EXTENDED SUMMARY

Abstract

The paradigm concept is used for better understanding the alterations, transformations and new formations in science. In this study the paradigm is based on definition where the paradigm was a model, a perspective, a whole of schedule, a basis of knowledge and world-view that assign a behavior and thought manner of the community or a group in a particular time slice. Also in this study on the basis of the paradigm concept it was tried to discuss these alterations, transformations and new formations. In the report paradigm will be researched in supervision of scientific revolutions as two opposite formations, interpretative and positivist. The general aim of this study is to investigate from the theoretical perspective of the paradigms in the education and educational administration of the world. Educational system has demonstrated change as both administrative meaning and the content of education and the presentation of knowledge. The educational administrator has no more been the only dominant of control and power. From now on, control and power have been ready for all the individuals concerning education to use together.

Keywords: Educational administration, paradigm, positivist paradigms, interpretivist paradigms.

Introduction

The paradigm concept is used for better understanding the alterations, transformations and new formations in science. Also in this study on the basis of the paradigm concept it was tried to discuss these alterations, transformations and new formations. Covey (1998, p.18), indicate that the word “paradigm” comes from Greek origin and means model, theory, perception, supposition or reference.

The scientific popularity to paradigm concept was gained by the American philosopher Thomas Kuhn. According to the Kuhn (1982, 239) the paradigm concept has two meanings. In the first, paradigm is the whole of beliefs, ethical values and technics shared by all members in one community. With this meaning paradigm is sharing a theory or theories by scientists. But in the second meaning only one element of the whole is mentioned. These are concrete crossword solutions used as a model or an example and can be used instead of definite rules as a base for analyzing crosswords in usual forms when required. The paradigm with its first meaning as to be understood from Kuhn’s definitions is sharing a theory by scientists, accepting the validities of theories by them. Paradigm as in its second meaning is models or examples necessitating solving the problems in theories.

In this study the paradigm is based on definition where the paradigm was a model (Kuhn, 1982, p.123), a perspective, a whole of schedule, a basis of knowledge and world-view that assign a behavior and thought manner of the community or a group in a particular time slice. In the report paradigm will be researched in supervision of scientific revolutions as two opposite formations, interpretative and positivist. The positivist paradigm is a world-view that defends hierarchy, objectivity, possibility of generalization, causal relationship, probability of perfect knowledge, reductionism, belief in certainty of future and possibility of previously estimated future, formalism and considering the world with metaphysical point of view. The interpretative paradigm is a world-view that advocates (or defends) complexity and abundance of reality, heterarchy, indefiniteness of the future, complex relations, disorder, integrality, contingency, interpreting the knowledge, participating feature of the observer, relativity, subjectivity, human emotions, informalism and qualitativism.

Transformations of Paradigms

Instead of the Middle Ages god-centricity putting humanistic look, instead of metaphysical and in the same time religious problem placing the moral problem and instead of afterlife happiness putting the action are indicators of the Middle Ages opinion comes to an end (Koyre, 1994, 12). With laying a foundation to arise these considerations with revolutionary features, changing in community structures occurred and antiquity or Middle Ages scholastic thought leave its influence to the scientific thought opinion.

The dominant opinion of the 17th Century is mechanical philosophy that looks to the nature with geometrical understanding, that with Platonist and Pythagorist tradition accepting the universe is structured upon mathematical arrangement principles accept nature as a perfect machine and that try to explain secret mechanisms behind the phenomenon’s (Westfal, 2000, 1). Newton has developed mechanical science of 17th Century to the highest level of perfection as successful and mathematical science example (Westfal, 2000, 179). After its application to the natural sciences positivist paradigm is started to apply to the social sciences. The leadership of applications in social sciences was made by Comte (Şişman, 1998, 398).
Positivist paradigm, in the beginning of 20th century begins to lose its effect and its validity becomes disputable. Like in every scientific revolution discussions were increased with improving completely different opinion by some of the scientists with positivist paradigm understandings.

Rasnoy (1998, 21) stated that new shape of to understanding nature is with synthesis not with analysis. However in Descartes analytical approach the way to understand the complexity of the world is break the whole into simple pieces. Thus this argued the positivist paradigm with argumentative validity and disputed effect should already been left over. Indeed this paradigm was inadequate to explain nature and social events. In this reached stage beyond positivist paradigm requirement was raised. This paradigm is called interpretative paradigm. The origins of interpretive approach in consideration of its immaterial purposes reached to the Herder and German Romanticism. But this approach was spread out everywhere and affected to the scientific progression of other countries (Gadamer, 1990, 84). According to Herder there aren’t any appropriate rules for causal explanation in the past. Every event should be understand and evaluated in its unique, individual reality (Tan, 1993, 72).

The aim of interpretation art is not discovering the universal and laws but is explanation the definite context and universe. Interpreter social science was developed as an alternative to logical empiricism dominant have gone on human sciences for a long time. Interpreter approach in reply to a crisis in human sciences and should have profound reconstruction function to establish relations between examiner and examination tools (Rabinow and Sullivan, 1990, 9).

Instead of unique truth of positivist paradigm, interpretative paradigm describe reality complex. Instead of hierarchical arrangement of positivism in the interpreter approach was focused on heterarchical organization and emphasized that, its arrangement principle isn’t hierarchism, but is complexity. As an alternative of Descartes consideration “break the whole into pieces” or “with separation to the units universe will be understood better” the interpreters opinion is that fragments prevent understanding the whole and by their incorporation the nature will be better understand. This means that interdisciplinary method will be dominant. The thesis of positivist paradigm that definite outcomes in the future can predicted was removed by interpretative paradigm and is emphasized the mistake which is making declarations about the indefinite future in with definite opinions. On the other hand probabilities about the future can indicate. With interpretative paradigm the quantitative alterations of the system were replaced with qualitative alterations.

In this study with synthesis of aforementioned classifications education management was evaluated in a classification with two common paradigms, the positivist paradigm and the interpretative paradigm. As previously stated by Dalin (1998, 31) education management cannot be explained everything about nature of organization with one theory and the same theory not suits to all organization kinds. Therefore in this study all theories, metaphors and approaches were investigated and developments in education management tried to explain with two paradigm headlines.

The Paradigm Transformation in Educational Administration

With industrial revolution the main occupational area mechanization was influenced the management of organization. Reestablishment of management was reflected to education and schools were handled as production areas. In this manner education was perceived as institutions training industry requiring human type, begins to train with this education and converts to mechanized people.

In Norway Hougen (1977) investigated the school bureaucracy and established that bureaucracy convert teachers and students to unconditionally system complied individuals. In this manner, the central authority has a ruling role in what is learnt, when and how it is learnt (Dalin, 1998, 30). Murshall (1999) points out that educational administration includes a bureaucratic male image together with positivist opinions. Moreover, he emphasizes that administration uses the technical information more while solving problems, and that it is considered important to obey (McCrea and Ehrich, 1999).

An administrator must be able to perform professional leadership, his objective and visions must be formed by means of other personnel and he must cooperate with them (Covey 1997, 45; Morison 1998, 175), he should know the vicinity well, ought to be focused on learning and teaching, express his expectations clearly, support the personnel positively, and he must firm it up, form a system to follow the development, know the students’ rights and responsibilities, and apply them well, prepare meaningful atmosphere of education, and he must be able to constitute the organization of learners, perform home – school cooperation (Ouston, 1999, 171). An administrator must be able to cooperate with both the teachers and students, and also with the guardians outside the school and the other organizations of environment.

Park (1999, 367) states that he challenges Bates’s theories of method of traditional education by his critical theory. He emphasizes that he has got the basis of his critical theory from Habermas. Bates (2001, 575) points out that the developments in the social and political field force the schools to change. The constraint on the topics of equivalence, effectiveness and activity over the schools, and the occurring problems of performance make intensive changes at the administration of school by interrogating the relations of authority in the school. Meyer (2002, 515) points out that the administration of education is effected by the new theories. The bureaucratic educational organizations are heavy to adopt to the complex vicinity, and they can’t perform the alteration. Thus,
the center of school formations leaves the excessive influence of formation, and their being more local become important for compliance and alteration to complexity. Dimmock (1999, 37) points out that the method is appropriated, as Murpy (1991) thinks, while restoring the schools in which the guardians must participate in the decision in the school, the teachers must be transferred more authority, and also the method in which the learning depending on comprehending. These sorts of discussions have made the schools leave the center, and also made more local, instead of the school administrator’s being the hero and effective leader whose role has changed, the administration that is not hero, more democratic, cooperative and participative has developed.

At the end of the years with Botello and Glasman (1999), 1990’s, the characteristics of the school administrator are listed as follow: cooperating the current situation of the school and its future position, obtaining and developing the school curriculum, helping the teachers on how they can teach the students to create the knowledge, motivating the teachers to have experience to develop themselves, creating the culture of teacher for the idea of educational leadership to be perceived by the teachers, and performing internal trainings to develop the school. Fenwick and Murlis (1994) explained the things that the administrator in the school as: determining the school’s objectives and standards, developing short and long termed plans, being clear against the employees in the school, performing feedback, rewarding, improving the teachers and the other administrators, developing good relations with the employees and the other administrators (Khetarpal ve Srivastava, 2000).

Conclusion

The transformation that has started with the open system approach at the administration has influenced all the social fields. Educational system has demonstrated change as both administrative meaning and the content of education and the presentation of knowledge. The educational administrator has no more been the only dominant of control and power. From now on, control and power have been ready for all the individuals concerning education to use together. The school administrator should constitute the surroundings for the employees to develop themselves, start the innovations concerning education, develop the school together with employees and vicinity, and support the participation in the school. First of all, the school administrator has to be an educational leader in order to eliminate the problems for the teachers to teach and to apply the innovations. At an educational system in which there is no effect of a hierarchic organization, when all the decisions are considered within the cooperation of individuals and groups, it will be an effective education. The school administrator will give preference to the participative position and cooperation with democratic organization of the educational system.

In the surroundings of learning, the absolute authority of the knowledge which is developed by researches and theories has replaced by original thoughts. Constituting the suitable surroundings of learning will be performed at the end of the common efforts of the educational administrators, the teachers and the individuals and groups in the vicinity concerning education.