaughlin, 1988)

Some teachers expressed a need for reassurance about the value of family and consumer sciences education to validate the need for the proposed changes.

I'm disappointed in my colleagues' attitude regarding our professions role in influencing public policy and what power they have to effect change within our profession and world. (teacher 93008)

.....I came here to find out if family and consumer sciences is as important as we want it to be in the fast moving world of today???? Do we need to bother with change? Do we need to know how to fix a meal? Do we need to know how to sew a garment? Is it important to know how to parent? Is my job important enough to have a school district pay me a salary? Just what is important in family and consumer sciences???? (teacher 94021)

Why are these women so reactive? They keep asking how we will fit in teach prep, etc. Well, who do they think is going to fit it in? Some administrators or some politician? How about each of us? We are not publicizing our strengths. Instead we are reaching for excuses, we are looking for shelter for our pets. (teacher 94019)

One new teacher also expressed uncertainty about being in this profession after being immersed in the project. Her idealistic views were being shattered and she realized that the professionals within the profession were not perfect. She was disappointed to find that progress was slower than she had expected and questioned the value of the program and their choice of it as a career.

I am getting a view of family and consumer sciences education different from what I thought it would be; I have just recently decided to work on my teaching certificate and to be honest, this conference has not done much to solidify my decision. (teacher 94026)

I was a bit surprised at the answers some people gave when asked the question 'how do children learn'. This made me realize that even some family and consumer sciences teachers have misconceptions of how children develop and learn (teacher 94026)

Teachers identified a valuable program as one that meets the needs of their specific situations.

My values of vocational family and consumer sciences run deep in my soul. I am here because I found myself in conflict with the proposed curriculum outline. Change is good and needed, but do not throw out all of the past without remembering we are Idahoans. (teacher 94042)

Regardless of the teachers' individual perceptions of the value of the innovation, the institute teachers related successful change as requiring a sense of confidence that the innovation can and will work. The absence of this confidence during the early stages of change was a barrier. Several lines of evidence in the journals suggest that teachers' attitudes toward a new innovation were influenced by their beliefs regarding its value to their students.

Will the change result in increased student learning and interest? I'm concerned with valuable learning activity resources that can strengthen problem solving skills amongst my students. (teacher 950051).

I'm hoping this time will be constructive and instructive. I have so much to learn about teaching and being a family and consumer sciences teacher. I want to offer my students courses that are worthwhile, courses they will realize the worth of and also enjoy and make gains as individuals. I want to help them realize the importance of their duties as members of healthy families. I'm hoping this conference will give me a chance to learn more and share ideas, thoughts, and beliefs. (teacher 94026)

When teachers see that a new innovation enhances the learning outcomes of students in their classes then, and perhaps only then, is significant change in their beliefs and attitudes likely to occur. (Leithwood, 1986)

Self-efficacy

Perceptions of self-efficacy consists of teachers' perceptions of how well they can perform the tasks and behaviors called upon by the innovation. A number of journal reflections implied that the teachers felt a personal sense of inadequacy to bring about change. Insufficient information and the ability to use it was seen to limit their sense of self-efficacy and thus a barrier to change.

Big scream frustration! I feel powerless to effect any type of change called upon here. Can I really bring this about? (teacher 93008)

She states the problem we are experiencing in our field is due to our adherence to the positivistic science. She feels we should be a discipline

capable of enriching the human experience and professional commitment to be common good of society. This is a wonderful statement but I don't know whether I can accomplish it. (teacher 93007)

A perceived sense of self-efficacy is the one teacher characteristic that consistently has been found to be related to successful implementation of innovative programs. (Ashton & Webb, 1986; Armor, 1976; Bermen & MacLaughlin, 1977)

New teachers within the institute sometimes perceived that they offered input and feedback but were not heard by experienced teachers. They were sensitive to the emotions and alternate agendas of experienced teachers. Some new teachers expressed feeling overwhelmed and felt that in trying to understand the issues, they were disrespected or treated poorly by others. Oftentimes, feeling overwhelmed made them question whether or not they were capable of learning and implementing the new changes.

I have never worked as a teacher and I am concerned my ideas may not be taken seriously by this group. As a whole, the group seems to be a fairly conservative lot. I already know I have different views of many of the people here. Will they listen to me. I wonder whether am capable of attaining what's required in this institute. (teacher 94026)

I wrote some ideas from my group's work on parenting and child development on the newsprint. One idea was to have parents teach physical emotional, social skill. As <teachers name> was reading aloud she commented, "as a child development teacher, I sure hope you are teaching cognitive skills". I made a mistake. The comment was out of place. It was a power play. It said to me you screwed up and I had to correct, you this was so discouraging. (teacher 94019)

New teachers also expressed the need to work in small, non-threatening groups within the institute to help them think through some of the ideas presented, a condition that was frequently uncommon in their schools and thus a barrier in their efforts to change.

I'm extremely thankful for the small group interaction and the mentoring. I'm receiving through this as well as prioritizing what is really important for our students to walk away with this brings well needed and updated clarity to what I am doing. (teacher 94027)

Sparks' (1988) study on the effects of learning communities found that getting teachers together in small instructional groups on a regular basis to reflect on their own teaching in relation to research findings increased teacher efficacy. Increased teacher efficacy lead to confidence and belief that they could improve their instruction and to higher expectations for themselves and their students.

Professional Related Characteristics

Unity of purpose has not always been easily achieved, nor has the purpose always guided the actions of family and consumer science professionals. It was evident even in the early beginnings of the profession, when participants of the Lake Placid Conference began to see that not having a common purpose will be a continuing problem to be addressed (Brown, 1980). Lack of clarity about the specifics of change and professionalism are the professional barriers identified.

Clarity and specifics of change

Teachers within this study expressed concern for the lack of clarity as to the specifics of change called for within the institute and thus a barrier to change.

What are the changes being called? What should we be all about? Preparation for challenges and responsibility in the work world or preparation for family life?

Not having a shared set of beliefs and a common purpose was identified by one of the institute participants as influencing this lack of clarity.

We don't ever know what we are all about. What are the common goals, values, that bind us together and what about this uniqueness stuff where does this fit in? Unless we have a common understanding of who and what

we are, can we make any significant and meaningful change? (teacher 94015)

These findings concur with those of Brown (1980) despite a clearly stated professional purpose it has not guided the actions of family and consumer sciences teachers.

This lack of clarity was further complicated by language.

The wording prevents school administrators, and the public from understanding and feeling positive towards the purposes of the profession, and consequently to the support and funding given at the school levels. (teacher 94045)

The readings assigned to us were difficult to understand, the language used was new to most of us I did not exactly understand what was being called for. How do we expect administrators and the public to understand what we do and who we are if we can't say it, in simple words? (teacher 94045)

Several teachers stated that the apparent lack of unity among family and consumer sciences teachers within the institute was responsible for this inability to identify a common purpose, and set of shared beliefs towards developing a program that will meet the needs of the family.

Am anxious about the process, there is so much at stake. We must change and adapt if we are going to be viable, active players in the educational arena. What concerns me the most are those who don't want to change. Those people who still view family and consumer sciences being tied to traditional women's work and to traditional skills. (teacher 94006)

Consensus? Individuals it always amazes me how difficult something can be made. You would think that family and consumer sciences teachers would all have a similar basic understanding of what it is they do and what their responsibilities are or should be. I'm beginning to realize this isn't so. There should be common understanding focus, sharing and support within the profession. We will never be true professionals unless we agree on what we do. (teacher 94028)

Professionalism

The lack of professionalism was identified as hindering movement toward group goals and therefore a barrier to change. Female characteristics were identified as further compromising on professionalism within the institute.

We will not have time to cover many important issues such as name change, image, tech prep, graduation and certification requirements. I feel as women, some are avoiding complete professionalism. It is different for men. Women's characteristics interfere i.e. gossip, not speaking out loud (whisper), averting eyes. Frustration!! (teacher 93019)

Acceptance of curriculum the lack of professionalism is a surprise to me. Teachers who take a field trip during a work session and then leave early. This leaves others in a group high and dry. We need to be able to depend on each other to accomplish this change. (teacher 94042)

The following journal entry identified the professional outlook of the institute participants as contributing to the poor status and support accorded to the profession and their efforts to change.

We also talked about acting like professionals and being the change we wanted to take place. One person noticed that several people were doing needle point during the meeting. She remarked this would never happen in another profession. We want to be treated as professionals but we don't act the part. I was surprised at the kind of clothes I saw here. Again in another profession, the expectations or norms for clothing would be higher. (teacher 93019)

A great sense of discomfort with responsibility and the accountability that comes with it was detected among a number of institute participants. Faced with the reality and responsibility of making change happen, some participants questioned their ability or authority to do so. They doubted their ability to be a driving force for change in their schools, communities, and profession and thus a barrier to change.

I feel great anxiety as we struggle to name the subjects we will be teaching. Where is family and consumer sciences headed? I feel the responsibility in this room and a concern. (teacher 93035)

The process is long, the responsibility heavy and discouraging to some. It seems as if some are giving up. (teacher 94017)

I'm feeling the weight of our responsibilities. We must meet the needs of ourselves, of family and consumer sciences teachers not here and new ones coming up. We must identify our selves for the 21st century. (teacher 94017)

One teacher seems to indicate that this responsibility and challenge would be better accepted and handled by men.

It sure is a long process. I'm sure if we gave this to a man he would handle it better. (teacher 93002)

The lack of assertiveness of family and consumer sciences professionals in attaining the change they wanted to be was also identified as a barrier to change. Concern about the loss of family and consumer sciences subject matter to other disciplines created worry and anxiety, but at the same time family and consumer sciences teachers were not assertive in promoting and maintaining the validity of their programs.

We are overlapping so much with other programs and apparently unable to claim our turf and promote our work and assertively fight our rights. Complain, complain, complain. We need action. We might have been better served by a week-long assertiveness training course!! (teacher 94019)

The institute needs to consider a plan to participate in Tech prep programs and to improve our image. We need to consider discussion and training on publicity and public relations, lobbying efforts, being assertive in promoting the validity of our programs. (teacher 94019)

Summary

The variety of barriers confronted by school personnel and teachers demonstrates that the relative ease of mandating large-scale systematic change is in sharp contrast to the process of realizing that change. The support for family and consumer sciences curriculum reform within the institute was strong and the stakes were high, but the means for moving districts, schools, classrooms, teachers and students towards this goal were not always apparent or present. Four major barriers were identified: resources, readiness, beliefs/attitudes and professional.

Knowledge, time, finances, and alternative approaches were seen as resource barriers to change by the curriculum institute teachers in this study. Time was found to be one of the biggest barriers to change. Teachers expressed concern for the amount and lack of time to make the desired changes. With the need to make changes within their schools no extra time or assistance was give to them to incorporate the changes and still meet the regular requirements.

Personal costs, commitment, professional growth and collaboration empowerment and administrative support were seen as the readiness barriers to change experienced by the teachers in this study. An assessment of personal costs was a major determinant for teacher readiness for professional change within the institute. Change that was in alignment with teachers goals and needs and that involved them in the decision making process solicited commitment, empowerment and a desire to be involved in the change efforts.

Teachers perceived value of the innovation and perceptions of self-efficacy were the beliefs/attitude barriers identified in this study. These attitudes and beliefs entrenched by years of experience about how students learn, what is

important to learn, determined to a great extent teachers' receptivity to the changes proposed and often a barrier to change. These beliefs and attitudes are a consequence of teachers' past experiences. Only those changes that were in alignment with their beliefs were implemented.

Professional related characteristics were barriers to change. A lack of clarity as to the specifics of change and the absence of professionalism have contributed to the inability of family and consumer sciences professionals to implement innovations and therefore a barrier to change.

CHAPTER 5. SUMMARY OF FINDINGS AND RECOMMENDATIONS

The Idaho Curriculum Institute program was intended to drive innovation and change in family and consumer sciences curriculum. The successful joining of the initiative and goals is accompanied by barriers that may undermine the intended effects of change and that may prevent schools, teachers, and students from benefiting from these changes. These changes were considered central to efforts to meet existing and evolving educational standards.

This study was designed to answer the following research question: What are the perceived barriers to change encountered by family and consumer sciences teachers involved in a curriculum reform effort?

An interpretive research approach was employed in this study. Teacher journals were used to gain insight into how teachers experienced curriculum change and the barriers encountered during this process. This chapter will provide a summary of the major findings of this study, identify implications for practice and offer recommendations for future research.

Summary of Findings

The following is a summary of the barriers that emerged from this study, under the four categories of resources, readiness, beliefs/attitudes and professional.

1. Several teachers felt they lacked the specific knowledge needed to implement the changes being proposed by the Curriculum Institute. Lack of knowledge related to the topic, lack of necessary information, and inability to understand concepts created barriers.

2. Time was a frequently cited barrier. Many of the teachers expressed concern for the amount of time it would take to make the desired curriculum changes.
3. The lack of monetary support to implement the changes and the budget cutbacks on professional development activities created barriers to teacher change.
4. The absence of vivid, concrete and credible examples from which teachers could build on or gather ideas from was a barrier to change. Teachers expressed the need to have a working model which they could seek clarity and insight into what was expected of them.
5. Readiness for curriculum change involved an assessment of the personal costs perceived to be involved. Fear, frustration and uncertainty were the personal costs and barriers identified. If the personal costs of change were perceived to be greater than the benefits, then change was avoided.
6. Moderate levels of commitment were expressed in several journals. High comfort levels with current practices were identified as a barrier to change. However, for the teachers who viewed the institute as an opportunity for professional development, high levels of commitment were expressed.
7. Lack of peer support, professional dialogue and collaborative opportunities were identified as barriers to teacher change. Teachers within the study indicated that most curriculum development and innovative programs within their own schools occurred in isolation of others and within an environment that had little understanding of family and consumer sciences education.
8. Several teachers participating in this study expressed a sense of powerlessness as a barrier to change. The perceived loss of power and autonomy seemed to hinder the desire to implement the proposed change.

The ability to contribute also seemed to be imperative to help the institute teachers feel a part of, and receptive to the change process.

9. Support by administrators was viewed as most crucial following the initial training in the change process. Administrators were found to be key motivators in instilling an atmosphere of readiness for teacher change, consequently the lack of administrative support was identified as a barrier to teacher change.
10. Several teachers expressed a need for reassurance that the innovative program can and will work. The absence of this reassurance during the early stages of change was a barrier.
11. A number of journal reflections implied that the teachers felt a personal sense of incapability or inadequacy to implement the change. Lack of information (an important form of power) and the competence and autonomy to use it were the factors identified as limiting their sense of self-efficacy and therefore a barrier to change.
12. Several teachers expressed concern for the lack of clarity and understanding as to the changes being called for within the institute. An uncommon purpose and not having a shared set of beliefs was identified as a barrier and a continuing problem to be addressed in the efforts to accept a challenge for change. Disunity among family and consumer sciences professionals was also identified as contributing to this inability to change.
13. The lack of professionalism was identified as hindering movement toward group goals and therefore a barrier to change.

Implications for Practice

1. Participants could be encouraged to identify barriers they encounter during change and generate solutions to eliminate these barriers.
2. Creating awareness for the need to change may be the critical first step toward successful change. Teachers must see a need for change before they invest the time and energy required to achieve change.
3. Personalizing the change process becomes critical for change, so that each teacher knows the critical dimension of his/her practice that needs to be changed; the description of the necessary teaching practices; and determining small "do - able" steps that will achieve the desired goal.
4. School administrators and project directors need to provide nurturing support to teachers experiencing educational change to minimize the perceived personal costs and encourage high levels of commitment.
5. Learning opportunities need to be provided. Knowledge stimulates teacher autonomy and competence and in turn self-efficacy. Increased self-efficacy leads to confidence and belief that they can change their curriculum.
6. Initiators of change and school administrators need to acknowledge the educational value of collaborative reflection and learning communities, because of the opportunities they provide teachers for professional dialogue, learning, and support during significant curriculum change.

Recommendations for Research

1. An examination of gender differences in relation to curriculum change is needed to determine if there are differences in how the change process is experienced and whether there are differences in barriers encountered.

2. Teacher demographics in relation to the change process and curriculum orientation should be examined. Questions such as does the age of a teacher affect the degree of change or does participation in a curriculum institute facilitate change can be answered.
3. An investigation of motivation-related variables associated with successful implementation of innovative programs could be an important next step in understanding the factors related to successful teacher change.
4. Extensive and continuous studies could be carried out to examine the relationship between the number of curriculum institute workshops attended and teachers receptivity to change or effect on the curriculum orientation.
5. In-depth studies on the factors that contribute to the lack of common understanding and meaning of the family and consumer sciences mission statement, and subject matter, could be carried out to develop an understanding of how to bring about change.
6. A future study could determine if the personal costs of change assessed by teachers within the family and consumer sciences profession are greater or different than those experienced by teachers in other disciplines.
7. In relation to staff development, research studies could be carried out to identify ways to provide systematic training support to facilitate successful implementation and long-term utilization of school improvement practices by teachers.

REFERENCES

- Acquarelli, J., & Mumme, J. (1996). A renaissance in mathematics education reform. Phi Delta Kappan, 77(7), 478-484.
- Afflerbach, P., Almasi, J., & Guthrie, J., & Schafer, J. (1996). Barriers to the implementation of a statewide program: School personnel perspectives (Reading Research report no. 51). Athens, GA: NRRC, Universities of Georgia and Maryland College park.
- Anderson, L. (1993). The stages of systematic change. Educational Leadership, 51(1), 14-17.
- Anderson, D. (1995). Curriculum reform: Dilemmas and promise. Phi Delta Kappan, 77(1), 33-36.
- Armor, D. (1976). Analysis of teacher self-efficacy and preferred reading program in selected Los Angeles minority schools (Report No. 2007-LAUSD). Santa Monica, CA: The Rand Corporation.
- Ashton, P., & Webb, R. (1986). Making a difference: Teacher sense of efficacy and student achievement. New York: Longman.
- Babcock, P. (1980). Websters Third New International Dictionary. Springfield, Massachusetts: Merriam-webster inc.
- Baldwin, E. (1991). The home economics curriculum: A "new" integrative paradigm. Journal of Home Economics, 83(4), 42-48.
- Ball, L. (1996). Teacher learning and the mathematics reforms: What we think we know and what we need to learn. Phi Delta Kappan, 77(7), 500-508.
- Battista, T. (1994). Teacher beliefs and the reform movement in mathematics education. Phi Delta Kappan, 75(6), 462-470.
- Bell, B., & Gilbert, J. (1994). Teacher development as personal, professional and social development, Teaching and Teacher Education, 10(5),483-497.
- Bell, B., & Gilbert, J. (1996). Teacher development: A model for science education. London; Washington DC: Palmer press.

- Benne, K. (1976). The process of re-education: An assessment of Kurt Lewin's views. In Bennis, W., Benne, K., Chin, R., & Corey, K., (Eds.), The planning of change. New York: Holt, Rinehart & Winston.
- Bermen, P., & McLaughlin, W. (1977). Federal programs supporting educational change, Vol. 8: Implementing and sustaining innovations. Santa Monica, CA: The Rand Corporation.
- Bogdan, R., & Biklen, S. (1992). Qualitative research for education. Peoria, IL: Glencoe.
- Bozik, M. (1990). Teachers as creative decision makers: Implications for curriculum. Action in Teacher Education, 12(1), 50-54.
- Brozovsky, L. (1996). Beginning the journey of change: Readiness experiences of Nebraska family and consumer sciences teachers. Unpublished master's thesis, University of Nebraska, Nebraska.
- Bracey, W. (1991). Educational Change. Phi Delta Kappan, 72(7), 557-560.
- Brickhouse, W. (1991). Ethics in field-based research: Ethical principals and relational considerations. Science Education, 76(1), 93-103.
- Brophy, J. (1983) Classroom organization and management. The Elementary School Journal, 83, 265-285.
- Brown, M. (1980). What is home economics education? Minneapolis: Minnesota Research and Development Center.
- Brown, M. (1985). Philosophical studies of home economics in the United States: Our practical-intellectual heritage (Two vols.). East Lansing: Michigan State University, Home Economics Curriculum Center.
- Brown, M. (1986) Home Economics: A practical or technical science? In J Laster & R. Dohner (Eds.), Teacher education yearbook 6, 39-55. Peoria Illinois: Bennet and Macknight publishing, a division of Macmillan.
- Brown, M., & Paolucci, B. (1979) Home Economics: A definition. Washington, D.C: American Home Economics Association.
- Byrd, S., & Doherty, C. (1993). Constraints to teacher change. Paper presented at the Annual Meeting of National Association for Research in Science Teaching, Atlanta, GA.

- Caine, D., & Caine, T. (1995). Reflective teaching as a strategy for teacher change. Educational Leadership, 38(7), 553-554.
- Carlson, S. (1991). Secondary home economics teacher change toward a critical consciousness orientation.
- Casey, D., & Apple, M. (1989). Policies that support professional development in an era of reform. Phi Delta Kappan, 76(8), 597-604.
- Clark, L., & Astuto, A. (1994). Redirecting reform: Challenges to popular assumptions about teachers and students. Phi Delta Kappan, 75(7), 513-520.
- Conley, T (1996) Are you ready to restructure: A guidebook for educators. Corwin Press, INC
- Coomer, L. (1989). Introduction to critical inquiry. In F. H. Hultgren and D. L. Coomer (Eds.), Alternative modes of inquiry in home economics research. Peoria, IL: Glencoe.
- Creswell, W. (1994). Research design: Qualitative & quantitative approaches. Thousand Oaks, California: Sage Publications, Inc.
- Darling-Hammond, L., & McLaughlin, W. (1995). Policies that support professional development in an era of reform. Phi Delta Kappan, 76(8), 597-604.
- Dickson, G., Corbett, M., & D' Amico, P. (1986). Constraints to teacher change. Journal of Teacher Education, 37(1), 55-58.
- Douglas, J. (1976). Investigative social research. Beverly Hills, CA: Sage.
- Doyle, P., & Pimentel, S. (1993). A study in change: Transforming the Charlotte-Mecklenburg Schools. Phi Delta Kappan, 74(7), 534-539.
- Duke, L. (1993) Removing barriers to professional growth. Phi Delta Kappan, 74(9), 702-704; 710-712.
- Eisner, E. (1985). Conflicting conceptions of curriculum. Berkeley, CA: McCutchan.
- Erickson, G. (1995). Supervision of literacy programs: Teachers as grass-root change agents. Needham, MA: Allyn & Bacon.

- Evans, R. (1989) The faculty in mid-career: Implications for school improvement. Educational Leadership, 46(8), 10-15.
- Evans, R. (1993). The human face of reform. Educational Leadership, 51(1), 19-23.
- Fullan, M. (1991) The new meaning of educational change. New York: Teachers College Press.
- Fullan, M. (1993) Overcoming barriers to educational change. Toronto: University of Toronto, Department of Education..
- Fullan, M., & Hargreaves, A. (1992). Teacher development and educational change, in Fullan, M. & Hargreaves, A. (Eds) Teacher development and educational change. London, Palmer press, 1-9.
- Fullan, M., & Miles, M. (1991). Getting educational reform right: What works and what doesn't. Phi Delta Kappan.
- Geertz, C. (1973). Thick description: Toward an interpretive theory of culture. In the interpretation of cultures. New York: Basic Books.
- Guskey, R. (1986). Staff development and teacher change. Educational Leadership, 42(7), 57-60.
- Grote, A., Rogers, C., & Templin, J. (1979). Strengthening home economics: A model for involving teachers in change. Illinois Teacher, 23(2), 93-95.
- Hall, E., & Hord, M. (1984). The teacher's point of view: Stages of concern in Duke (Ed.), Change in schools: Facilitating the process 52-79. Albany, New York: State University of New York Press.
- Hargreaves, A. (1994). Changing teachers, Changing times: Teachers' work and culture in the postmodern age. London: Cassel Villiers Hse.
- Hassler, S., & Collins, A. (1993). Using collaborative reflection to support changes in classroom practice (Report No. SP-034745). Evanston, IL: School of Education and Social Policy, Northwestern University. (ERIC Document Reproduction Service No. ED 361 330).
- Hawley, W. (1978). Horses before carts: Developing adaptive schools and the limits of innovation. In D. Mann (Ed.), Making change happen 224-260. New York, New York: Teachers College Press.

- Horn, M., & East, M. (1983) Hindsight and foresight: Basics for choice. Journal of Home Economics, 75(4)12-15
- Hultgren, J. (1986). Value reasoning design: The Pennsylvania state university curriculum project. In J. F. Laster & R. E. Dohner (Eds.), Vocational home economics curriculum: State of the field 289-300. Peoria, IL: Bennett & Mcknight.
- Johnson, M. (1992). Teacher education reform: Transforming the practice of home economics teachers through learning communities. Paper presented at the annual meeting of the American Vocational Association, St. Louis, MO.
- Kellet, C. (1994). Family diversity and difference: A Challenge for Change. Journal of Family and Consumer Sciences, 86(3), 3-11.
- Kolderie, T. (1994). Charters: An invitation to change. Educational leadership, 52(1), 36.
- Larson, L. (1991). Small is beautiful: Innovation from the inside out. Phi Delta Kappan, 72(7), 550-554.
- Lawton, H. (1982). The myth of altruism: A psychohistory of public agency social work. The Journal of Psychohistory, 9, 265-308.
- Leithwood, K (Ed) (1986) Planned educational change. Toronto Ontario: The Ontario Institute of studies in Education
- Leithwood, K., Menzies, T., & Jantzi, D. (1994). Earning teachers' commitment to curriculum reform. Peabody Journal of Education, 69(4), 38-61.
- Liberman, A. (1995). Practices that support teacher development. Phi Delta Kappan, 76(8), 592-596.
- Lichty, E. (1996). Obstacles and supporting factors involved in teacher change. Unpublished master's thesis, University of Nebraska, Nebraska.
- Lippitt, R., Watson, J., & Westley, B. (1958). The phases of planned change. In W. B. Spaulding (Ed.), The dynamics of planned change (pp. 129-143). New York: Harcourt, Brace & World.
- Louis, K., & Miles, M. (1990). Improving the urban high school. New York: Teachers College Press.

- Marshall, C., & Rossman, B. (1995). Designing qualitative research. Thousand Oaks, California: Sage.
- McLaughlin, W. (1975). Personal transformation: The cornerstone of change in home economics teacher education. Journal of Vocational Home Economics Education, 11(2), 1-13
- McLaughlin, W. (1988). Federal programs supporting educational change, Vol 7: Factors affecting implementation and continuation. Santa Monica, CA: The Rand Corporation.
- Montgomery, B. (1994) Riddled with discontinuities: Curriculum change experiences of Wisconsin family and consumer sciences teachers. Unpublished doctoral dissertation, University of Wisconsin, Madison, WI
- Moscovici, H. (1992). From metaphor to a community of learners. Unpublished paper submitted to N. Presmeg at the Florida State University.
- Murphy, S. (1993). The culture of the school and the problem of change. Boston, MA: Allyn and Bacon.
- Murray, C. (1990). Reconceptualizing home economics instruction and research programs with particular reference to developing countries, A model and a process: In William's, West and Murray (Eds). Looking toward the 21st century: Home economics in the global community. Mission Hills, CA: Glencoe McGraw Hill.
- Patton, Q. (1990). Qualitative evaluation and research methods. Newbury Park, CA: Sage Publications.
- Peterat, L., & Mclean, C. (1982). Revisiting curriculum: The argument for a rationale. Canadian Home Economics Journal, 32 (4), 185-187.
- Prochaska, O. (1996). The six stages of change. Canadian Journal of Cardiology; Sigman-Grant, Nutrition Today.
- Psathas, G. (Ed). (1973). Phenomenological Sociology. New York: Wiley.
- Richardson, V., Anders, P., Lloyd, C., & Tidwell, D. (1991). The relationship between teachers' beliefs and practices in reading comprehension instruction. American Educational Research Journal, 28(3), 559-586.
- Riley, V. M. (1989). Change: Wisconsin's Experience. Illinois Teacher of Home Economics, 32(5), 163-65

- Schon, D. A. (1983). The reflective practitioner: How professionals think in action. New York: Basic Books
- Scruggs, M., & Rader, B. (1981). Future roles for home economics educators in colleges and universities, in Home economics teacher education: Sixty significant years, edited by Elizabeth Ray. Bloomington, IL: Mcknight Publishing Co.
- Smith, M. (1991). Put to the test: The effects of external change on teachers. Educational Researcher, 20, 8-11.
- Sparks, G. (1988) Teacher's attitudes toward change and subsequent improvements in classroom teaching. Journal of Educational Psychology, 80, 111-117.
- Sykes, G. (1996). Reform of and as professional development. Phi Delta Kappan, 77(7), 465-467.
- Tarule, J. M. (1980). The process of transformation: Steps toward change. New Directions for Higher Education, 8(1),24.
- Tobin, K. (1990). Changing metaphor's and beliefs: A master switch for teaching Theory into practice: Metaphors we learn by. Spring: 122-127.
- Waudu, J. (1993). Home economics in Africa: Reflections and prospects. Canadian Home Economics Journal, 43(4), 150-152.
- Waugh, F., & Punch, F. (1987). Teacher receptivity to system wide change in the implementation stage. Review of Educational Research, 57(3), 237-254.
- Weiss, J. (1993). Critical realities: A structural framework for planned educational change. Newbury Park, CA: Sage.
- Wideen, F., & Andrews, I. (1987) Staff development for school improvement. A focus on the teacher.
- Wilson, S. (1996). Learning by all. Phi Delta Kappan, 77(7), 468-476.
- Vail, A. (1995). Change experiences of home economics teachers involved in curriculum reform. Journal of Family and Consumer Sciences Education, 13(2), 78-91

ACKNOWLEDGMENTS

I would like to express my gratitude to my major professor, Dr. Ann Vail, for the assistance, guidance, and insight she has provided to me during the completion of this thesis. My gratitude is also extended to Dr. Karen Shirer and Dr. Connie Hargrave, for serving on my program of study committee and for providing guidance and support.

In addition, I would like to thank the following for their time and feedback in reviewing my findings and discussions: Angie Beck, Valarie Mandiloff, Jena Hayenga, Jean Ann Sharri, and Lori Blessing. Last but not least, my gratitude goes to Iowa State University and the College of Family and Consumer Sciences for making this possible.