
THE CREATION OF A UNIVERSITY DISCIPLINE IN A SOCIETAL AND SOCIAL CONTEXT – A PROFESSION IN CHANGE – HIGHER EDUCATION IN LITHUANIA

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Abstract. *This article aims to present a picture of how a university discipline has been created in Lithuania, given the background of changes caused by the Lithuania's emancipation from the Soviet Union. The theoretical frame of reference is provided by a modified model of Bronfenbrenners developmental ecology. Data collection has primarily been in the form of interviews with university staff from Lithuanian institutions for higher education. In addition to the interviews, literature lists, course schedules and other key documents have been collected and analysed. The analysis focuses on individual's conceptualisation of three main areas. The study demonstrates how the creation of management and economics as a university discipline in Lithuania has been formed by a combination of political/ideological, economic, institutional and individual factors. One of the study's main contributions is to highlight the significance of the concept of academic freedom and to focus on the paradox, where constraint under the old system*

is replaced by another form of constraint. In this case, where the rigidity of the old Soviet doctrine is replaced by a new freedom; but instead of being given greater opportunities to influence and change the subject, the academic staff are forced into a position where, once again they are subjugated to the influences of international sources.

Key words: *Freedom, creation, Lithuania, change, social-constructionism, developmental ecology.*

1. Introduction

This article is a further development of a previous publication, based on a common empirical data which highlights new insight on higher education and change processes. The introduction of business economic education coincided with the Lithuanian independence 1990, then the development against market economy was initiated, what came to set significant requirement on company economic knowledge in the society. Discipline studies in business economics and other economy matters become therefore important of several reasons, and to study a matter's growth constitute a part of the educational field of research. To increase the understanding for how a discipline constitutes is moreover an important contribution from an European perspective. In Engwall¹, there are given various contributions in order to elucidate the business economics matter's theory – and development of idea's. Existing study constitutes a contribution in the understanding of what shaped business economics 1988–1997 in the meeting between one before – and one after situation in a Lithuanian context. Business economics is the point of focus of the study and the study's essence is formed in the meeting between rhetoric and praxis. It is my ambition that this study will be as interesting and relevant for pedagogues as it will be for those active within the field of Social education and business economics. The study's aim is to provide a picture of the creation of business economics as a university discipline in Lithuania between 1988–1997. My research interest have focused around the impacts on business economics as a university field of subject, that have resulted from the meeting between the old Soviet doctrine and the new found academic freedom that resulted from Lithuania's emancipation from Soviet governance. In conjunction with this, I have studied the theories/theorists which are and have been of primary importance within the discipline of business economics and what has influenced the subject as a result of the meeting between the old and the new. The nexus of the study is the individual, in conjunction with their various levels of context. This study focuses on two primary questions:

- Which theories/theorists are and have been of primary importance within the discipline of business economics in Lithuania?
- What has influenced the subject as a result of the meeting between the old and the new?

1 Engwall, L. *Mercury meets Minerva*. Oxford: Pergamon Press, 1992.

The questions outlined above are given their theoretical grounding in the principles of developmental ecology by Bronfenbrenner². Document analysis and semi-structured interviews were conducted out of three themes; a) re-programming, purpose with this theme was to reflect on what in different senses has influenced the development of curriculum's and the role of Business Economics education b) content of Education, purpose is to show how the academic teacher sees and understand curriculums and how these are implemented by the teacher's in the classrooms as well as effects of the course literature into the curriculum and c) attitudes and interest, purpose is to reflect upon how teacher's understand and themselves in accordance to students, Business economics as a subject and their own professional role. The interviews have been analyzed in accordance to categorizing of content and out of this, main themes have been defined. Six universities (Kaunas University of Technology, Vytautas Magnus University, Siauliai Pedagogical Institute, Vilnius University, Klaipeda University, Lithuanian Agricultural University in Lithuania) are represented and altogether 11 interviews with professors representing the Faculties or Departments of Business Administration and Management in each University have been conducted. In addition to this, a number of policy documents have been analyzed. These documents can be divided into three parts: List of literature, Curriculum and syllabus in Business Economics, central policy documents from ministry level. Interviews were conducted during 1997 with lecturers and professors who were active under Soviet-rule before Lithuania's independence in 1990. The study covers the period of time ranging from two years before independence through to the succeeding seven years.

2. Background

Berg and Wallin³ means among other thing that a curriculum expresses the powers of a sovereign state's intentions to govern the school in a certain direction, what to be reflected in the governing documents that surround the school. This extraneous boundary in relation to the internal boundaries does according to Berg⁴ create an unused scope for action, a "free-room", arises. The studies show that the matters are located in an excitement field of different interests, for example political or cultural. Prevailing society scratching food and political decisions does that matters to be developed differently in different countries. Economical, social, technological, competence factors constitute other driving forces that in various respect sheep consequences on the disciplines role and development. The discipline's influence on profession's differ therefore. New education programmes and the subject areas can therefore be said to occupy a role in a society's development. Education has

2 Bronfenbrenner, U. *The Ecology of Human Development*. Cambridge: Harvard University Press, 1979.

3 Berg, G.; Wallin, E. *Skolan i ett utvecklingsperspektiv*. Studentlitteratur, Lund, 1983.

4 Berg, G. *Att förstå skolan*. Studentlitteratur, Lund, 2003.

often been described as an important part in processes of change, and has also been considered from historical point of view that a carrying part. What that runs changes, and how ideas are disseminated in an increasingly global ice row world, has among other things, Czarniawska⁵ elucidated as she asserts that it can also be other perspectives that run processes of change, depending on where in the process and on which level the change lies. Certain ideas "travels" around, some stay left and remains modern, some fashion stays and becomes institutions, while others disappear. Czarniawska⁶ stresses that when an idea is transformed into action and this action will be repeated and a normative explanation will be given to it, an institution is to be created. The textbooks and teaching aids' role is studied of among other things by Furusten⁷ from a social-constructivist perspective assert that the reality is socially designed and that textbooks and teaching aids become wearers of designed realities. The literature contributes then to creating a language, a mist course, where the aim with the language is to disseminate standards for what behaviours and campaigns that are considered evil to success and that has importance for how companies and other organisations act. Literature, that I consider Furusten⁸, constitute an important agent of ideologies and attitudes.

3. Research methodology

Data collection has primarily been through a total of eleven interviews with university staff from six Lithuanian universities/colleges (codified), which provides education in business disciplines. In addition to these interviews, policy documents in the form of reading lists, syllabys and key documents have been collected and analyzed. Interviews have been conducted in the respondent known environment and in English in all cases except two, which were implemented in German. An interpreter has not been present. It has been me and respondent in a separate room, in a relaxed manner, conversed. In total, respectively interview calls lasted for 1.5 hours and recorded on a tape, then transcribed occurred. From the interview responses and the content of policy documents I decided to formulate three specific main themes crystallized at transcribing and in relation to the study purpose. The study's main themes are a) reprogramming; the purpose of this theme is to highlight what is in various respects influenced the design of curricula and economics education in a before, during and after the situation. The main theme of b) teaching content; the purpose is to illustrate how the teacher perceives curriculum and how these are translated by the teacher in teaching and the effects that the literature may

5 Czarniawska, B. *En teori om organisering*. Studentlitteratur. Lund, 2005.

6 *Ibid.*

7 Furusten, S. *Knowledge or Ideology?* Uppsala: Uppsala University Press: Dept of Business Administration, 1993.

8 *Ibid.*

be in the curriculum, thirdly the c) main theme; attitudes and interest the aim is to highlight the different perceptions that teacher reports with respect to students, business agent and its own teaching role. The principles for the compilation of the interviews followed Kvale⁹ thoughts on the meaning concentrator. In short, sense concentrator Kvale¹⁰ to read the full interview and get a feel for the big picture, then the natural discernment of meaningful aspects based on the respondent's own story begins. Citations by the statements have been used to support the presentation of results. The quotations are reproduced with certain linguistic correction. The study intends to make a triangulation; triangulation means in practice that several different methods are used to produce research data in the study and interviews are combined with documents. The potential use of triangulation has its origin in the fact that the various qualitative methods have their own assumptions about the social world nature and the individual's interaction with others. Each method brings with it its own set of assumptions in the data collection and therefore also data must be seen in relation to the method used. The main advantage of using several different methods is that it provides more data, thus increasing the quality of research according to Denscombe¹¹.

4. Theory

That concrete idea of your values are very difficult then they most often lies in the deep unconscious. In my opinion, values has to be influenced in relation to the reality and view each individual has. My selective perception is one unconscious consequence of that diversity of information that touches our world. That theoretical framework I therefore chooses to be paid from, those methods I select and those empirical findings I do, depends largely on the result of that selective process each people undergo in upbringing, working lives, education etc. It is limited parts of the reality I see and possibly also want to see. Certain problems meet me, others not. I experience the strength in certain relations and other relations not. It is on the basis of my glasses that I consider the study's aim and chooses theoretical starting points. In this part, I present the study's theoretical starting points. The study is paid from the perspective that is referred to development ecology by Bronfenbrenner¹². According to his theory, all phenomena hang together and influences each other, but in differently high degree wide different occasions. The theory aims the attention against relationships, part's average people, part's between those different systems that our

9 Kvale, S. Den kvalitativa forskningsintervjun. Lund: Studentlitteratur, 1997.

10 *Ibid.*

11 Denscombe, M. Forskningshandboken – för småskaliga forskningsprojekt inom samhällsvetenskaperna. Studentlitteratur. Lund, 2000.

12 Bronfenbrenner, U. The Ecology of Human Development. Cambridge: Harvard University Press, 1979.

life and our world are edified of. Bronfenbrenner¹³ stresses that the individual always develops in a context and his theory includes the entire context that the individual live in. The choice of development ecology as a frame of reference in this study is justified of that Bronfenbrenner¹⁴ does a division of context on different levels, that all affects on the individual's development. Another reason to the choice of development ecology is that the growth of business economic education as a part of the higher education should be seen in a furthermore social and public context, where business economic education and knowledge in economy reflects needs for individual, companies and society. The social context's importance for the individual is lifted forward also to the Russian researcher Vygotsky¹⁵. The choice of Bronfenbrenner's developmental ecology, modified by Drakenberg¹⁶ with the addition of the ex-macro level as a frame of reference for the study is motivated by the fact that the creation of business economics as an academic discipline occurs at many different levels and is influenced by societal, employment and political-educational goals. The nexus of this study is the individual. I see the individual as a driving force and their adaptation to the different levels is central to our understanding as their different levels of influence have differing significance for the individual. This is the reason that I choose not to take my theoretical standpoint from Vygotsky¹⁷, who views all factors as being of equal significance for the individual. In my studies of the curriculum, I believe that the individual's relation to the differing aspects of rhetoric and praxis needs to be understood. Kundrotas¹⁸ shows in his study how Business Economics primarily is influenced by a micro-system; departments and lecturers. Development- and knowledge acquisition which are stimulated on this level, then influences the whole society. Kundrotas¹⁹ shows how educational development on micro-level interact with its surrounding environment. The parts which makes the educational system – purpose with the studying, content, form, method, lectures and students are related to the; macro-system (culture, nation, traditions, language), exo-system (educational system, society, economy, departments), meso-system (higher education) and

13 Bronfenbrenner, U. The Social Ecology of Human Development: A Retrospective Conclusion. In Bronfenbrenner, Urie. *Making Human Beings Human: Bioecological Perspectives on Human Development, The SAGE Program on Applied Developmental Science*, Thousand Oaks: Sage Publications, 27–40, 2004.

14 *Ibid.*

15 Vygotsky, L. *Cultural, Communication and Cognition: Vygotskian Perspectives*. Cambridge: Cambridge University Press, 1978 p. 57.

16 Drakenberg, M. *Continuity or change? Equal report*. Dept of Teacher Education, Malmö University Press, 2004.

17 Vygotsky, L. *Cultural, Communication and Cognition: Vygotskian Perspectives*. Cambridge: Cambridge University Press, 1978 p. 57.

18 Kundrotas, V. *Organising Undergraduate Business Administration Studies at University*, translation by Stankeviciute, J. Kaunas, 1996.

19 *Ibid.*

micro-system (implementation/content of education out of educational traditions). There are different social realities according to Berger and Luckmann²⁰. People are able to move from one reality to another, but still, there is always one reality which dominates, reality in daily-life which can be seen as governed. A presumption about a reality which is socially constructed means that there is no objective reality, independent of human conditions. The implementation on how policy documents in education varies in accordance to how they are given an importance. This then affects the distance between rhetoric and practice. According to Svingby²¹, curriculums can be seen as either in detail interpreted or more general, opened for interpretation.

4.1. Theoretical standpoints

In this study, I choose to point out three theoretical concepts; development ecology, social-constructivism and constructive pedagogy. In the following, I'll point out my interpretation in those notions. Development ecology is in my interpretation about individual's relationships in different spheres: in private and professional. These relations can be directly or indirectly influenced by the individual. It gives us an understanding of individual's action and interplay which affects different levels in society. It also tells us that individual roles and action is a consequence on how environments on different levels form and affect individual's. Social constructivism is for me a way to see and define the world, as we know it, as a consequence of human interaction and communication. Given this, we can imagine the world, not in advance given. Academic professors do have a key-part in this study and therefore, be seen as socially constructed subjects, out of their role as researcher's. A third concept, constructive pedagogy, is a way of looking upon learning processes. In these processes there are different actor's, and out of different starting-point they construct own imaginations on what is going on and essential for knowledge acquisition. The actor's way of handling and relate to those learning processes are influenced by various ambitions and driving forces.

5. Results

I have chosen to present the empirical material in such a way that the material grows forward and organic is done, why I present what has arrived in continuous text with selections of quotations, what constitutes bases for my interpretation. The section is divided up in three main themes; re-programming, the education's contents and attitudes and interests. Each and one of these main themes is afterwards divided in sub-themes.

20 Berger, P.; Luckmann, T. *Social Construction of Reality*. Penguin books. London, 1991.

21 Svingby, G. *Från läroplanspoesi till klassrumsverklighet*. Malmö: Liber, 1999.

5.1. Re-programming

5.1.1. *National directives*

During Soviet-times it was prepared in practice all governing documents as course plans, literature lists and time-plans of the education ministry in Vilnius with clear control and control from Moscow. The directives that were given were reflected in central documents. The individual university had small possibilities to conduct leverage over course-design, time-allocation as formulation of course contents. Relatively often, the same persons involved in preparation of national governing documents is also working within the Universities.

Earlier, during Soviet-time we received curriculum from the Ministry but after the independence, we had to develop it ourselves (F, G, I).

Two types of teachers can be seen; they that follows new guidelines in full and they that actively choose to sometimes to go outside (national) frameworks.

5.1.2. *The role of Business Education*

We could not have our own opinion and it meant that we needed to say one thing and rethink when it was needed, which also affected the way of teaching (A, E, F).

In the interplay between different levels in former Soviet, there was one relatively small, in other words, to say unpresent, space for action for the individual teacher. Goal-, rule - and activity level where highly integrated, which can be seen in the governing documents. My interpretation is that the teachers' different views on its role got consequences for the meeting with new directives, frames and how the economy matter was considered. Furthermore, I consider, even though the near context where the individual was a part of, was the same, the individual used his free-room in order to influence the education's content. Either recognized the teacher the changes and continued to act on the basis of new conditions, or the teacher returned into passivity and nearer lack of interest. How the teacher considered its role and which attitude and interests to the teaching subject came to have big importance.

5.1.3. *International influence*

There is a totally wrong view in western countries about our conditions in the former system. We had enough subjects within the field of Economics. As a result of another property-legislation and lack of private sector of course there are differences. But in the field of Organisation and Management we cannot see so many differences. It makes us frustrated when thinking about the views and the "I know better" attitude you showed us (B, G).

The need of internationalization for the universities combined with Lithuania as a relatively small country, relates well to what Engwall and Zamagni²² emphasizes as an important factor in how business economics has been developed as subject in Universities. It became clear that influences and impact from western universities (mainly American) came and had strong influence on how diplomas and courses were formulated and how course plans were prepared. A part of this leverage was self-elected and a part unavoidable in the sense that the universities lacked earlier experience of business economic education. The degree of internationally influences and co-operation gives a picture of incoming guest-lectures as “messengers” in this way as they brought ideas, views and solutions which was recognized as the “only” right way. The level of internationalization can therefore be said to become a part of a professional identity and influence the teacher’s view on his or her professional role.

5.1.4. *Summary Re-programming*

A transformation, where you go from a society that in detail regulate what that might be said and not, to a system that emphasized academic independence, is of course difficult too many in the society, including teachers. The meaning of the concept academic freedom became something ambiguous. One “unfreedom” in the old system was replaced with another kind of unfreedom in a new system, where the teacher either was given big possibilities to influence or to have a vulnerability, meaning welcoming for all sorts of support coming from others (abroad).

5.2. Education’s contents

5.2.1. *Course literature*

In the governing documents it was shown that Lenin, Marx, Engels and political speeches of Breznev constituted the course literature that during Soviet-time was included in curricula in economics-education. Certain “western” literature occurred, and then translated such as the american Paul Samuelson which should be mentioned whose text-books was used in courses in economics. During the 1980’s, certain liberal ice-breaking occured and translations of Philip Kotler occurred.

Mentally, it is not very difficult because Marxist Economics is also Economics and some fundamental things remain the same but of course it was a problem and at the same time interesting as we had the motivation and we understood that it was a step forward. In every society the practice is different. Maybe the theories are the same but how they are adopted varies from country to country (C, E, G, H).

22 Engwall, L.; Zamagni, V. *Management Education in his theoretical perspective*. Manchester: Manchester University Press, 1988.

Availability of textbooks and teaching support and its central role and importance in providing knowledge combined with the experienced deficiency on textbooks and teaching aids adapted for Lithuania's relations constitutes a significant problem. In the interviews it was shown that an overwhelming part of the literature in the form of text books that was used from 1990 and ahead, reflected a view on capitalism and market economy that was characterized of:

- Either the economy was advised planned or market economy
- The transition from a central deliberate economy to a free market will happen relatively easily, and without some right costs. This required that market-prices will be free, the market liberal, and the private business community is permitted to grow.
- Economic awareness, profit-maximizing and rationalized acting is significant for human beings
- Focus in change relates on fast changes and shifts. Not on that public change should be inserted in a social and historical context.

In the governing documents, it was clear that more or less all textbooks and teaching aids that are used and/or has been used in the business economic education has had these starting points.

5.2.2. *Course plans*

All those theories in Organisation and Management which were dominating in the former system has been very supportive as a scientific basis to develop Business Administration. Of course the question about property ownership and internationalization has been challenging when developing Business's Administration (C, D, F, G, H).

In the interviews, it seems, as mentioned above, that there were three types of teachers; a) they that in course plan work recognized the new on the basis of the old vis-à-vis their institution and b) they that had a negative attitude and doubt in relation to the new on the basis of the old and c) they that provides a clear individual view and retrieves their force to change and development in their network of contacts outside the institution. The teacher became one "ideology manufacturer" with formally seen high degree of independence, however without a lot of choices. In earlier Soviet each teacher also had a central "ideology manufacturing" role with the distinction that the teacher alone had low or no freedom of degree.

5.2.3. *Summary of the education content*

More or less all textbooks and teaching aids that are used and/or has been used in the business economic education has contributed to providing simplified attitudes. The student was stimulated seldom of the teacher to challenge these views. This dependance on the teacher's own limited frames of reference, partly depending on that there were no incentives from institution, society, councillors (from western countries) to put forward this in the education. In this sense, one can

say that the course literature came to become a reflection of going from one rigidity (old Soviet-system with strong central control) to another (high degree of freedom, but conditioned). The course literature gave little space to a knowledge transfer in lifting forward a diversity of market economies similar to example the Scandinavian, Japanese or German which, to a large extent, can be explained by a limited access to these languages. The interest from teachers and students to receive knowledge about these economies could therefore to a highly limited extent be fulfilled. Development of pedagogy occurred more likely on individual level than on institution level. It is individual teachers that are carrier of pedagogical ideas, and it seems that the more contact surfaces the teacher had outside his or her own institution, the more open the teacher appeared to discuss pedagogical development works.

5.3. Attitudes and interests

5.3.1. *The sight on the student*

In earlier Soviet-system, the view on the student and academic freedom was highly regulated.

Sometimes when teaching Political Economy we knew that it was not the truth. We did not believe, we felt it (B, D, E, K).

In the governing documents it was clear that the teacher's role also was strictly regulated. A consequence of this was that the student was forced to train problem solution but not to be trained on critical attitudes. If the student found the way to a problem solution, without reflecting and critically to check the result in accordance with what teacher considered, the solution was seen as good a solution. The transition to stimulating critical attitudes and discussions meant changed requirements on pedagogically approaches.

5.3.2. *Teacher's profession*

In the interviews it was obvious that some of the teachers were undoubtedly positive on the new possibilities that were given in teaching in a new subject like business economics. These teachers received inspiration from business communities, they worked with different assignments and had in some case also employment parallel to its teaching position. The motivation these teachers felt, came probably not primarily from the university, instead from ambient society. They gladly went outside the frameworks and tried new ways in the education. They did not seldom recognize the Lithuanian context as a unique context. These teachers have additional incomes outside the university, but seldom they want to leave the universities as it mean other, non-economical benefits such as social safety, freedom and satisfaction in education.

There are basically two reasons why to stay at the University; the satisfaction in teaching and that the University acts like a form of life anchor. Even if their additional business goes bankrupt it will provide them with a social security which states that

for every year spent at the University you get two percent addition to your retirement pension (B, F, G, H).

An openness vis-à-vis surrounding society with emphasis on collaboration with business communities and other operators became a natural element in the education for certain teachers. To teach in several different subject areas within business economics was experiencing together with new requirements. A part of these requirements meant then among other things to contribute to the student's socialization in the society and ability to insert business economics in a social context. The Exo-level became for some teachers the certain level that mainly integrated with the micro-level, in which the individual's interplay with this level became clear. The single attitude and interest that was shown by the teacher put in its own profession related closely to and to what extent guidelines was followed. Either, these guidelines was followed in detail or, the teacher went outside the frameworks. There was therefore those who 1) directly adopted new messages and directives, and acted on the basis of changed conditions and 2) others, who simple did not wanted to use the possibilities that were given. For others, it was 3) a question about professional survival. How the teacher considered his or her role and which attitude and interests to the subject of economics he or she had, came to have big importance.

6. Discussion

All in all, interview – and the document analysis constitution of business economics in the Lithuanian society is governed of political/ideological, economic, institutional and individual factors. Behind these conditions, decisions are taken on various levels, as well national (wife quiet level), local/institutional (exo-level) as collegial (meso-level) level and on individual – (micro-level). In the empirical material, I have seen how differently micro-level systems goes into various directions, one says that it primary is what that is best for it the own institution/the faculty, another what is considered to be the best for the Lithuanian society, a third that it is networks of international relationships that should be governing. International influences has had big importance, and these influences can be said to represent another level – the exmacro-level. Yet another factor is constituted of the meeting between one earlier doctrinaire, rigid attitude and a new such, that was not doctrinaire, instead it meant a freedom of degree, a free room that earlier did not exist, at least not in the rhetoric. A third factor is constituted of the consequences that influences and free room made on the concrete content and the teaching. Discussion and analysis on the basis of these three factors will follow. The interview analysis in this study work has shown that the teacher's, the individual's influences given his or her own frames of reference and views largely govern thinking, set to express and acting. Combined with the micro-level, the exmacro-level has been important. The interest and the requirement from the Lithuanian universities to gain knowledge and influences from western universities has been apparent, and necessary, which agrees well agreed with

it Engwall and Zamagni²³ elucidates then they assert that in smaller nations with bigger needs of internationalization, like Lithuania, the interest and the requirements on adaptation to other trade colleges been bigger. These influences have influenced all levels, on macro-level through countries' collaboration within higher education, on exo-level through regional collaboration among universities and ambient society, whereby companies and organisations, often representing western, influenced. On meso-level, through formalized, institutional cooperation among universities and on micro-level through teachers' contact surfaces and networks. All levels interact through teachers as they are co-actors, where upon they both run their own interests and do themselves to interpretators vis-à-vis their colleagues. Values and positions on ex-macro level influences largely other levels and make direct consequences for the individual's acting. This especially when the same individuals act on several levels. All in all, the interviews – and the document analysis, shows that those attitudes and views existing on the international, exmacro-level strengthens other levels. I consider that there are clear ideological interests that involve and to be involved in how the business economics matter, been developed and changed, which the document analysis in existing work shown. The re-programming as many teachers knew in teaching students in business economics from that earlier been governed to speaking if political economy meant a significant adaptation. Not for everyone, but for some. The environment as well as individual is changed over time, and Bronfenbrenner²⁴ means that also such changes are important for the understanding of how the different systems influence the individual and the development. The interplay between micro-, meso-, exo- and and exmacro-level looks differently depending on which individual that needs to be focused. For certain individuals, the exmacro-level has a big importance as it is about collaboration with ambient society; the individual's business community contacts and commitments. For these individuals, also international contacts and influences that has big importance needs to be added. The local context, collegial collaboration has less importance. Other individuals have few or none contact surfaces with ambient society and instead the move mainly on the micro-level, concurrent as it international leverage is apparent. Since the international level, what Drakenberg²⁵ refers to as exmacro-level, does not occur in Bronfenbrenners model, I sees that Berg's²⁶ level model are needed in order to explain it ideologic control, aware or unconscious as the individual, the teacher meets in its near context. I hold here only partially with Kundrotas²⁷ that asserts that it is the micro-level that has had the biggest influence. The micro-level is important, that I see it, but it is in the

23 Engwall, L.; Zamagni, V., V. *Management Education in his theoretical perspective*. Manchester: Manchester University Press, 1988

24 Bronfenbrenner, U., *supra* note 2.

25 Drakenberg, M., *supra* note 16.

26 Berg, G., *supra* note 4.

27 Kundrotas, V., *supra* note 18.

interplay with other levels, especially the exmacro-level as the effect becomes as biggest. The teacher becomes more of a tool, socialised into institutional structures, where different levels interplay and the teacher's attitudes to the surrounding world occupy an important role. The teacher's 1) own interests and 2) ability to social and economic resource-allocation made thereby, as I see it, a big importance for how the teacher's identity was shaped according to Goodson and Walker²⁸. The interview analysis in existing work has shown that there are teachers that cope to move on different levels, and sees advantages with this as regards interests and ability to conduct leverage. These teachers consider seldom problems with interpreting and to handle their academic free rooms according to Berg²⁹ They have also ability to assess governing documents and course literature from outside course objectives and the student's needs. These teachers do make a relatively big distinction between rhetoric and practice. Among other teachers, the meeting means between rhetoric and practice makes significant difficulties. These teachers' frames of reference from previous Soviet-time make them consider and sees their reality on individual ways, although they are located in a relative equal near environment. The academic freedom, the free room according to Berg³⁰ when it comes to selection of course literature and feel committed in the business economics matter is strongly limited. They develop few own networks and lacks often frames of reference that they see opportunities of influencing. These individuals do relatively little distinction between rhetoric and practice. What is said and shown in governing documents and the literature that is available is seldom questioned. The rhetoric which existed during Soviet-time is thereby replaced of a new rhetoric and primarily it is about just relating to it among these teachers. I consider that on rule level, the teachers had considerably more collegial collaboration during Soviet-time, since the objective level was so checking, what forced a near collegial collaboration on rule level. If we then link to Bronfenbrenner³¹ I consider that this constitutes an explanation to that several interviewed points out the difficulties that lie in the re-programming which happened. All in all shows interview - and the document analysis that when goal-, rule and activity level where so highly integrated with macro-, exo-, eso- and the micro-level as they were during Soviet-time and thereby the scope for action for the individual non-existent, a change in the academic free-room for those individuals that had ability to handle external activity level and exmacro-level gained more power over objective – as the rule level. They had better conditions to see and to influence. The ability to see the ensemble between the different levels became a condition in order to

28 Goodson, I. *The Making of a Curriculum* Collected Essays Washington DC and London: The Falmer Press, 1995.

29 Berg, G., *supra* note 4.

30 *Ibid.*

31 Bronfenbrenner, U. *The Ecology of Human Development*. Cambridge: Harvard University Press, 1979.

succeed in the academic free room. The document analysis in existing work has shown that the international level, the exmacro-level, that is missing in Bronfenbrenners³² model had big influence on the course plans' formulation. This influence has, however another nature since the independence in Lithuania compared with former Soviet-time when the macro-level was synonymous with central rule – and governing documents that were governing for it's local (exo-) the level. These central documents were prepared in Moscow and/or Vilnius. Here, I consider that the objective level Berg³³ speaks about was very controlling, as a whole and in it's parts. No space for action could be seen in rhetoric, but on internal institutional level, there was a free room. Textbooks and teaching aids constitute an important driving force in development of education, especially when teachers shape and to be shaped of the matter and the idea of dissemination that the literature mean. The literature becomes bearers of attitudes about the reality according to Furusten³⁴. The literature may represent the exmacro-level (western, mainly American), the macro-level (national, Lithuanian) – as well as the micro-level (locally produced, within collegium and institution) and a congruence between these levels occurs seldom. The interview analysis in existing work shows that the majority of the respondents highlights the need that exist of add international literature with textbooks and teaching support adapted after Lithuania's needs and relations. This can be counteracted of economic reasons in the cases that aids to be given from western countries in the form of textbook and teaching aids maintenance. It can of course also be stimulated of that individuals on its own choose to formulate textbooks and teaching aids, what can to influence collegial collaboration positive. It is not however only a question about the access in itself, without which driving forces that influences the access. The teacher's networks and contact surfaces have probably bigger importance than the occurrence of a certain literature within a certain matter. I consider that this shows, as Goodson³⁵ says, that the subject content becomes a result of the teacher's own interests and resource-allocation concurrent as the teacher becomes a tool in this process of socialization. All in all shows interview – and the document analysis in existing work a interplay of exchange between micro- and mainly exmacro-level. When studying a profession undergoing change we'll need to be aware of the question as to whether change limits or liberates which is highlighted in this article. The article is above all highly relevant when focusing change processes in profession and organizations as

32 Bronfenbrenner, U. The Social Ecology of Human Development: A Retrospective Conclusion. In Bronfenbrenner, Urie. *Making Human Beings Human: Bioecological Perspectives on Human Development, The SAGE Program on Applied Developmental Science*, Thousand Oaks: Sage Publications, 27–40, 2004.

33 Berg, G. *Att förstå skolan*. Studentlitteratur, Lund, 2003.

34 Furusten, S. *Knowledge or Ideology?* Uppsala: Uppsala University Press: Dept of Business Administration, 1993.

35 Goodson, I.; Walker, R. *Biography, identity and schooling: Episodes in Educational Research*. London: Falmer, 1991.

we'll need to understand how individuals face new ideas and that some fully adopt and focus new opportunities and freedom to change. Other individuals might feel more insecure and feel more unfree even though they have new possibilities.

7. Conclusions

During the 1980's, the subject of economics at university level was heavily regulated with time frameworks determined centrally by Moscow. After the fall of Soviet Union, academics were faced with the need to shape the subject in new forms. The social context and outside forces created a new framework for the planning and development of the discipline. This study leads us to some conclusions about what that has shaped the creation of business economic education. The study concludes that what has influenced the creation of business economics as a university discipline are influences from different levels of the society what mean that different operators have more or less near relationships to the matter. This article describes the meeting between the old and the new. Re-programming is a central theme that describes how the academic staff have found themselves forced to completely change their ways when implementing a new subject in higher education, business economics. Business economics as a university discipline is influenced from a variety of different levels, which results in the fact that the different actors have different levels of relation to the subject. The academic staff has a role and play an important part in these wider relations. The difference between the formal rhetoric and praxis of the teaching of business economics at university level was minimal under Soviet governance. There was a strict central direction and control of the subject's content and minimal academic freedom. After Lithuania's independence, this rigidity remained in the formal documentation, but the actual relationship between rhetoric and praxis varied widely between individuals, which in turn impacted on the subject's curriculum. The meeting between the academic staff and wider spheres of influence on the ex-macro level, primarily from U.S.A, has also had a wide impact on the development of the subject and its curriculum. The same person has, in many cases, been in the same position but at different levels within the decision-making process. It is their ability to interact between these differing levels that enables these people to actively influence the subject's development. The academic literature dominates over the actual curriculum in regards to the creation of business economics as an academic discipline. American literature and theories are dominant. Lithuanian independence created an academic freedom that didn't exist under Soviet governance, but in this lay a paradox, where the constraints of the old system are replaced by another form of constraint. In this case, where the rigidity of the old Soviet doctrine is replaced by a new freedom; but instead of being given greater opportunities to influence and change the subject, the academic staff are forced into a position where, once again they are subjugated to the influences of outside (international) sources. Their attitudes towards their own profession was one of the deciding factors that influenced the extent to which an individual contributed to the development of business economics as an academic

discipline and the extent to which, they themselves, developed in the process. Some of the academic staff felt as if they had been re-programmed where as others felt that there was not much that had changed in the switch to lecturing in business economics. The interplay between rhetoric and practice can be seen in different ways and resistance towards change should be seen as a very constructive and powerful tool towards development. This, under the condition that the resistance is legitimized. Societal development is not black or white but instead about giving and taking. What is claimed in this article is that individual's at all levels are participants in the changing of circumstances through the maintenance of personal contacts both at and outside the university, and at national and international levels. An individual's ability to manage set backs and adversity can explain why individuals evaluate and define change differently. Some focus on the opportunities while others see new problems. This study can therefore be related to change processes on societal, organisational and individual level facing the meeting with the starting point in the individual.

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