AN ANALYSIS OF THE PRESENT STATE OF
EDUCATIONAL ADMINISTRATION SCHOLARSHIP IN TURKEY
FROM THE PERCEPTIONS OF THE SCHOLARS IN ANKARA

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

DENİZ ÖRÜCÜ

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF EDUCATIONAL SCIENCES

DECEMBER 2006

Approval of the Graduate School of Social Sciences

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ABSTRACT

AN ANALYSIS OF THE PRESENT STATE OF EDUCATIONAL ADMINISTRATION SCHOLARSHIP IN TURKEY FROM THE PERCEPTIONS OF THE SCHOLARS IN ANKARA

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December 2006, 187 pages

This study aimed to explore the present state of educational administration scholarship in Turkey as perceived by the educational administration scholars working actively at universities in Ankara.

In this study, qualitative research technique was employed. It was conducted in Educational Administration Programmes of Departments of Educational Sciences at the three state universities in Ankara. The participants were 8 professors, 1 associate professor and 10 assistant professors from Ankara University, Hacettepe University and Gazi University. The main data collection instrument was the semi-structured interview. The data were analyzed using content analysis technique.

Based on the review of the literature and the results of the study, the findings revealed that the present state of the educational administration scholarship is in kind of a turmoil related with some concerns and problems in the field as perceived by the scholars in Ankara.

ÖZ

ANKARA'DAKİ EĞİTİM YÖNETİMİ AKADEMİSYENLERİNİN ALGILARINDAN EĞİTİM YÖNETİMİNİN AKADEMİK BİR ALAN OLARAK TÜRKİYE'DEKİ GÜNCEL DURUMUNUN İRDELENMESİ

ÖRÜCÜ, Deniz

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Bu çalışmanın amacı Türkiye'de eğitim yönetimi alanının akademik bir disiplin olarak günümüzdeki durumunun Ankara'da eğitim yönetimi alanında görev yapmakta olan akademisyenler tarafından algılandığı biçimiyle irdelemektir.

Bu çalışmada nitel araştırma yöntemi kullanılmıştır. Çalışma, Ankara'da bulunan üç devlet üniversitesindeki Eğitim Yönetimi Bölümlerinde yürütülmüştür. Çalışmaya Ankara , Hacettepe ve Gazi Üniversitelerinde görev yapan 8 profesör, 1 doçent ve 10 yardımcı doçent katılmıştır. Yarı yapılandırılmış görüşme yoluyla toplanan veriler içerik analizi yöntemiyle incelenmiştir.

Alanyazın taraması ve veri analizinden çıkan sonuçlar Ankara'daki akademisyenlerin algılarından akademik anlamda eğitim yönetimi alanının karmaşık ve çeşitli açılardan problemli bir yapıda olduğunu göstermiştir. Alanla ilgili üzerinde düşünülmesi ve düzeltilmesi gereken ve çalışmada ayrıntılarıyla tartışılan birtakım konular ortaya çıkmıştır.

Anahtar Kelimeler: Eğitim yönetimi, disipliner sorunlar, alana ait bilgi temeli, eğitim yönetiminin gelişimi, nitel araştırma, akademisyenler, bilimsel paradigmalar, kuram ve uygulama, akademik çatışma.

TO MY MOTHER

AND IN MEMORY OF MY FATHER

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

AERA=American Educational Research Association

AGQTP=Australian Government Quality Teacher Program

ASAA=The American Association of School Administrators

CPEA=Cooperative Program in Educational Administration

HEC =Higher Education Council

MONE = Ministry of National Education

NAP=Newly Appointed Principals

NCEEA= National Commission on Excellence in Educational Administration

NCSL= the National College for School Leadership

NCPEA= National Conference of Professors of Educational Administrators

NPQH =National Professional Qualification for Headship

TODAİE=Türkiye Ortadoğu Amme İdaresi Enstitüsü

UCEA = University Council for Educational Administration

CHAPTER I

INTRODUCTION

This initial chapter will first present the background of the study. Next, the purpose of the study will be provided. Finally, the significance of the study will be presented.

1.1. Background to the Study

This section will present the necessary background that leads to the purpose and the significance of this study.

1.1.1. What is Educational Administration?

The word *education* is defined as the gradual process of acquiring knowledge in the Dictionary of the English Language. Through education, human character is shaped so that there will be change in the behaviours and ideas of people, which ends in enlightenment and development necessary for the society. Educational institutions have several stakes that appear as students, teachers, parents, educational administrators or politicians since these are all interrelated in the operation of the schools and educational systems. One of the important groups of stakeholders in the educational organizations is educational administrators. The responsibilities of an educational administrator involve many activities such as managing, leading, planning, organizing in the settings where they work. Evidently, an educational administrator needs to be well-trained and well-prepared to fulfill what is expected of him/her.

Sergiovanni, Burlingame, Coombs and Thurston (1987) defined educational administration as the process of working with and through others to accomplish educational goals efficiently. They stated that these goals, in educational settings, are related with teaching and learning and creating the skilled manpower for the society. As stated by Harris (1993), educational administration is informed by a mixture of

knowledge and skill gained through both personal experience and knowledge and skill passed on in some organized or codified way from others (cited in Forsyth, 1999, p. 6).

In this respect, educational administration, a study field, which is responsible for creating the qualified administrators for educational enterprises, has become critically important both in the world and in Turkey because of a heightened interest in education in all the nations since the 1980s. At this point, the academe and scholarship of educational administration holds outstanding responsibility. Educational organizations, particularly schools are the foci of societal and global change so the educational administrator is in the centre of this situation. In order to cope with and adapt to the rapid changes in the world, they need to be well-trained and do their jobs professionally (Çelik, 1995). Educational administrators should not only follow the developments in the field but also cater for the expectations of the society from the dimension of education.

According to Çelik (2003), professional training of educational administrators and making educational administration a profession has not been as widespread in the world as that of the business administration in the industry although the number of schools outweighs the number of factories. Inevitably, as Hoy and Miskel (1987) stated, developments in educational administration are parallel to those in the broad field of administration. The paradigms and currents in the field of business administration were borrowed and implemented in educational administration. According to Orlosky, McLeary, Shapiro and Webb (1984), administration consists of applying rational thinking to organized activity. This application of rational thinking gives rise to the science of administration. It has to do with values because it must encompass goals, purposes and choices among alternatives.

As stated by Campbell, Bridges, Corbally, Nystrand and Ramseyer (1971), the central purpose of administration in any organization is that of co-ordinating the efforts of people toward the achievement of organizational goals. In education, these goals have to do with teaching and learning; that is the enrichment of teaching and learning and consequently, all activities of the educational administrator should

ultimately contribute to this end. It is the schools which bring educational administration into existence because they carry out the task of education mainly and they are considered as the strategic part of the systems (Bursalıoğlu, 1971). At this point, one should consider the special conditions under which educational administration operates and which distinguishes it to stand apart from other forms of administration. Graff and Street (cited in Campbell & Gregg, 1957, pp. 121-123) explains this point as follows:

1. <u>The School Is a Unique Institution:</u> The administration of any institution derives its character from the functions of that institution. Schools are charged with the major share of the responsibility of providing education for the citizens. It is clear that the administration of the schools is based on the specialized nature of its objectives, purposes and methods of the institution being considered.

2. <u>The School Takes Its Direction from All Community:</u> Unlike other institutions the school can not operate satisfactorily without dealing with the educational problems and functions of the entire community. Whereas other organizations have immediate services (outputs), educational organizations have long term objectives; the expected output is the people with knowledge and skill in all forms of problem-solving to meet the needs of the society.

3. <u>The School is Pointed Directly towards People:</u> Functional knowledge and skill can only be acquired through actual practice. Education as a process directly aims at human development. Therefore, it does things to people rather than for them.

4. <u>The School is at the Vortex of Conflicting Values:</u> The school brings people with different values together, and provides opportunity for all to find a common value base. Therefore, it finds itself at the vortex of the community's conflicting values, helping its members to seek resolution of such conflicts. To sum up, education today requires a creative and intelligent administrative leadership capable of managing man's most perplexing problems.

5. <u>The Closeness of School and Community Interaction:</u> In no other enterprise in public or private organizations is there such a close interaction between people and the institution as in the case of school. Clearly, there is great demand on the schools by different groups in the community, which makes educational organizations special.

Within this frame, educational administrators, standing at this critical point, need to be well-trained in both academic and practical terms. Scribner's experience reflects the importance of training both in theory and practice:

> I learned very quickly that it is not enough to arrive on the job with a valise full of formulas, forms, charts, and other sundry recipes for dealing with real-world problems. I learned that university is neither a widget nor a packaging plant producing how-to-do-it survival kits for eager administrators. (Scribner, 1999 p. 478)

It is clear that educational administrators should be oriented with the necessary skills to be successful leaders and administrators in their work settings. Training the educational administrators is primarily the task of the related departments at universities since educational administrators are supposed to be oriented with the relevant academic knowledge.

1.1.2. Historical Perspectives on the Field of Educational Administration

As cited by Bursalıoğlu (2003, p. 3), the science of management came into existence by making use of social sciences such as economy, sociology, psychology, anthropology and history. Although the first expressions such as principal, educational manager, supervision and authority, which are the indicating signs of educational administration go back to Roman times, the beginnings of educational administration as an academic discipline dates back to early 1900s in the USA and it spread to other countries in time. Furthermore, as Riehl, Larson, Short and Reitzug (2000) asserted, during that time there has been an ongoing concern for the development of knowledge in the field and concomitant concern for how persons should be prepared to participate in the production of knowledge. The field of

educational administration, owing its development to the general administrative thought and science of management, has been influenced by different paradigms, thematic domains, various lines of inquiry and a continuing quest for a knowledge base since its emergence. Moreover, various organizational theories were made use of and various trends became dominant at different times in the field (Willower & Forsyth, 1999).

As stated above, the evolution of the field continued hand in hand with the trends and theories in the science of management. Different scholars view the phases in the history of educational administration from different perspectives. For instance, Murphy (1993, cited in Şimşek, 2003 p. 131) divides the development of educational administration into three phases: Apprenticeship Model between 1820 and 1900, Scientific Management Model between 1900 and 1946 and Behavioural Science Model between 1946 and 1985.

Sergiovanni, Kelleher, McCarthy and Wirt (2003), asserted that recent intellectual development in educational administration can be grouped into four major strands of thought, each of which suggests a fairly distinct model for viewing administration. These models are concerned with efficiency, the person, politics and culture.

Today, there are other trends in educational administration in addition to those coming from the past. There is a move toward greater variety of divergent perspectives of both theoretical and philosophical kinds. Theory and empirical work are becoming more oriented to complexity and there are various ways of attempting to comprehend it better. As summarized by Willower and Forsyth (1999), the recent theories used in organizational analysis and practice are institutional theory, chaos theory, cognitive studies, materialist pragmatism, participative management, total quality management, human resources management and open systems approach.

An ongoing problem in educational administration is the search for a solid knowledge base. A knowledge base has two major functions, one external and one internal. The external function is to prove to those outside the profession that there exists a body of specialized knowledge and skills. Within educational

administration, a knowledge base is the core knowledge, or the canon, that every member of the profession should know (Scheurich, 1995).

The search for knowledge base in the field was formally originated in the United States with the National Policy Board for Educational Administration in 1989. It was recommended that the field reconsider and clearly articulate its knowledge base and seven general categories of knowledge were suggested. Then UCEA (University Council for Educational Administration) expanded these categories (which will be dealt in detail later in this study). The paradigm wars in the field and the controversy between theoretical and practical knowledge have made it more difficult to build the so-called knowledge base (Donmoyer, Imber & Scheurich, 1995). The search for a knowledge base in educational administration is an ongoing process.

In the 1970s, Greenfield was one of the pioneering voices who critiqued research and theory in educational administration focusing on the research methodologies. He was on the side of using the qualitative methods and criticizing the field's past heavy reliance on the quantitative tradition because he thought that educational organizations are not objective phenomena but rather they are mental constructs that reflect the perceptions and interpretations of the members. He, moreover, suggested that a science of educational administration is impossible to create because human behaviour is constructed not caused. He was on the side of phenomenological and cultural views. Moreover, Richard Bates, an Australian critical theorist, focused on power relationships and the political nature of scientific knowledge in particular (Donmoyer, 1999).

There had been much support for both Greenfield and Bates in time. As opposed to Greenfield and Bates, Lee Cronbach (in the 1950s) was on the side of quantitative research and argued that researchers should attempt to identify cause and effect relationships between certain educational treatments. Later, his views seemed to change and in the 1980s he declared that human action is constructed not caused and arrived at a view similar to Greenfield's. During the 1980s and 1990s, scholars started to think and talk of organizations in cultural terms, rather than in terms of bureaucratic rules, regulations and organizational charts. Moreover, there was a

growing concern about class, race and gender issues in the organizations (Donmoyer, 1999).

Hoy and Miskel (1996) focused on the heuristic value of social science research and theory. They acknowledged that the models, theories, and configurations used to describe organizations in the books are mere words and pictures on pages, not reality itself. Actual organizations are much more complex than these representations and they distort reality as a consequence. (Donmoyer, 1999, pp. 25- 40).

It is contended that newly emergent perspectives such as critical theory, feminism, race-oriented perspectives and post-modernism undermine what has been considered to be the knowledge base (Scheurich, 1995). All of these periods, paradigms and trends will be dealt with and discussed in detail later in this study.

1.1.3. Educational Administration in Turkey

In Turkey, when John Dewey prepared a report on Turkish educational system in 1924, he had proposed some suggestions about opening some programmes to train school principals but there was no serious attempt to do this until the 1950s (Şişman & Turan, 2004). As stated by Şimşek (2003), the emergence of educational administration as a field of study at Turkish universities dates back to the late 1960s. The dominant paradigms in educational administration in the USA were reflected directly in the programmes of educational administration in Turkey and the concept of educational sciences came into existence. Various departments were formed under the tent of Departments of Educational Sciences such as curriculum development, educational administration and psychological counseling and guidance. Traditionally, theory was given more importance than practice in the field. The task of training administrators was limited by a set of courses such as organizational behaviour, leadership and management. However, it was not rational for the Ministry of Education (MONE) to appoint these newly graduated young people of the educational administration departments as school principals without any tangible experience of teaching and working in a real school environment.

The use of term *science* is problematic to be used for the field of education (Şimşek, 2006). Whether educational administration is a science or a field of applied science is still under discussion by the respected scholars of the field (Donmoyer, 2001; Willower, 1984).

The training of educational administrators in Turkey has been under discussion in National Education Conventions. Since 1939, National Convention of Education has been held sixteen times and they have made important decisions since then. Especially in the 14th Convention in 1993, the state of the educational administration in Turkey was discussed and important decisions were made concerning issues such as the professionalization and specialization in the field, protection of the field from political influences in its operation, issues of transparency in the regulations, allocation of more power to the educational administrators, job descriptions to be based on job analysis, training of the present administrators and raising the quality of the recruitment of educational administrators.

In 1996 and in 1999, there were other decisions in the conventions including the restructuring of the central and provincial units, revision of the responsibilities and authority of the administrators by paying attention to the needs of the society, training the administrators for vocational and technical education, revising the necessary qualifications of a good educational administrator (Can & Çelikten, 2000).

Then, as Şişman and Turan (2004) chronicled, in the late 1990s, the undergraduate educational administration programmes were shut down by Higher Education Council (HEC) due to the efforts of restructuring faculties of education. In fact, as stated above, the graduates of these departments were not given opportunity in recruitment by MONE. Recently, the post-graduate programmes of educational administration have been widespread at universities.

Obviously, the situation of educational administration is problematic in Turkey as well as in the USA in both academic and practical terms.

1.2. Purpose of the Study

Within this frame, the purpose of this study is to investigate the current state of educational administration as an academic field from the perceptions of the academicians working in the field of educational administration residing in Ankara. It aims to explore thoroughly, from the perceptions of the actively working scholars of educational administration, where it stands as an academic field, whether there is a canon shared by all the scholars, which research paradigm is used and how educational administration scholarship has been affected by the important social and political events especially after the 1950s. In short, it aims to set up a theoretical and conceptual framework for the educational administration field in the Turkish academic context.

1.3. Significance of the Study

In the USA and in other countries, there have been some detailed studies carried out on the evolution and the present situation of educational administration as an academic discipline and a profession (Donmoyer, 1995; Murphy, 1995; Willower & Forsyth, 1999). However, in Turkey, there is lack of comprehensive studies on the topic. Therefore, conducting this study was significant for the following reasons. Firstly, the situation of educational administration as a field in Turkey has been somewhat problematic since it came into use in the 1960s. Obviously, on the one side there are the school principals, who were teachers once and were appointed after years of experience in teaching, trying to carry out their administrative duties with little or no training in administration.

On the other hand, there is the faculty- the scholars- who try to train new educational administrators to orient them with the necessary knowledge theoretically and practically for the field. Although there are some attempts to integrate both experience and theoretical training, there are still problems in making educational administration a profession and in placing it in a theoretical frame in the Turkish context. To what extent the educational administration as an academic discipline caters for the needs of the practitioners in the field is not clear. This reminds us the

explanation of John Dewey on the relationship of theory and practice. He claimed that one can not prosper without the other and desired that a dynamic tension exist between the discipline and the public served (Orlosky et. al, 1984). In fact, whether it should be called a discipline, a field, science or an applied science is still being debated in the world. Therefore, there is a real need to an in-depth study of the current situation of educational administration as an academic discipline in Turkey since its first implementation until today. As Güler (2001) pointed out, there is more need to do research on the evolution and the present situation of the field as an academic discipline.

Secondly, the historical and empirical studies carried out so far mostly discussed certain periods in the development of educational administration as an academic field and there are numerous empirical studies examining various processes in educational administration. However, there is no single study about how the scholars of the field perceive the situation. So, there is a need to carry out more detailed studies to investigate and analyze the state of the educational administration from the perceptions of the scholars working in the field.

As to this study, it is intended to draw a vivid picture of the evolution of educational administration field as an academic discipline considering its turning points as well as evaluating the current situation of the scholarship through the eyes of the academic practitioners in the field. So, there will be a link between past and the present in examining the whole story of the educational administration scholarship in Turkey since the foundation of the Turkish Republic in 1923 from the views of the scholars who are actively engaged in the field.

Finally, as it will be an in-depth study of the scholarship in educational administration that will draw a link between past and the present of the field in the local context particularly, it aims to contribute to the existing literature of educational administration especially in Turkey. It will, moreover, provide a comprehensive insight into the field which might be utilized both by the practitioners and theoreticians in further research in the future.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

To set a conceptual and theoretical frame for the study, the existing literature about the topic will be reviewed. First, a brief history of the scholarship on educational administration in the USA, its starting place, will be provided. It is known that there is lack of strong knowledge base in the field (Sergiovanni et. al, 1987). Therefore, in the next section, the ongoing quest for the knowledge base, the diversity of views and disagreements among the scholars will be explored. Following these, the context of Turkish educational system and educational administration will be reviewed. A brief history of the field in Turkey will be provided. Finally, some previous studies carried out on this subject in Turkey and in the world will be reviewed. These will all provide a perspective and conceptual framework to carry out this study.

2.1.1. Historical and Theoretical Foundations of Educational Administration

Willower and Forsyth (1999) considers the history of a field of study in the USA as a recital of its landmark events, including the problems emphasized, the lines of inquiry pursued, and the issues contested.

Willower and Forsyth (1999) further claimed that the field of educational administration used concepts and theories from social sciences, especially from the administrative theory. Therefore, it is necessary to go over the main theories of the administrative thought which were borrowed by the educational administration field. In this section, the administrative theories influencing the field and the main sociological paradigms used in educational administration will be explored.

According to Hoy and Miskel (1987), the evolution of administrative science can be divided into three general phases as classical organizational thought, human

relations approach and behavioural science approach. They overlap and continue to develop today as well.

The Classical Thought

To start with, classical organizational thought emerged during the early 1900s. It has its roots in the industrial revolution of the early twentieth century. The writings of practitioners and academicians such as the American engineer Frederick Taylor, the French industrialist Henri Fayol, and the German sociologist Max Weber laid the ground work for what came to be called the "Classical School" of administrative theory. Intellectually, the classical school drew heavily on the rationalist approach to inquiry formulated by Rene Descartes in the seventeenth century and more recently from the work of the logical empiricist Karl Popper and his successors (Diesing, 1991, cited in Boone, 2001). Adherents of the classical school viewed the world through a realist perspective founded on the belief that the world in which we live is structured by an underlying pattern of logic, system and order. The scholar's role is to discover these underlying patterns using a rigorous, scientific methodology that was subject to rigid control and constrained by strict rules of procedure and evidence (Owens, 1998). Classical theory conceived of organizations as naturally occurring phenomena whose structure and behavior were governed by a pattern of universal laws and principles. These laws and principles were discoverable through objective, scientific methods and, once understood, could be applied to improve both the effectiveness of the organization and the conditions of the human beings who worked within them (Boone, 2001).

Classical organizational theory includes two different management perspectives: scientific management and administrative management. Hoy and Miskel (1987) stated that according to Taylor, individuals could be programmed to be efficient machines. The key to scientific management lies in the Morgan's metaphor of organizations as machines (Morgan, 1986). Taylor's scientific management is explained by five ideas (Hoy & Miskel, 1987 p. 9): "A large daily task of each employee, standard conditions for each worker, high pay for success, loss in case of failure, and the need of expertise in large organizations." The main aim of scientific management is to maximize the worker productivity and the organization to operate

efficiently (Lunenburg & Ornstein, 1996). As Hoy and Miskel (1987) stated, it ignored the psychological and sociological variables. Task was more important than the human needs.

The second perspective in classical thought was administrative management. Whereas scientific management focused on jobs of individual workers, administrative management concentrated on the management of an entire organization. Its primary contributors were Henri Fayol, Luther Gulick and Max Weber (Lunenburg & Ornstein, 1996). Fayol developed five basic functions which administration consists: plan, organize, command, coordinate and control. Later, Gulick amplified these five principles defining the task of the administrator as POSDCoRB. It defines the administrative procedures as planning, organizing, staffing, directing, coordinating, reporting and budgeting (Hoy & Miskel, 1987). Furthermore, he put forward fourteen principles of management as division of work, authority, discipline, unity of command, unity of direction, subordination of individual interest, remuneration, centralization, scalar chain, order, equity, stability of personnel, initiative and esprit de corps (fostering team work and unity among employees) (Lunenburg & Ornstein, 1996). Max Weber was another influential figure who first introduced the concept of bureaucracy. The central theme in Weber's bureaucracy was standardized structures and procedures. He was in favour of hierarchy in organizations with horizontal division of labour, written rules, importance of seniority in the organization and strong commitment to the work (Robbins, 1987).

The Human Relations Approach

The second phase in the organizational thought was human relations approach, which developed in reaction to the formal tradition of classical thought in the 1930s. Mary Parker Follett wrote a series of papers dealing with the human side of organizations. She believed that the fundamental problem was developing and maintaining dynamic and harmonious relationships (Hoy & Miskel, 1987). In addition to her work, the development of this approach owed a lot to Hawthorne studies carried out by Elton Mayo and his associates. They carried out three experiments to study the relation of quality and quantity of illumination to efficiency

in industry. They tried to learn what workers liked and disliked about their work environment. As a result, the importance of understanding human behaviour from the perspective of management was firmly established. Other contributors to this approach were Kurt Lewin emphasizing the group dynamics, Carl Rogers who developed meta-psychological assumptions and Jacob Moreno who was interested in interpersonal relationships within groups. The major assumptions of the human relations approach were formed. In summary, the focus was on motivation by social and psychological needs and by economic incentives, the importance of worker morale, supportive management, the belief that increased morale results in increased productivity, effective communication channels between the employer and the employee (Lunenburg & Ornstein, 1996). It emphasizes democracy rather than authority. In this approach, according to Morgan (1986), the underlying organizational metaphor is "organizations as organisms."

The Behavioral Science Approach

Finally, behavioral science approach emerged in the 1950s in the administrative thought. The reason behind this approach was that the previous two had ignored the impact of social relations and formal structure respectively. Behavioral science approach used both perspectives and added propositions drawn from sociology, psychology, political science and economics. This time, the emphasis was on work behaviour in formal organizations. Chester Barnard was the pioneer of this approach. He considered some important structural concepts such as the individual, the cooperative system, the formal organization, the complex formal organization, and the informal organization (Hoy & Miskel, 1987). Barnard, furthermore, focused on the idea that an organization can operate and survive only when both the organization's goals and the goals of the individuals working for it are kept in equilibrium. (Lunenburg & Ornstein, 1996)

Another important contributor to this line was Herbert Simon who regarded the administration as a process of rational decision making that influenced the behaviour of members of the organization (Hoy & Miskel, 1987). Also, E.W.Bakke was a major voice as he introduced the term *fusion process*. He argued that the individual attempts to use the organization to further her own goals, whereas the organization

uses the individual to further its own goals. They remake each other to some degree. Moreover, Chris Argyris was the other important name. He believed that there is an inherent conflict between the organization and the individual, which is caused by the incompatibility between the growth of and development of the individual's maturing personality and the repressive nature of the formal organizations. Finally, there is the notion of Abraham Maslow's hierarchy of needs that an individual has to satisfy. According to him, an administrator's job is to provide chances for the satisfaction of employee's needs that also support organizational goals and to remove impediments that block need-satisfaction and cause frustration, negative attitudes, or dysfunctional behaviour (Lunenburg & Ornstein, 1996).

Moreover, McGregor brought forward two types of administrative paradigm to describe the behaviours of the administrators in the 1950s. The first one was Theory X, which stands for the traditional management view. In Theory X, the responsibilities of the administrator are defined as follows (Robbins, 1987, p. 481):

1. Management is responsible for organizing the finance, materials, equipment and the staff to realize the economical goals.
2. Management is a process which directs the efforts of the employees and motivates them and which organizes the behaviours of the employees according to the goals of the institution.
3. Unless the active interference of the administration exists, the employees will behave passively and resist to the organizational needs. Therefore, they have to be managed, persuaded, punished or rewarded and controlled. Management can be summarized as the task of having people do the job.

In traditional organizations, Theory X is dominantly used and it is impossible for organizations to work effectively. In contrast to Theory X, McGregor listed four assumptions to describe Theory Y (Robbins, 1987 p. 481):

1. Employees can view work as being natural as rest or play.

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2. Human beings will exercise self-direction and self-control if they are committed to the objectives

3. The average can learn to accept, even seek, responsibility.

4. Creativity, that is, the ability to make good decisions- is widely dispersed throughout the population and is not necessarily the sole province of those in managerial functions.

As Karip (2004) mentioned, Theory Y regards the management as a process of creating opportunities and potentials, avoiding the obstacles, encouraging development and providing guidance by considering humans as an asset for organizations.

2.1.1.2 Sociological Paradigms in the Administrative Theory

After this brief look at the administrative thought, it is essential to delve into the sociological paradigms that underlined the administrative thought as well as paradigms used in educational administration to comprehend the history of the scholarship, problems and conflicts in the field which will be discussed in the next section.

There are four paradigms used in the study of organisations developed by Burrell and Morgan (1979) in their work *Sociological Paradigms and Organisational Analysis*. There are two dimensions stated for the analysis of social theory: nature of science and nature of society. Assumptions about the nature of science can be thought of in terms of two dimensions being subjective and objective, and assumptions about the nature of society in terms of a regulation and radical change. The sociology of regulation is concerned with the need for regulation in human affairs; the basic questions it asks focus on the need to understand why society is maintained as an entity. It attempts to explain why society tends to hold together rather than fall apart. On the other hand, sociology of radical change attempts to find explanations for radical change, deep-seated conflict, modes of domination and structural contradiction which the theorists see as the characteristics of modern society.

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Within the sociology of regulation, there has been a debate between interpretive sociology and functionalism. Similarly, within the sociology of radical change, there has been a division between theorists subscribing to subjective and objective views of society. Taking all together, four different sociological paradigms are defined which are utilized for the analysis of a wide range of theories: radical humanist, radical structuralist, interpretive and functionalist.

The Functionalist Paradigm: This paradigm has been the dominant framework for the conduct of academic sociology and the study of organisations. It is rooted in the sociology of regulation and has an objectivist approach to its subject matter. It is characterized by a concern for providing explanations of the status quo, social order, consensus, social integration, solidarity, need satisfaction and actuality. It approaches these general sociological concerns from a standpoint which tends to be realistic, positivist, determinist and nomothetic. It seeks to provide essentially rational explanations of social affairs. It is concerned with the effective regulation and control of social affairs.

The Interpretive Paradigm: This paradigm is informed by a concern to understand the world as it is, to understand the fundamental nature of the social world at the level of subjective experience. It seeks explanation within the realm of individual consciousness and subjectivity, within the frame of reference of the participants as opposed to the observer of action. In its approach to social science it tends to be nominalist, anti-positivist, voluntarist and ideographic. It sees the social world as an emergent social process which is created by the individuals concerned. It has to do with understanding the essence of everyday life.

The Radical Humanist Paradigm: This paradigm is concerned to develop a sociology of radical change from a subjective standpoint. It views the social world from a perspective which tends to be nominalist, anti-positivist, voluntarist and ideographic. The notion underlying the whole of this paradigm is that the consciousness of man is dominated by the ideological superstructures with which he interacts, and that these drive a cognitive wedge between himself and his true consciousness. It emphasizes

radical change, modes of domination, emancipation, deprivation and potentiality. Human consciousness is highly focused on.

The Radical Structuralist Paradigm: This last paradigm advocates sociology of radical change from an objectivist standpoint. Similar to the functionalists, it is committed to radical change, emancipation, and potentiality, in an analysis which emphasizes structural conflict, modes of domination, contradiction and deprivation. Radical structuralists concentrate on structural relationships within a realist social world. They view that contemporary society is characterised by fundamental conflicts which generate radical change through political and economic crisis (Burrell & Morgan, 1979).

Having summarized the general administrative thought and the sociological paradigms utilized in organisational analysis will be of help to understand the lines of inquiry, theories and currents existed in educational administration scholarship.

2.1.1.3. Evolution of Educational Administration Scholarship

In the light of the information above, this part will explore the stages and lines of inquiry in the development of educational administration field.

Early Educational Administration
Looking back in the history of educational administration, one can see that school administration did not evolve as a field of practice until the latter part of the nineteenth century, nor became a field of study until the twentieth century. Although the terms related to educational administration were found to date back to Roman times (Bursalıoğlu, 2003), the implementations in the USA led the way to the development of educational administration practically and theoretically. American State and county school administration have both played pivotal role in the development of educational administration in America (Campbell et al., 1971).

As Kowalski (2003) narrates, a single teacher operated the school and provided instruction for students of all ages; there were no administrators. By the latter stages

of the nineteenth century, many communities had to build larger and more sophisticated schoolhouses to accommodate growing numbers of students. Multiple teachers staffed these new buildings, and commonly one of them was appointed as the head teacher. Prior to the twentieth century, most principals had no special training in management and supervision. Therefore, they had to rely on common sense, innate abilities, and political insights to perform largely management-related tasks. Briefly, in the earliest period from 1820-1899, educational administration was not recognized as a distinct profession. Therefore, little training was required. According to Kowalski (2003), prior to 1900, there were very few administration courses offered in schools and departments of education.

Educational Administration in the 20th Century: The American Experience

Between 1900 and 1946, the establishment of formal programs was observed with emphasis on technical skills with business being a leading influence. From 1947 to 1985 scientific and theoretical ideas from the social sciences emerged. The current trend is the notable effort to define rigorous standards for the profession and the programs that prepare educators (Lashway, 1999).

In the history of American education, a number of notable administrators can be found, however, there are relatively few notable scholars. According to Campbell et. al. (1971), the contributions of such men as Cubberly, Strayer, Reavis, Hart and Reeder should not be overlooked. Many of these early professors approached school administration through the school survey. The surveys intended to reflect the value judgments of the surveyors and often proved most useful in pointing the way to improved practice. At the same time, such surveys were not designed to deal with basic concepts or to test such concepts in an empirical setting. They approached the field from the standpoint of job analysis. They observed administrators at work, noted the tasks they were required to perform, and then suggested how these tasks might be performed more effectively. They were, consciously or unconsciously, reflecting the work Taylor was doing in scientific management. In 1913, Bobbitt devoted a long article to principles of management and their applications in school systems. He was the one who applied the principles of Taylor to school operation. Likewise, Sears, later in the twentieth century, attempted to adapt the administrative

processes suggested by Fayol, Gulick and Urwick to the administration of the public schools. In both of these cases, there was an attempt at job analysis. Bobbit concentrated on the work of the teacher and the supervisor, whereas Sears concentrated on the work of the administrator (Campbell et al., 1971).

As Kowalski (2003) stated, Columbia University awarded the first two doctoral degrees in 1905. Starting in 1914, however, the pressures to utilize management techniques to broaden the education of school executives resulted in Teachers College giving more attention to business methods, finance, and efficiency techniques. In the 1920s, discussions of general educational administration as a field of practice became more common in textbooks and journal articles. The establishment of school administration as a separate specialization in education had both positive and negative sides. Individuals who want to become administrators could now take specially designed courses to get prepared for the job. Professional organizations were formed to allow the practitioners to share their knowledge. However, at the same time, administration and teaching were regarded as separate occupations and principals usually treated teachers as their subordinates.

In the 1930s, graduate school degrees and professional degrees in educational administration became more prominent. Although the graduate schools of established universities had offered the Master of Arts (M.A) and Doctorate of Philosophy (Ph.D) degrees, they were intended to prepare a select number of educators to be professors and researchers. The establishment of schools of education changed the focus of graduate study in education. This created professional degrees intended to meet the needs of elementary and secondary school teachers and administrators such as Master of Education (M.Ed.), Education Specialist (Ed.S) and Education Doctorate (Ed.D) degrees.

During the 1940s, an increasing number of universities started offering graduate courses and degrees in school administration in response to a growing need for more administrators. Leaders in the development of school administration urged universities to provide graduate education for all educators who aspired to work in this specialization. They also promoted the idea of broadening academic study in

administration to include theoretical content. This initiative was important because until 1940s, preoccupation with management roles and skills prompted professors to treat research and theory as relatively unimportant (Kowalski, 2003).

It was late 1940s and early 1950s, just after the World War II, that there were some endeavors to make educational administration a field of study. As Campbell et al. (1971) chronicled, there were four major events in the development of this field. The first one was the first meeting of a group later to be known as the National Conference of Professors of Educational Administrators (NCPEA) in New York in 1947. The succeeding annual meetings of NCPEA permitted those who teach educational administration to become acquainted with each other, encouraged an examination of what is known and what is unknown in the field and also helped to shape the other educational administration events.

The second one was the Cooperative Program in Educational Administration (CPEA) underwritten by the W.K. Kellog Foundation. Eight Kellog Centers were established in the United States and one in Canada, each of which was encouraged to develop a regional programme devoted to the improvement of educational administration. Initially, CPEA placed more emphasis on the improved practice of administration than on its study. Soon, it became clear that improved practice depended on more knowledge about administration. In the closing period of CPEA, theory and research in educational administration emerged as the most important concern.

A third event flourished out of one of the CPEA centers, Teachers College at Columbia University. They proposed that the major universities with programs in educational administration form an organization for the purpose of continuing the work started before. Finally, in 1956, representatives from thirty-three universities organized the University Council for Educational Administration. In 1959, UCEA was incorporated under the laws of Ohio and moved to the campus of The Ohio State University. UCEA had three major purposes:

1. To improve the pre-service training of school administrators
2. To stimulate and produce research in educational administration

3. To disseminate materials growing out of research and training practices.

Among its activities, UCEA has organized seminars for professors of educational administration, participated in large-scale research projects, set up a number of task forces on particular problems in administration, sought foundation and government assistance for fellowships and other aspects of training programmes, alerted member institutions to possible sources of support for research and training projects in administration, and published a number of books out of its activities.

The fourth major event was The American Association of School Administrators (ASAA). They urged the Kellog Foundation to support CPEA and maintained a relationship with that program from the beginning. In 1955, AASA established the Committee for the Advancement of School Administration, whose purpose was to assist in taking action designed to improve the pre-service and in-service programs for the preparation of school administrators. They did much to communicate research findings in administration to school administrators; to encourage national, regional, and local groups to work for improved school administration; to help develop plans for the accreditation of training programs for administrators and so on (Campbell et al., 1971, pp. 118-120).

Clearly, the study of educational administration and preparation programs which grew rapidly from 1945 to 1960 were heavily practice-oriented (Orlosky et. al., 1984). So far, the evolution of educational administration in the USA was discussed in terms of the events and practice. To set a more comprehensive conceptual framework to discuss scholarship, it is necessary to look at its theoretical formulations.

2.1.1.4 Theoretical Foundations of Educational Administration as an Academic Field

The theoretical foundations of educational administration dates back to 1950s with the emergence and efforts of two main organizations: NCPEA (The National

Council of Professors of Educational Administration) and UCEA (The University Council for Educational Administration) which were mentioned above. As stated by Willower and Forsyth (1999), these organizations and others stressed the improvement of scholarship and practice in educational administration, especially through the use of concepts, theories and methods from the social sciences. With the help of their members, the scholars in the field tried to establish a theoretical base for the field of educational administration and to have the field gain a more scientific nature (Şişman & Turan, 2004).

The study of educational administration as an academic field since the 1950s has gone through various phases and diversity of concepts and theories from the social sciences were used more extensively (Willower & Forsyth, 1999).

As Forsyth stated (1999), prior to the middle of the 20th Century, professors of educational administration were still essentially practitioners who pragmatically embraced popular ideas of the day. By mid-20th century, however, within the university, the emphasis was on for educational administration to have a body of technical knowledge that was scientific. Thus was born what has been called the theory movement in educational administration, a period whose illusions lasted. about ten years.

Theory Movement

Theory movement flourished in 1950s and it still has its impact on the field. It focused attention on the need to improve scholarly activity through the application of scientific principles based on empiricism rather than ideological belief, personal experience, and prescription (Getzels, Lipham & Campbell, 1968; Griffiths, Carlson, Culbertson & Lonsdale, 1964). Theoretically driven scientific inquiry would consist of well-delineated means of defining and addressing phenomena, sound research methods to support inquiry, and the creation of a comprehensive body of knowledge that could be applied to problems of practice and inform the initial preparation and professional development of school administrators (Griffiths et. al., 1964 cited in Heck & Hallinger, 2005). As summarized by Culbertson (1981 cited in Şişman & Turan, 2004, p.100), theory movement is based on the following assumptions:

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1. Scientific research should be based on a certain theory and this theory should guide the research.

2. In order to develop a theory effectively for the educational administration, it is necessary to make use of the concepts, models and methods developed by the social and behavioural sciences.

3. Theory and research should focus on defining organizational and administrative behaviour. The generalizations reached through the findings of the research should guide the organizational and administrative behaviour and actions.

4. An ideal theory must be generalizable and be tested by research and observation.

It is evident that theory movement is based on the positivist tradition, an attempt to apply models and methods from natural sciences (Hoy & Miskel, 1987).

At this point, it would be appropriate to refer back to Burrell and Morgan's (1979) functionalist paradigm. The assumptions above demonstrate that theory movement was explicitly based on the propositions of the functionalist paradigm.

Şişman and Turan (2004) explained the theory movement as applied in the school setting. That is; from this point of view, schools have certain goals which direct the actions in them like other organizations. The goal of the theory developed in educational administration is to create general principles for predicting the organizational and administrative behaviour. Therefore, it is claimed that theories of education need to be applicable to all schools.

According to Hoy and Miskel (1987), theory movement in educational administration was limited by a closed-systems perspective. The focus of analysis was on attempts to explain the internal workings of schools without reference to elements in the environment.

Moreover, Hoy (2001) chronicled the theory movement mentioning another well-known name in educational administration, Don Willower. He was a pioneer in the theory movement in educational administration. His dissertation was a model for using a social systems perspective to generate and test theoretically grounded hypotheses about schools and administrators. Willower, however, was the first to warn that physicist Feigl's definition of theory, as a set of assumptions from which a larger set of empirical laws can be derived by purely logicomathematical procedures, was too narrow a definition for educational administration. Although Halpin and Griffiths embraced the physicist's definition as appropriate for educational administration, Willower argued that Feigl's definition was so rigorous that it excluded most, if not all, theory in educational administration. Willower offered a more parsimonious definition of theory as a body of interrelated, consistent generalizations that serves to explain. Willower anticipated problems with the movement; he was ahead of his time. Perhaps one of the reasons that the theory movement in educational administration declined as quickly and as completely as it did was that its exaggerated expectations of theory gave way to harsh realities of life. Educational administration is not physics, nor is it governed by a set of empirical laws. The social sciences will never be as consistent and accurate in prediction as the natural sciences; social life is too complex and changing. Yet, educational administration has the potential to become more systematic and informed by theory and research (Hoy, 2001).

The literature written in those times reflects that during the theory movement, the scholars had difficulty in building theory and they delved into the problem of making theory in educational administration. To exemplify, Halpin, in his work, *Theory and Research in Educational Administration* in 1966, discussed the problems of educational administration scholars in constructing theories. He stated that the first major problem in developing theory is due to lack of sharing a common understanding of the meaning of theory; secondly scholars have tended to be too preoccupied with taxonomic methods, and finally, they have not been sure of the precise domain of the theory we are seeking (Halpin, 1966).

As Hoy and Miskel (1987) further explained, the progress toward relevant theory and research in educational administration slowed down in the 1970s because of the social and political unrest of the late 1960s and the financial and political exigencies of the 1970s.

Paradigm Shift: Positivism to Subjectivism

In the 1960s and 1970s, the influence of the social sciences grew. As social sciences gained more acceptance in educational administration, research more and more reflected their theories and methods (Willower & Forsyth, 1999). Ribbins and Gunter (2002) noted that in the 1960s, the study of educational administration stumbled into crisis as the hegemony of its dominating paradigm, the 'theory movement', collapsed. The course of these events was marked in the titles of papers from one of its most distinguished proponents, Andrew Halpin—*A Foggy View from Olympus* (1967), *Administrative Theory: The Fumbled Torch* (1969) and *The Broken Ikon, or Whatever Happened to Theory?* (1977). As suggested by these authors, the field has from time to time been driven by further conflicts.

Starting from the middle of 1970s, in organizational and administrative science there was a paradigm shift. First of all, subjectivism received serious attention in educational administration taking its standpoint from interpretive paradigm (Willower & Forsyth, 1999). It was Thomas B. Greenfield who was the advocate of subjectivism in 1974. As stated by Orlosky et al. (1984), the logical-positivistic, empirical approaches had produced abstract concepts which have little meaning in specific situations. Subjectivism refers to the perspectives that look inward to the mind rather than outward to experience and that connect to philosophical idealism, and often to phenomenology or existentialism. The major feature of Greenfield's view was that scholarship on educational administration should deal with such issues as right or wrong, will, intention and compulsion. He was critical of the positivistic approach which dominated science and of quantitative research, which he saw as irrelevant to the realities and personal travails of administrative life. He attacked the use of the positivist paradigm in educational research because he thought the schools could not be analyzed by considering them as objective phenomena independent from the people inside them (Turan & Şişman, 1999). As cited in Lane (1995), much

of the debate about theory in educational administration originates with Greenfield who, among many other things, argued that the concept of organizations was an invented social reality. Greenfield's charge was that the positivist's perspective was founded on an invented social reality which, because of this character, was an arbitrary theoretical structure.

Lutz (2000) narrates the conflict between the positivists and subjectivists in those years as follows:

> When Greenfield attacked positivism in a paper at the International Intervisitation Program at Bristol, England in 1974, Griffiths felt obligated to respond, and respond he did with vigor and enthusiasm. In 1983 he continued, as one reads and listens to Bates and Greenfield one gains the impression that they consider advocates of traditional theory to be idiots at best and pathological at worst. These expressions are often reciprocated. (Lutz, 2000, p. 2).

If one has to evaluate Greenfield's subjectivist approach in terms of Burrell and Morgan's (1997) paradigms, his approach doubtlessly fits into the interpretive paradigm, which puts the emphasis on individuals' own perceptions and understanding of the nature of the social world.

Critical Theory

In the 1980s, in addition to Greenfield's reaction, critical theory which was based on reinterpretation of Marxism came into existence (Şimşek, 1997). It was initially represented in educational administration by Foster and Bates. Bates and Greenfield claimed that behaviorist approaches based on quantitative analyses were ill-suited to understanding social constructions of school life. Moreover, they failed to consider how contextual, moral, and ethical issues influence administrators' thinking and actions (Heck & Hallinger, 2005). Critical theory argued that knowledge is defined and shaped by social and economical forces that exert power in ways that benefit the privileged at the expense of the less fortunate. Foster rejected scientific approaches in favor of normatively informed stances aimed at the greater equity and social justice (Willower & Forsyth, 1999). The critical theorists, who belong to the Frankfurt school, were against the positivist approach like the subjectivists.

According to the critical theorists, the school administrators prevented the individuals in the school settings from evaluating the system critically for the sake of maintaining status quo and protecting the present dominant system. They claimed that theories about school administration can not be developed (cited in Şişman & Turan, 2004). Critical theorists, moreover, considers freeing of the individuals as its mission (Hoy, 1996). A proponent of critical theory, Michael Apple (1996) noted the reluctance of critical scholars to follow words with actions. Apple is also concerned with the failure of critical educational theorists to engage themselves in the real world of the public schools, finding them disconnected from the reality of current educational problems.

Based on the social forces that led to subjectivism and critical theory, scholars started to carry out some studies emphasizing gender, race, ethnicity and class. Identity politics have led to an important strand of scholarship and the categories of race/ethnicity and gender tended to eclipse the standard measure of previous studies, social class. Important scholars in this line of inquiry are Shakeshaft and Pounder (Willower & Forsyth, 1999). To exemplify from the feminist theory, a quote from Charol Shakeshaft's critically important work *Women in Educational Administration (1987)* reflects their concern:

> The underlying assumption of research in educational administration is that the experiences of males and females are the same, and thus research on males is appropriate for generalizing to female experience. In developing theories of administration, researchers did not look at the context in general, and therefore, were unable to document how the world was different for women (Shakeshaft, 1987, p. 148).

Shakeshaft, in her works, mostly criticized the fact that male-biased samples, attitudes, methods, and theories have served to create a biased body of knowledge in educational administration (Scheurich, 1995). To go back to Burrell and Morgan (1979), critical theory is in the realm of the radical humanist paradigm that was based on the revival of Marxist theory, focusing on release from the constraints which the existing social world place on humans.

Cultural Theory

The cultural approach, applying the concepts in anthropology to the organizations, perceives the organizations as areas shaped by values, beliefs, traditions and language. The cultural theorists focus on studying organizational culture and to do so, they are on the side of qualitative research because studying culture requires in-depth analysis, not on-the surface approach (Şimşek, 1997).

The conception of culture came from organizational research. An important problem, as mentioned above, was how cultural analysis would be used to break up with the older positivist tradition. Edgar Schein, an influential author of organizational culture, defined culture as the basic assumptions and beliefs that are shared by members of an (Schein, 1985).

There are also some theories of organizational culture, the most important of which is Smircich's distinction of culture as a variable and culture as a root metaphor. As Alvesson claimed, researchers who see culture as a variable draw upon a more traditional, objectivist and functionalist view of social reality and try to improve models of organization by taking sociocultural subsystems, in addition to traditionally recognized variables, into account. Moreover, organizations are thought to produce cultural traits, such as values, norms, rituals, ceremonies and verbal expression, and that these features affect behaviour of managers and employees. In short, this view considers culture as something that an organization has. On the other hand, researchers who see culture as a root metaphor approach organizations as if they were cultures and draw upon anthropology in developing radically new theories or paradigms. This view sees the organizations as expressive forms, manifestations of human consciousness. Organizational culture is not just another piece of the puzzle, it is the puzzle (Alvesson, 1993).

Chaos Theory

In the 1980s and 1990s, in addition to these strong voices of subjectivists, critical theorists, feminists and cultural theorists- which were reactions against the classical functionalist and positivist approach- there emerged another line of thought, chaos theory.

A central premise of chaos theory is that dynamic and unpredictable systems are deep, imbedded and fine structures of order. Those who proposed chaos theory, therefore, sought to uncover these symmetries within disorderly streams of data in an effort to understand extremely complex and turbulent behavior (Hunter, 1996).

Margaret Wheatley (1992), the leading proponent of applying chaos theory to the management of organizations believes that there are clear implications for how we understand organizations to be drawn from chaos theory and the science behind it. Wheatley stated that much of our world view, including our conceptions of science, is grounded in the principles of Newtonian mechanics. In the Newtonian image of reality, phenomena are best understood by separating them into their constituent parts and dealing with each part independently. A linear relationship exists between cause and effect. The world is predictable and we search continually for more objective tools with which to understand it. Newtonian mechanics become the base from which we design and manage organizations, and from which we do research in all of the social sciences.

According to Wheatley (1992), the problem is that the science has changed. Rather than being predictable and linear, the new physical sciences increasingly accept that the world is made up of nonlinear, chaotic systems that contain within them patterns of order. In the new science, the underlying currents are movements toward holism, toward understanding the system as a system, and giving primary value to the relationships that exist among discrete parts. Systems have become chaotic in the sense that they have lost predictability. A system is never in the same place twice. Yet within the seeming chaos of the system there is an underlying pattern. Viewed from the perspective of time the system demonstrates orderliness.

As Boone (2001) noted, chaos theory's most appropriate contribution to educational administration lies in its power as a metaphor for describing organizations. Chaos theory may contribute little in the way of research methodology to the field of educational administration. The failure is not theoretical but instrumental. The precise measures needed to examine the organization in the minute detail seemingly called for by the theory do not, indeed may never, exist. At this point several

authorities recommend the case study as the best research design to test chaos theory.

However, researchers who have attempted it have expressed serious doubts about this theory's utility. For example Griffith, Hart and Blair (1991) reported that they were less than sanguine about its potential unless applicable precepts guide research design, data gathering, and analysis. In the absence of such applicable precepts, the use of chaos theory as a guide to research in organizational life is severely constrained. Moreover, they noted that the concepts of chaos theory do not easily translate into meaningful social research and that the need for precise measures limits applications to educational administration.

Post-Modernist Thought

Starting from 1990s to the present time, another important theory that contributed to educational administration scholarship, as well as many other fields, has been post-modernism supported by Bernstein and Rorty (Çelik, 1997). It first developed primarily within the fields of literature and philosophy but has a certain application to social science. The claims of post-modernism are as follows:

1. Knowledge is non foundational. Knowledge is produced in specific contexts that are dependent on time and space. Thus, what we know is not what we know universally; rather it is only what we claim to know in a specific setting, within the parameters of defined by our history and culture.

2. The agreement we develop about what constitutes true knowledge is intimately related to the distribution of power in a society. The powerful, in other words, support a particular form of knowing, which in turn reinforces their position in a society.

3. The resulting outcome is the development of grand narratives, or widely-accepted stories that construct reality for most of us and serve to maintain the existing system of privileges and power (Littrell & Foster, 1995)

As cited in Farrell (2001), this perspective suggests that the world can only be understood through the medium of language and the particular forms of discourse

our language creates. There is no unmediated knowledge. The problem is that meaning always eludes us as our language games are constantly in flux (Hassard & Parker, 1993). As stated by Farrell (2001), metanarratives, including those of science, are impossible. They are 'just stories which dominate and determine a community's perceptions of what the human condition, the universe, or reality are all about' (Firat & Venkatesh, 1993, pp. 228-229)

Within this view, as further supported by Littrell and Foster (1995), postmodern thought states that there is no foundation or ultimate position for theories of management or administration. It exposes concepts such as belief in the power of observation, belief in foundations or essentials, faith in progress and development as weapons in the fight for organizational control, not as signifiers of one organizational reality (Littrell & Foster, 1995). Postmodernists are concerned with oppression like the proponents of Marxism did and the part played by language fostering it. The deconstruction of texts, for example, was used to illustrate the oppressive character of words, as well as the omission of certain voices in discourse (Willower & Forsyth, 1999). On the other hand, Willower and Forsyth (1999) find postmodernism more obscure in its presentation than most philosophies and they claim that it is imbued with pessimism and nihilism.

It is clear from this brief survey of theories in the scholarship of educational administration that the field has gone through various phases and conflicts since the 1950s. As Bush (1995) noted, there is variety and richness in terms of theories in educational administration. This is because of the fact that educational organizations show differences in their nature and in their problems and they require different approaches for solutions. Despite the variety of paradigms, there is not one single theory that is able to explain every single situation in educational administration.

In the light of this brief survey, it is easy to recognize that there has been a paradigm shift in educational administration research in years; consequently there is diversity in the views of scholars belonging mainly to two camps regarding the traditions they have favoured, namely positivists and interpretivists.

As Heck and Hallinger (2005) describes this situation, during the 1990s, there was a notable increase in scholarly inquiry from contrasting perspectives including critical theory, postmodernism, and feminism. Much of this work built upon earlier critiques by scholars such as Bates, Foster and Greenfield. This inquiry began to produce a new body of empirical work that reflected a broader set of social concerns as well as increasing diversity in the methods of investigation (e.g. fieldwork, case study, quantitative modeling, discourse analysis, narrative, biography, social critique).

With the inevitable paradigm shift in the educational administration, many things also changed ranging from the research areas to the research methods. To better comprehend the current situation of educational administration scholarship as an academic field, the next section will deal with the issue of establishing a solid knowledge base and the scholars' quest for attaining this objective.

2.1.1.5. The Search for a Knowledge Base

Regarding the theoretical approaches in educational administration since the 1950s and the obvious controversy between different paradigmatic views among the scholars discussed previously, the attempts and studies of the educational administration scholars to provide a knowledge base for their field will be reviewed in this part since this issue is significant to understand the state and the essence of the scholarship.

The comments of Benjamin Levin at the beginning of his article reviewing the three chapters of the *Handbook of Research on Educational Administration* (1999), explains the problem of having a strong and uniform knowledge base in the field of educational administration. He starts by mentioning the formidable challenge that the editors and the authors of the book experienced. He claims that even creating a handbook is too hard to accomplish in educational administration because of the difficulty in conceptualizing the field. Educational administration, its definition, its scope and boundaries, is open to interpretation and stance (Levin, 1999).

Thus, even from this example, the field appears to be chaotic as Griffiths described the field as in *turmoil* elsewhere before. If it were so challenging to conceptualize the field and produce a handbook, it should be definitely a greater challenge to establish a solid knowledge base which will be agreed on by all the camps of scholars in the field.

The term *knowledge base* is defined as a common core of knowledge and skills that the practitioners of a particular field ought to possess and employ and, in the process, to legitimate the authority of those who possess, employ or teach the designated knowledge base (Donmoyer, Imber & Scheurich, 1995). According to Scheurich (1995), a knowledge base standardizes the profession in that all of its members are certified to have mastered the same information.

Here, it can be inferred that a knowledge base is some kind of a canon for a specific field or discipline. Therefore, in terms of educational administration field in particular, whether this "canon" or "the common core of knowledge" available or possible will be reviewed.

As previously mentioned, Murphy (1995) divides the history of the knowledge base into three periods being The Prescriptive Era (1900-1946), The Behavioural Science Era (1947-1985) and The Dialectic Era (1986- to present).

The Prescriptive Era (1900-1946)

Starting from early 1900s, the knowledge base in educational administration began to take a new form. It was shaped by the scientific management revolution in industry. As Newlon (1934) analysed the nature of the knowledge base, he concluded that the main orientation was toward the finance, business management, physical equipment and the more mechanical aspects of administration, organization and personnel management. He also recognized a bias toward the technical and factual dimensions of the profession. Furthermore, there was lack of social methods and techniques which were necessary to solve the fundamental economic and social problems of the schools.

In the 1930s, the knowledge base in educational administration went through some expansion. As the scientific management fell into disfavour during the Great Depression, consideration of the social foundational aspects of leadership was enhanced. The human dimension began to find its way into the knowledge base in educational administration. In short, the knowledge base in those times was neither theoretically nor conceptually grounded (Murphy, 1995).

The Behavioural Science Era (1947-1985)

After the World War II, there was devastating attacks on the existing knowledge base criticizing the prescriptive content of the educational administration preparation programmes. More theoretical, conceptual and empirical materials were drawn from various social sciences. The behavioural science movement led to a view of administration as "an applied science within which theory and research are directly and linearly linked to professional practice (Sergiovanni, 1991 cited in Murphy, 1995). The impact of behavioural sciences encouraged the educational administration scholars to believe in and use empricism, predictability and scientific certainty (Murphy, 1995).

The Dialectic Era (1986 -   )

As Murphy (1995) further narrated, the previous two eras were defined as ferment. After mid-1980s, the existing knowledge base was started to be criticized as being weak and inappropriate. A list of deficiencies were made such as a lack of concern for organizational outcomes, the neglect of the moral and ethical dimensions of the knowledge base, an absence of attention to educational issues, gaps in the intellectual scaffolding of the profession due to the failure to consider issues of diversity and inattention to the craft dimension of the field.

The scholars tried to reconstruct the knowledge base in the field based on the struggles in the academe. They aimed to provide a new vision for the field. This idea originated from three different scholarly writings and activities of the above mentioned institutions such as National Commission on Excellence in Educational Administration (NCEEA), University Council for Educational Administration

(UCEA) and the National Policy Board for Educational Administration (NPBEA). In this era which is still under progress, the increasing attention of the scholars has been on ethics and values, the social context of schooling and the craft dimensions of the profession. It is clear that there is an ongoing concern for the development of the knowledge in the field but the point is to determine what knowledge the educational administration scholars need.

As Riehl et al. (2000) mentioned, from the late 1940s, knowledge in educational administration was defined in terms of the values and conventions of a modernist and rational approach to science based on logical positivism and empiricism. Under this framework, knowledge building efforts aimed to create and refine an enduring theoretical structure of concepts and laws. This knowledge, it was thought, could then be applied to the improvement of administrative practice. These efforts led to much research and scholarly publications, but by the 1970s, practitioners of the field complained that this new version of knowledge and academic programmes were becoming more irrelevant to the actual practice (Culbertson, 1988 cited in Riehl et al., 2000).

In the meantime, there was conflict between the interpretivists and the positivists. Debates rose up as to whether it was possible to develop decontextualized generalities about education that would teach anybody anything. The quest for knowledge became the search for the meanings people use to create and make sense of this world. The move toward a more interpretive theory did not go far and more critical approaches to educational administration were advocated. On the other hand, the positivists were still strong in their beliefs marked by precision and disinterestedness and supported the idea that the knowledge proposed by the interpretivist and critical approaches was not always useful to practitioners. The result is that as science develops representations and interpretations of human action, human beings can take this information, interpret it for themselves and use it to change their actions and this requires again new scientific interpretations. Therefore, each kind of interpretation is unstable in the face of each other (Riehl et. al., 2000).

This discussion (Riehl et al, 2000) draws the attention to the two problems that Donmoyer et al. (1995) put forward in developing a knowledge base in educational administration: The epistemological and pragmatic problem.

The epistemological problem is explained by stating that today's knowledge is not what it used to be. There is a growing realization that knowledge is dependent on the knower. What we know is related with who we are, where we have been, who socialized us and what we believe. No knowledge is objective and all knowledge reflects the values, interests and biases of the knower. Within this reality, when certain knowledge is legitimated and put into an official knowledge base, the interests of some individuals are served, on the other hand, the interests of others are undermined.

The pragmatic problem is explained in terms of the irrelevance between theory and practice. For years, it has been often suggested that practical knowledge on-the-job and theoretical knowledge provided in universities are different. This pragmatic problem suggests the need to question traditional assumptions about professionalism and traditional notions about a knowledge base (Donmoyer, 1995). As Donmoyer claimed the current knowledge base is only a figment of academic researchers' imagination, which has been designed to justify their own privileged positions as experts in the field (Donmoyer, 1999). In support of Donmoyer, Littrell and Foster (1995) claimed that the notion of knowledge base is simply a myth and perpetuated by professors of educational administration to justify their own privileged positions. Administrators operate reactively by their instincts, not on the basis of theoretical knowledge. In the real world of administrative behaviour, there is no satisfactory knowledge base, but rather only competing actors, resources and power.

It is clear that in hard sciences such as medicine and physics, there is a consistent body of knowledge base, where research findings are verifiable, definitive and cumulative. Yet, in educational administration, which is called 'a soft applied field' and 'lesser form of knowledge', it is difficult to build a consensus on important problems, to concentrate research efforts and to accumulate knowledge because research findings are subject to critique by others who possess different interpretive

frameworks (Labaree, 1998). Labaree's view is consistent with Riehl and Donmoyer's points above.

Imber divides the knowledge in educational administration into three categories as theoretical, technical and career knowledge, which he thinks they are overlapping: Theoretical knowledge consists of specialized theory-based knowledge that relates to the accomplishment of the fundamental goals. Technical knowledge involves information about the performance of the various specific tasks in running a school or a school system such as maintenance of school facilities and scheduling the timetables. Career knowledge is the knowledge that enhances the quality of an administrator's work life. An administrator needs this type of knowledge to get a job and have a greater comfort, security, satisfaction and improvement on the job. Despite the presence of these three categories of knowledge in the field, what educational administrators really know is further revealed by Imber (1995). He pointed out that theoretical knowledge seems to have no effect on what educational administrators do. Theory only enhances scholars' understanding of why administrators acted as they did. Unlike the knowledge base of educational administration as it is taught in universities, the knowledge base of educational administration as a field of practice contains little or no theoretical knowledge. Most of the specialized knowledge that administrators claim to possess is general, intuitive and experiential. As for the career knowledge, all educational administrators possess career knowledge (Imber, 1995).

As reflected in many resources (Scheurich, 1995; Donmoyer, 1999; Anderson & Jones, 2000), there has been growing effort to develop a knowledge base in the field of educational administration in the last two decades. According to Culbertson (1988), the quest for a knowledge base has been influenced by many forces. Changes in schools, in social, economic and political conditions and in the realities of professional practice trigger calls for reexamination of educational administration theory, practice and the professional knowledge base that defines them. Moreover, the desire by professors of educational administration to legitimate their own place in the academy alongside the other disciplines by specifying and codifying the core content for the preservice preparation is another force.

In an effort to realize this aim, the most significant initiative was held in May, 1989, when the National Policy Board for Educational Administration published its agenda for the reform of the field (Scheurich, 1995). In their report, the National Policy Board suggested seven general domains of knowledge that can be used to frame the discussion:

1. Societal and cultural influences on schooling
2. Teaching and learning processes and school improvement
3. Organizational theory
4. Methodologies of organizational studies and policy analysis
5. Leadership and management processes and functions
6. Policy studies and politics of education
7. Moral and ethical dimensions of schooling (Donmoyer et.al., 1995)

Subsequently, the University Council for Educational Administration (UCEA) began a 10-year effort to identify the knowledge essential for school leaders to solve critical contemporary practice and problems in 1992. They published a set of documents called PRIMIS which was organized around the seven categories proposed by the NPBEA in 1989 and in their second phase they added additional objectives:

1. To review the completeness of the seven domain structure, making adjustments and additions where necessary
2. To expand the knowledge in each domain
3. To analyze each knowledge domain for adequacy
4. To modify the content of each domain
5. To articulate the knowledge of each domain
6. To identify appropriate media for communication to multiple audiences
7. To search for ways to integrate the knowledge across domains (Donmoyer et. al., 1995).

PRIMIS chose a political solution called *big tent politics*, which involves individuals and organizations supporting proposals with contradictory goals in an effort to

garner broad-based support and build winning coalitions. In PRIMIS' case, it took the form of expanding the definition of knowledge to include nontraditional along with more traditional work. They were discussing functionalist, neo-Marxist, feminist, post-modern and pragmatism-based theories of organisations. They made use of eclecticism as a strategy for making sense of organizational life and for acting intelligently in organizational contexts. In the academic circles, it was welcomed as well. For example, *Educational Administration Quarterly*, the most prominent journal in the field in the USA, started to accomodate the big tent politics. Moreover, Hoy and Miskel's *Educational Administration: Theory, Research and Practice* (1996) included big tent politics by discussing critical, post structural, postmodern and feminist approaches (Donmoyer, 1999).

There were also critiques of big tent strategy (Bredeson, 1995; Scheurich, 1995). For example, Scheurich (1995) criticized PRIMIS for not providing the field with a knowledge base but it was said to represent a collection of very different and incommensurable knowledge bases. Moreover, he claimed that PRIMIS frame the knowledge based discussion in very traditional ways. He thought PRIMIS attempts are similar to pouring wine into old bottles.

On the other hand, Murphy regards the situation more positively. He sees the breach between theory and practice as a historical artifact, a product of two earlier eras, one which was concerned with providing prescriptions for practitioners and the other that was obsessed with generating theoretical knowledge without engaging in dialog with practitioners. He characterizes the current era as dialectic, as mentioned above, and in this last era the initiatives aim to link the worlds of theory and practice in terms of generating knowledge (Murphy, 1995 cited in Donmoyer, 1999).

In contrast to Murphy's optimism, Scheurich (1995) explains the reasons why constructing a knowledge base in educational administration is impossible at present. Firstly, the knowledge base that currently exists is dominated by only one perspective, the positivist one, excluding such alternatives as interpretivism or critical theory. Even the seven domains suggested by NPBEA were derived from functionalism. Secondly, the knowledge in educational administration is biased

toward males and thus works to exclude feminism, female perspectives and the promotion of women within administration. The final reason is about the race bias. It is embedded in the social sciences and, by extension, in educational administration. Rather than establishing a standardized knowledge base, he suggests strong support for widespread experimentation in the training of educational administrators. There is a need to explore multiple alternatives instead of the functionalist paradigm (Scheurich, 1995).

Whatever the criticisms or comments would be, a group of scholars embarked on a new project by the Division A of American Educational Research Association (AERA). In the fall of 1997, Gail Schneider, immediate past Vice-President of Division A, appointed a Task Force on Research and Inquiry in Educational Administration to examine the issue of research quality in the field. Specifically, the Task Force was asked to focus on how to improve the research base and knowledge production in educational administration and leadership. The eleven Task Force members first met in April 1998 at AERA (AERA, 1999). They discussed and challenged the assumption that the quality of scholarship and knowledge production in educational administration warranted improvement or critical examination. They also acknowledged that educational administration knowledge base was still in the relatively early stages of development as a field of study. From that meeting and subsequent discussions, they decided to explore several issues related to scholarship and knowledge production in the field. They posed some questions as follows:

- What constitutes high-quality research in the field?
- How can we better focus and coordinate scholarly work to advance knowledge production?
- What can we learn about knowledge production from prominent scholars in the field?
- How can we better prepare doctoral students to pursue productive research careers?
- What can we learn about knowledge production through examining administrator research? (AERA, 1999)

After some time of detailed research and investigation, based on their findings, they tried to answer the questions they put forward and the Task Force articles were published in the *Educational Administration Quarterly* in the issue of August 2000 (Pounder, 2000), which will also form some of the relevant literature later in this study.

In the discussion of mapping the professional knowledge base in educational administration, there were also some critiques from other perspectives that have historically been underrepresented in the field such as gender and ethnicity. Shakeshaft, an important name in the feminist approach in educational administration, claimed that the traditional knowledge base has systematically ignored gender. A knowledge base reflecting only male behaviour is just the part of the story (Shakeshaft, 1995).

Last but not the least, in this continuing quest for a knowledge base, new points of view were also discussed. For example, Capper (1995) approached the situation from the perspective of critical theory and poststructuralism. She opposed the very idea of a definite knowledge base and supported the integration of some recent theories such as critical theory, feminism and poststructuralism.

Having surveyed all these debates and studies, it is obvious that the knowledge base efforts and debates are still a hot issue in the field. Yet, there is one more point to consider at this point. There are two basic views on how to build a solid knowledge base: One focuses on eclectic strategy and the other calls for a coherentist view in finding the right way and develop a theory in educational administration scholarship.

Coherentist view, proposed by Evers and Lakomski, was geared toward articulating and defending a set of criteria for assessing the relative superiority of competing scientific theories in any academic field. They attempted to mediate the epistemological battleground of educational administration by arguing about the weaknesses in traditional administrative science. They proposed criteria of coherence as their contribution to the development of a general theory of administration. Moreover, they listed the following criteria to assess the relative

worth of theories: simplicity, consistency, comprehensiveness, explanatory unit, fecundity and learnability (Donmoyer, 2001).

Theoretical pluralism, defined by Griffiths (1995) on the other hand, suggests using different paradigms. He claimed that organization and organizational behaviour are complex phenomena and should be studied from a number of points of view, being a number of theoretical approaches. He appreciated Burrel and Morgan's research paradigm scheme, which was explained in this study before. He, further, elaborated on how theoretical pluralism can influence research. First, researchers could utilize a wide range of theories in the solution of problems and select the most appropriate theory for a particular problem. Second, they could use the criteria (feasibility, excitement, context, cost, user-friendly and fruitful) he suggested to select the appropriate one.

Within all these debates and diverse views on educational administration scholarship, there was another important conflict among the scholars whether they should call educational administration: a science, an applied field, art or a public policy field.

Evers (2003) stated that although there have been attempts to develop a science of educational administration since the Theory Movement in the 1950s, the question of whether educational administration can be regarded as a form of science has long been a central issue. Donmoyer (2001) based his critique on the assumption that the field of educational administration is not well served when academics think of it as an academic discipline. Rather than conceptualizing educational administration as an academic discipline, he suggested thinking of it as a public policy field. He claimed that the centrality of value issues within educational administration practice is the major reason for conceptualizing educational administration as a public policy field and adopting a commitment to theoretical pluralism. Another argument by Imber (1995) was to accept educational administration as an applied field as he claimed that it is the nature of applied fields that their knowledge bases consist of sets of principles and facts that relate to the performance of specific tasks by practitioners.

Boyan (1988) also summarized the problem of knowledge accumulation by questioning whether the field was one that actually lent itself to scientific study, or was merely a field for study. Finally, as Thomson (2000) pointed out, the writers of the overviews in the journal *Educational Management and Administration (27:3)* largely agreed that educational administration is a field of study, not a discipline itself, and as such, it draws on other bodies of knowledge like anthropology, sociology, psychology, history and other educational studies. On the other hand, Bush (1999) regarded educational administration as an academic discipline; however, he suggested some ways to sustain it as a serious academic discipline. He claimed that the literature needs to include more texts which report empirical research, incorporate relevant theory and involve serious analysis of the issues, rather than glib precepts about how to become better managers. Therefore, it seems more appropriate to call educational administration 'a field' rather than 'a discipline'.

In summary, the search for building a knowledge base is still in progress. Yet, despite all these studies, conflicts and controversies, most scholars believe that the knowledge base in the field is still weak and mostly derived from other social sciences.

2.1.2. The Present Situation of the Scholarship

In the light of this historical survey and the efforts of knowledge production among the scholars of the field, this section will describe the present state of the scholarship and of the scholars in educational administration field.

As Bates (1994) noted, educational administration as a field of theory and research has never held a particularly high status in the academic community. There are a number of reasons for this, namely, the practical nature of the activity, the lack of consensus over theoretical issues, the low level of research methodology and the political nature of the field.

Bates (1994), furthermore, describes educational administration as an umbrella term that covers a multitude of ideas and activities representing considerable differences of view between various groups within the profession. These divisions are the result of differences between theorists, of the allegiances to differing disciplines such as sociology, psychology, philosophy, history, or political science or to differing orientations within these disciplines (classical theory, functionalist theory, behaviourism, phenomenology). Still more differences appear among practitioners who face a diversity of economic, political, social and psychological problems related to differing contexts of their activities. Therefore, the overwhelming feature of the field is the diversity of the perspectives and opinions in it.

This diversity can be regarded as a sign of vitality within a complex professional area, which encourages debate and innovation. On the other hand, such diversity is much more an indication of the amorphous nature of the field. It is stated that there exists no particular conceptual unity of ideas in educational administration and no generally accepted paradigm which can provide a sense of coherence and direction within the field (Erickson, 1979 cited in Bates, 1994).

The scholars of educational administration, experiencing these disagreements have hard time reaching a consensus. Boyer (1990 cited in Riehl et. al, 2000) defines three forms of scholarship relevant to research: a scholarship of discovery, a scholarship of integration, and a scholarship of application. A scholarship of discovery coalesces around an ideal of producing knowledge for knowledge's sake. It is critical to intellectual life.

Through a scholarship of integration, professors of educational administration cross the border of their own field in an effort to engage in multidisciplinary work. Scholars read widely so that they can synthesize and integrate research for the purpose of making research across related fields of study meaningful and understandable to their multiple audiences.

The third form of scholarship is a scholarship of application. A scholarship of application seeks to produce the knowledge that is most needed by those who work

in schools and educational agencies and who make educational policy. It is an effort to bring the resources of the academy into closer communion with the pressing needs and problems of practicing teachers and administrators.

In the light of these three types of scholarship, Riehl et al. (2000) favoured somewhat a scholar-practitioner collaboration in the field. They suggested that creating a joint community of practice or a community of scholarship that includes both practitioners and researchers has the potential to transform both. For practitioners, the value of engaging with existing research promotes the kind of practical research that can lead to changes in practice. For academics, engaging with practitioners in a community of scholarship has a transforming effect. Among other things, it enables them to develop a different repertoire of questions for inquiry, and it expands their access to a highly interested but diverse audience for their work.

From the literature reviewed so far, it is understood that the educational administration scholars have experienced many developments as well as problems since the 1950s. Especially, the controversy between the positivists and interpretivists is still valid. It is clear that they were not able to consolidate on the best model of research method in educational administration; whether it should be qualitative or quantitative, functionalist or interpretivist, or recently post-modernist.

Also, the debates about putting theory into practice constituted another issue. There seems to be a great deal of difference between what professors teach and write about and what practitioners say they know and do, as noted by Imber (1995).

As Heck and Hallinger (2005) summarized, the field is unable to fulfill the promise of clear, cumulative knowledge because science as a descriptor of the field's inquiry has become contested space because of greater diversity and flexibility in conceptual models and methods.

Moreover, other aspects of educational management and leadership have attracted scholars' attention (e.g. values, cognitive perspectives, strategies for improving outcomes, documenting realities and dilemmas of management, social justice).

These wider concerns require different means of investigation. Today there is widespread disagreement over the field's proper direction. The dominance of scholarship focused on the goal of improving educational practices is increasingly contested. In the late 1990s, ideologically driven perspectives achieved greater acceptability and voice in the scholarly community. Numerous scholars now argue that the field's central questions concern the role of school leaders in guiding the educational system towards the goal of achieving social justice (Anderson, 2004; Foster, 1998; Marshall, 2004). They argue that traditional research has too narrowly focused on administrative processes and improvement while accepting the premises of an unjust educational system. Instead, they advocate using different intellectual tools to understand and challenge basic inequities of the system. As opposed to cumulative empirical research, this scholarship rests primarily on the critique of existing relations and a call for action to move the existing state to a more desired one. Scholars pursuing these ends do not focus on the study of leadership and management as science or craft, but as moral endeavor.

In addition to these suggestions above, Willower (1998) stated that professors of educational administration ought to be familiar with the policy issues and even the latest fads that are currently part of the landscape of practice. Further, it is well to be aware of developments in fields of education that are part of the operation of schools, such as curriculum, instruction, and special education. Beyond all this, educational administration is a professional field, so teaching subject matter is not enough. Attention has to be given to pedagogy to facilitate the use of information and ideas by practitioners. Teaching should be relevant and helpful in the solution of real problems in schools, so that what the students do might benefit their students. This is not a simple matter, one of the reasons that motivation and learning are themselves lively areas of scholarship.

To sum up, the situation of the field and scholarship are depicted by Hoyle (2003) by referring to Fenwick English. English asserted that educational administration as an applied discipline must free itself from two of its most staple disciplines: organizational sociology and behavioral psychology (English, 2002 cited in Hoyle, 2003). Hoyle (2003) also alleged that the scholars have witnessed modernist and

postmodernist face-offs in faculty meetings or conferences, taunting each other saying, "My qualitative methods can whip your quantitative derriere." While these battles about methods and personal agendas have some redeeming value, the students they serve and the other clients they are trying to help turn away and say, "Oh well, let them fight—at least they won't be trying to help us."

This was an overview of the current state of educational administration scholarship mostly from the American experience. So far, the developments, the trends and issues of the field have been reviewed to set a conceptual framework. Yet, this study aims to focus on the situation in Turkey in the local context; it will be helpful to explore what the situation is like in terms of the situation of educational administration field in different countries. Thus, the next part will try to focus on the situation of educational administration field in various countries.

2.2. Educational Administration in Different Parts of the World

In this section, the general features of educational administration field in different countries will be briefly summarized.

The United Kingdom

In the United Kingdom, the educational administration is in the realm of the Anglo-Saxon tradition, which is based on decentralization of the authority. In the last twenty years, with the extension of the authority of the school administrators, their responsibilities also expanded. Therefore, the British government established the National Professional Qualification for Headship (NPQH), requiring educators to complete an accredited leadership development program prior to applying for positions as deputies and head teachers in schools. There are also government-funded leadership education programs: the National College for School Leadership (NCSL) has been funded by the British government. The NCSL has created a national model for supporting educational leaders, offering a menu of programs for emergent leaders (teacher leaders), novice leaders (first-time head teachers), and experienced leaders (Barnett, 2006).

In countries like France, Switzerland and Denmark, the Napoleonic tradition is the main trend of educational organization, which requires centralized administrative practices. The educational administration training is mainly carried out by traditional methods. That is; they are selected from among the experienced teachers after a training period that changes between 20 days to 3 months depending on the country (Şimşek, 2003). On the other hand, Serbia is lately experiencing a transformation and reregulation in its educational organizations, moving from the Napoleonic tradition to Anglo-Saxon tradition and planning different standards for the preparation and appointment of the educational administrators (Halazs, 2006).

Australia

In the late 20th century, the Australian education system took up the Anglo-Saxon tradition and there was a move towards decentralization in the system. Taking the educational administration implementations in the USA as an example, there are efforts to design professional curriculum and standards for training school leaders. In addition to academic training, there is also practical training for the administrators (Şişman & Turan, 2003). For example, Department of Education and Training in Victoria has established seven flagship strategies supporting the Blueprint for Government Schools (Victorian Department of Education and Training, 2005). Three of these strategies focus on building the skills of the education workforce by building leadership capacity, creating and supporting a performance and development culture, and supporting teacher professional development. Moreover, the new Australian Government Quality Teacher Program (AGQTP) supports the implementation of programs for emergent leaders using coaching and mentoring. This federally-funded initiative is complemented by regional state programs, such as *Journey into Leadership*, a professional development program to develop future leaders that combines workshops with on site-experiences, including shadowing, school visitations, and mentoring by principals and assistant principals (Barnett, 2006).

The first postgraduate awards in educational administration in Australia were conferred at the University of New England in 1961. Since its foundation the School of Professional Development and Leadership has developed a high reputation

internationally and has been an initiator and leader in Australia especially in fostering the discipline and practice of educational administration. More importantly, Australia has a great contribution to the field of educational administration via the internationally renowned *Journal of Educational Administration* (UNE, 2006).

Major teaching and research interests of members in educational administration and higher education span the areas of organisational studies, educational leadership, higher education policy and management, public sector management, finance and economics of education, resource management, educational planning, human resource development and cross-cultural management (UNE, 2006).

Arab Gulf Region

At the heart of the bureaucratic culture of the United Arab Emirates is a coercive, autocratic, and largely mechanical outlook on the governance of the educational system. The Administrative Development Unit responsible for training of the educational administrators is seriously understaffed. Courses are consequently few and poorly resourced, training is brief and of low standard. Head teachers are not even responsible for staff selection and appraisal, and too much time is spent on routine data collection for records which are of little use. Many of these head teachers are fast track locals who are poorly trained in administration or management. They lack leadership skills and have few opportunities to reflect on or practice such competencies. There may be many competing nationalities on their staffs, jockeying for the advantage of their national groups in the school (Wakelam, 2000).

Far East: Japan, Korea, Hong Kong and Malaysia

These four Far Eastern countries have recently followed the international trend of educational decentralization and started to employ the Anglo-Saxon tradition. Therefore, their educational administration implementations resemble that of the USA (Esther, 2006). For example, The Hong Kong government now requires educational programs for principals, newly appointed principals, and experienced principals. The conceptual foundations for leadership education for school heads in Hong Kong were established by the Hong Kong Education Department in 1999

based on visits to study similar programs in England, Scotland, Australia, and Singapore. At the Hong Kong Institute of Education, the NAP (Newly Appointed Principals) course for primary and secondary principals includes topics such as leadership and management, management of change, motivation, communication, team building, financial management, staff appraisal, and home-school relations. These topics are organized around the central theme of education reform and include mentoring and opportunities for overseas study (House, Wong &.Yuen, 2004).

As for Malaysia, the educational administrators are in the quest of building an indigenous corpus of knowledge for the field. An interesting implementation in Malaysia is the formulation of Malaysian Philosophy of Education and the Philosophy of Teacher Education, which involves ideas like national unity, educational leadership and management style and empowerment (Bajunid, 1996).

This was a quick grasp at what is happening in terms of the educational administration implementations in different countries around the world. The next section is about the evolution and the present state of the field in Turkey.

2.3. Educational Administration in Turkey
2.3.1. The Evolution of Educational Administration Scholarship in Turkey

Before delving into the situation of educational administration field in Turkey, one has to recall some significant events and laws in the history of education in Turkey. To summarize, the following events were significant in the development of Turkish education, which also affect the field of educational administration: Foundation of the Turkish Republic in 1923 and Atatürk reforms, John Dewey's visit in 1924 to analyse the Turkish education system and to make suggestions, the foundation of Gazi Education Institute in 1928, meetings of the National Education Councils starting from 1939 to discuss the educational issues and to find solutions, military interventions in 1960, 1970 and 1980, opening of Faculty of Education in Ankara University in 1965, and in other universities around Turkey respectively (Bursalıoğlu, 2000; Sakaoğlu, 2003; Turan, 2000).

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There are also some important laws that underlie the philosophy and development of Turkish education system as follows: the Law of Unification of Education in 1924, by which secular education took the place of religious education at schools, all of which came under the Ministry of Education; the Law for the Primary Education, no. 222; the Basic Law on National Education, no 1739 in 1973, which constituted the basis for other legislation in education and the Law no.4306 in 1197, by which eight-year compulsory education was realized (MONE, 2001).

In the light of these dates and events, the state of educational administration in practical and scholarly terms does not appear to be less problematic as presented below.

Until 1960s, although John Dewey, in his report in 1924, had made some suggestions on the preparation of school principals, there was not any serious attempt to include educational administration as a field of study in Turkey neither by the universities nor by the Ministry of National Education. Educational administrators and principals were selected among the so-called successful teachers and appointed with the help of favoritism and according to the political preferences and tendencies since the main element of education profession is seen as teaching (Şişman & Turan, 2004).

The time when educational administration was regarded as a separate field dates back to the establishment of the Turkish Institute of Middle East Public Administration, TODAİE (Türkiye Ortadoğu Amme İdaresi Enstitüsü) in 1953 (Şişman & Turan, 2004). In fact, this organization provided post-graduate degrees in public administration, yet, educational administration was considered as a subfield of public administration field (Çelik, 2003).

In 1962, central government organization research project (MEHTAP) was prepared by TODAİE and it was recommended that educational administration be a separate special field of expertise and to prepare educational administrators, related departments at universities be opened up (Şişman & Turan, 2004). Later in 1965,

Faculty of Education in Ankara University and Department of Educational Administration in Hacettepe University were established (Çelik, 2003).

The educational administration programmes at universities followed and reflected the behavioural science approach, which was dominant in the educational administration in the USA in those years, and consequently, the term "educational sciences" emerged at the end of 1970s (Şimşek, 2003). At this point, it would be appropriate to recall the above mentioned disagreements by different scholars about whether educational administration is a science or a field of study.

The problems and reorganization of the education system were discussed in the five-year developmental plans held since 1963, however, educational administration, in particular, did not get much attention until the fifth one. In the fifth one, the importance of preparing educational administrators was acknowledged. Moreover, the first doctorate degrees earned in educational administration dates back to mid-1970s (Bursalıoğlu, 2000).

It is clear that Turkey was far behind the developments in the West. Long before the importance of educational administration was understood by Turkish authorities, Greenfield and Griffiths debates, the search for a knowledge base, looking for different paradigms in research had already started in the United States.

Şimşek (2003) noted that there are two main traditions related to the administration of educational organizations, namely Napoleonic tradition and Anglo-Saxon tradition. Napoleonic tradition calls for bureaucracy, centralized management and top-down approach, which was accepted in Turkish public administration and educational administration also. On the other hand, the Anglo-Saxon tradition suggests decentralization and distribution of authority, which was accepted by countries like the USA, the UK, Australia, New Zealand and Canada. Consequently, the field and the practice of educational administration is in a more successful situation in the countries where Anglo-Saxon tradition is implemented although there are still discussions on several aspects of the field, which was also reviewed before in this study.

Preparation of Educational Administrators

In the light of this information, Şimşek (2003) divides the approaches used in Turkey in the preparation of educational administrators into three models. The first and the most dominant one is the 'apprenticeship model,' which derived from the Napoleonic tradition. Since Turkish education system is over centralized due to the Napoleonic tradition, it is sufficient to be a teacher in order to be promoted to the position of a school principal or educational administrator. Therefore, it is clear that there is no space for the science of management suggested by the Anglo-Saxon tradition.

The second model is the 'educational sciences' model, discussed above also. A number of educational administration departments were opened in the 1970s in the faculties of education and lots of students received their BA degrees in those years. This approach chiefly emphasizes the idea that management is a science and the candidates of educational administration need to be oriented with the necessary academic knowledge and skills. The consequences of this model will be discussed in detail later.

The third model is not actually a model of preparing administrators. MONE brought some additional measures for the appointment of educational administrators. In addition to being an experienced teacher, it became preferable to have a post-graduate degree in any field and having a published work in education or management literature. Moreover, the candidates need to get at least 70 from the Principal Selection Exam.

Şimşek (2003), furthermore, claimed that even though it is obligatory to have a post-graduate degree for the school administrators, the contents of the academic programmes in educational administration departments are not satisfactory and adequate to cater for this need. They are widely theory-based.

Restructuring the Faculties of Education in 1997

In 1982, educational institutes were transformed into faculties of education and they had to provide 4-year graduate programmes to prepare the teachers. In addition, the

graduates of faculties of science and literature also received teaching certificates and were able to be teachers.

Then, in 1997, HEC decided to shut down the undergraduate programmes such as educational administration and planning, curriculum and programme development, testing and evaluation in the faculties of education. The reason of this was declared by the HEC chairman of that time as the graduates of these programmes do neither work as a teacher nor find a related job with their fields of study and further, HEC, in a way, has made the faculties of education educate and prepare only teachers at the undergraduate level. These programmes were allowed to provide only post-graduate programmes. On the other hand, MONE is in need of educational administrators who hold either graduate or post-graduate degrees, where the conflict lies (Adem, 1998).The restructuring of faculties of education received criticisms among the scholars in terms of its long-term effects. For example, Aydın (1998) noted about the possible negative consequences of this implementation such as lack of qualified teachers, educational administrators and other educational experts needed in the educational organizations. He asserted that this implementation is based on day to day decision-making to advance the system. This way, faculties of education would more resemble vocational higher education schools rather than faculties. Also, the discussions about whether to call these faculties as educational sciences have not recessed yet (Şimşek, 2003).

In the National Education Conventions, the issue of educational administration had not received serious attention until the fourteenth meeting in 1993. In 1993, the state of the educational administration in Turkey was discussed and important decisions were made concerning issues such as the professionalization and specialization in the field, protection of the field from political influences in its operation, issues of transparency in the regulations, allocation of more power to the educational administrators, job descriptions to be based on job analysis, training of the present administrators and raising the quality of the recruitment of educational administrators (Can & Çelikten, 2000). In this convention, the educational sciences model, which was accepted at the end of 1970s in the faculty, was regarded as the best model in preparing educational administrators (Şimşek, 2003). Furthermore, as

Şişman and Turan (2003) stated, educational administration was first conceived as a profession in this meeting.

As noted by Şişman and Turan (2004), the selection and appointment of school principals are standardized according to the Regulation related to the Appointment and Assignment of Educational Administrators of MONE which was changed and updated in the last ten years many times. The issue was first discussed in the Convention in 1993, then revised later in 1998, 1999, 2000 and changed in 2004.

According to the latest regulation, the focus is on the experience on the job and the discipline grades of the candidates. Additionally, the educational administrators are given a selection exam following a short pre-service training course (Şişman & Turan, 2004).

It is noteworthy that in the selection process of educational administrators or the educational organizations the number of administrators having post-graduate degrees is so few and that the graduates of Educational Sciences departments are not recruited in adequate numbers in these positions (Bircan & Serbest, 2001).

Issue of Decentralization

Another issue concerning the field of educational administration is the decentralization efforts. As Turan (2000) noted, John Dewey in 1924 had already warned about the dangers of centralization and lack of local control in education. According to Dewey, the function of the Ministry of Education should be intellectual and moral leadership and inspiration rather than detailed administrative supervision and executive management. With regard to the dangers of uniformity and the benefits of reorganization of education, his suggestions were not followed. The authorities thought it is necessary to centralize the educational system and make the Ministry of Education solely responsible for education of people. From the beginning, this policy of centralization ignored the cultural context and historical dimension of education as well as participation of teachers and educational leaders in the reform. Even today the system lacks flexibility, local control and teachers' sense of ownership and commitment. Turan (2000), further, claimed that education

and its administration, based on the ideas of Dewey, should be viewed in the context of wider social, economical and political arrangements.

Within this frame, educational decentralization has been discussed in some literature in the field (Duman, 1998; Şişman & Turan, 2003). When compared to developed countries, Turkish educational system is centralized. Decentralization means the distribution of administrative processes to local authorities rather than making all the decisions top-down from MONE. In the case of education, the suggestion is that MONE would be responsible for making basic political decisions but the local authorities would be assigned to make local decisions. The most important effort about decentralization attempts was the establishment of educational regions and councils in the cities in 1999 with a regulation. However, when this was investigated in detail, it was again not far from the present centralized approach (Şişman & Turan 2003).

The decentralization and localization of education calls for different dimensions such as participation of the citizens, parents and local authorities, redistribution of authority, finance and use of resources(Şişman & Turan, 2003). Presently, a draft bill (No.5197. Item 6) for local administration and decentralization of education is being discussed in the Grand National Assembly and has not been enacted yet as the President of Turkey sent it back with some changes in July, 2004 (TBMM, 2006).

If decentralization and localization can be achieved and implemented correctly, it seems that the field of educational administration will also be affected by this new idea positively in terms of preparation and recruitment of school administrators because the drawbacks of the centralized educational system regarding educational administration have been mentioned by the leading scholars in the field already (Güler, 2001; Şimşek, 2003)

2.3.2. The Present Situation of Educational Administration Scholarship in Turkey

To look at the scholarship of educational administration in the Faculties of Education, Departments of Educational Sciences in Turkey in the light of the information provided above, the only available post-graduate programmes are inadequate to meet the needs of the practitioners in the field as they, actually, aim to train the scholars. It was claimed by some educational administration scholars (Çelik, 1997; Şimşek, 2003; Şişman, 1998) that the dominant paradigm in educational administration studies at universities is the positivist approach and its derivations. Mostly statistical and quantitative data were used in the research carried out by the scholars. Furthermore, there are still discussions about the need to update the graduate programmes of educational administration that will aim to train 'leaders' rather than 'administrators' among the scholars. Moreover, in the processes of educational administration research, philosophical and cultural problems emerge and there should be diversity of views to reach the ultimate targets and solve the problems in the field (Şişman, 1998).

In terms of epistemology, the main problem in Turkish educational system lies in the methods and procedures utilized in transferring knowledge. The philosophy of learning from the masters appears to be valid in the training of educational administrators although new measures have been taken by MONE in the appointment of the administrators. Additionally, educational administrators as well as members of other fields are not taught to think in educational prmogrammes and universities (Güler, 2001).

Another important issue raised is the theory-practice problem in the field of educational administration. Şimşek (2003) stated that before the undergraduate programmes were shut in 1997, it was a utopia to expect twenty-two year old graduates without any experience to be appointed as principals in the schools. Currently, only post-graduate degrees are provided, however, even though MONE required educational administrators to have a post-graduate degree to be appointed, the present content of the programmes are not sufficient to accomplish this since the

content is heavily theory-laden and still classical teaching methods are mostly used in the courses. For instance, school practice and clinical experience are absent in the programme contents. In addition, the curriculums of the educational administration departments are shaped according to the needs and priorities of the scholars in the field. As pointed out in Şimşek (1997), the fact that MONE has extracted itself from the scholarship in the field and that there is only one authority over every area of education in Turkey decreases the chance of research and development. Moreover, the inadequacy to build more job opportunities for the graduates of educational administration has caused the view that educational administration is regarded as a sole academic discipline. Such factors hinder educational administration from being a serious scientific field of study and research. What is more, the programmes of all the educational administration in different universities display differences and lack of communication. The scholars in the field have not been able to get organized as a professional group and except for the journal *Educational Administration in Theory and Practice.*

According to Şişman and Turan (2003), current post-graduate programmes should be reframed and reorganized. Content analysis of these programmes should be done and the theoretical foundations of academic works carried out in the field and how they contribute to the development of the scholarship should be questioned and considered.

In educational administration, there is another problem as it has adopted the principles of management since its emergence. Some recent techniques being tried to be used in practice and taught in some departments of educational administration such as TQM (Total Quality Management), chaos management, learning organizations and strategic management. These are concepts taken from management and it requires further discussion how to put these concepts into practice in educational administration practice in particular (Çelik, 2003).

Clearly, within the frame of the positivist approach dominant in the educational administration field in Turkey as noted above, the widely accepted research tradition is quantitative research; however, recently qualitative and more interpretive research

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blended with positivist approach has also been employed in the academy, which is called a paradigm shift from positivist to interpretivist, from universal to local since it has been, to some extent, admitted that to explain social phenomena, to build completely generalizable theory seems to be unlikely and difficult through only positivism (Çelik, 2003; Şimşek, 2003; Şişman, 1998).

2.4. Related Research

As the reviews of literature demonstrate, there is a wide variety of research on the development of educational administration carried out in the world and in Turkey. However, the great majority of them are descriptive and informative based on recommendations of the scholars in nature rather than empirical.

2.4.1. Overseas Research

One important essay is by Willower and Forsyth (1999), *A Brief History of Scholarship on Educational Administration*, in which they discuss different currents dominant in educational administration scholarship in time by creating three different thematic domains. With their text, they provided both a historical and theoretical framework and directions for future research.

Another work by Willower, one of his papers presented at the Annual Meeting of the American Educational Research Association in 1992, entitled as *Whither Educational Administration? The Post Postpositivist Era* presents the future role of the social sciences in educational administration theory. After a chronicle of what happened in the past is provided, the situation in educational administration is explored. Although empirical work remains a substantial force, subjectivist, neo-Marxist, and pragmatic theories have engendered trends toward field studies and theoretical and methodological eclecticism. He concluded that scholarship in educational administration would be well served to appreciate science as: (1) seeking plausible explanation and credible evidence; and (2) self-critical and self-corrective. A revitalized science, realistically understood in terms of strengths and

limitations and the relationship to values and practice, could facilitate a period of renewal in educational administration.

In her informative essay, Gunter (2005) focused on how and why field members seek to conceptualize research within the field of educational leadership is. She argued that research in the field needs to embrace and celebrate pluralism and the dialogue that it generates. This does not undermine positions but legitimizes the dynamism of the field and makes it less vulnerable to hegemony and external interference. Such an approach is consistent with educational leadership, and if field members are to describe, understand and explain this, then there is a need to use a multi-level framework that is technical (what is), illuminative (what does it mean), critical (why is it like that), practical (how might it be better) and positional (who says so and why?).

Stephen Gorard (2005) in his essay, *Current Contexts for Research in Educational Leadership and Management,* claimed that research in education, and in educational leadership and management, had been heavily criticized in the UK for lack of quality and relevance. He concludes that there is a case to answer and ethical pressure on us to improve. However, some of the purported remedies for improvement appear misjudged, and the article argues that the concern about methods is, for the most part, one of these. We need to accept the vital role of subjective judgment in all our analyses, and the lack of certainty in our conclusions. He asserted that a considerable improvement in research could come about simply by the educational administration scholars doing more actual research with their existing methods to answer genuine questions, by an increase in appropriate skepticism and by being prepared to put their cherished beliefs and ideas at risk.

Another well-known study by Tony Bush (1999), entitled *Crisis or Crossroads: The Discipline of Educational Management in the late 1990s*, which considered the origins and growth of the subject, examined the significance of the educational context, addressed the impact of recent legislation, discussed the training of educational leaders and assessed the relationship between theory and practice. He argued that the widespread shift to self-management had served to enhance the

importance of effective leadership within educational institutions and to emphasize the parallel need for theory and research to establish what constitutes good practice. As such, rapid and multiple policy change constituted a challenging context for educational management, but also pointed to the urgent need for a contemporary major review of the discipline. In the light of this information, his article was intended as a contribution to the debate about the nature of educational management. In doing so, it sought to examine the opportunities and challenges for educational management at the end of the twentieth century and concluded that the discipline has to develop a new sense of direction in order to meet the needs of educational institutions and practitioners in the new millennium. He also claimed that if it is to be regarded as a serious academic discipline, the literature of educational administration needs to include more texts which report empirical research, incorporate relevant theory and involve serious analysis of the issues.

William Lowe Boyd (1999), in his article *on Environmental Pressures, Management Imperatives, and Competing Paradigms in Educational Management*, argued that across the westernized world, environmental pressures have transformed the context of public education and therefore of educational administration. Factors such as the changing world economy, declining confidence in the welfare state, and adverse social trends have generated strong pressures for change in education systems, and for a paradigm shift in educational administration. He stated that these social forces have produced three interconnected imperatives for educational administrators: a productivity imperative, an accountability imperative, and a community imperative. Efforts to respond to these imperatives generate tensions between competing paradigms in educational administration. The article discussed the environmental pressures, the resulting three imperatives, and the tensions flowing from these developments. Boyd concluded that the ultimate goal for school systems, for schools and therefore for scholars of educational administration must be to create and dynamically balance a caring community, a professional community, and a learning community with high expectations for all students.

An article by John Fitz (1999) is entitled *Reflections on the Field of Educational Management Studies*. It explored educational administration studies as an

intellectual field. In doing so, it drew upon Bernstein and on Bourdieu's theorization of fields to identify its specialized discourse, the field positions and their objective relations, and the location of occupants in the field. The article suggested that educational administration studies are characterized by three categories of field occupants; the academic, the practitioner, and the entrepreneur. It suggested that this configuration shapes the discursive features of the field. The nature of the discourse was further explored through a survey of some recent articles in the journal *Educational Management and Administration*, which was an attempt to review and evaluate the journal and its contribution to the field. In his conclusion, he suggested some measures for the scholarship of educational administration. The first is a return to a serious concern with social theory in order to analyse in depth the context within which institutions exist and, more importantly, what it is that school managers are managing. The second one was the need to rethink the single-institution case study, or small case study, and its usefulness in telling anything about managing institutions. Lastly, the social composition of the field, the positions within it and the distinctive special interests which give the field its character mean that its output will always include management models and administrative systems, as well as more esoteric pieces which are broadly academic.

Ann Weaver Hart (1999) wrote an article titled as *Educational Leadership: A Field of Inquiry and Practice*. She argued that changes in educational leadership and administration over the last fifteen years represent a significant shift from essentially traditional, social science based approaches to increasingly cognitively based views of the field. These shifts reveal simultaneous attempts to expand the impact of new knowledge about cognition and expertise on educational leadership, research, and practice, and to heighten the connections between thought and action in a practice context. Scholars in the field have increased their application of the critical analysis of schools and schooling to the compelling problems of the day, and these approaches receive increased exposure in mainstream publications and popular media outlets. Finally, conceptual and epistemological traditions from the humanities are receiving increased use alongside the more traditional social science approaches to studying educational leadership, which also remain strong. Scholars, by their choice of focus, demonstrate that they continue to respect the ideals and

traditions of the past. They continue to be drawn to the study of schools and schooling by a deep commitment to improving the lives of the children and youth studying in schools.

An enlightening work for this particular study is an article by Heck and Hallinger (2005) entitled *The Study of Educational Leadership and Management Where Does the Field Stand Today?* They commented on the state of research in educational leadership and management as a field of study between 1990 and the present and discussed the role of research reviews in the field as a means of identifying past trends, current dilemmas, and future directions for scholarship. They concluded with five major points. First, today there is less agreement about the significant problems that scholars should address than in past years. Second, scholarly directions seem to be changing, as an increasing number of scholars are approaching educational leadership and management as a humanistic and moral endeavor rather than a scientific one. Third, although there are more diverse and robust methodological tools available for inquiry, programs of sustained empirical research are few in number. Fourth, a reluctance to evaluate the worth of contrasting conceptual and methodological approaches according to an accepted set of scholarly criteria leaves researchers, policy-makers and practitioners to fall back upon individual judgments of what is useful and valid knowledge. Finally, a lack of empirical rigor in the field continues to impact the development of a future generation of researchers. The conclusion was that they identified a number of threats that could quite easily hinder the progress that they observed over the past four decades in the field's intellectual development. These would require proactive responses not only from professors and their associations, but also from educational policy-makers and practitioners who are the key stakeholders in the system of knowledge generation within the field of educational leadership and management.

There were also several studies carried out by the Task Force on Research and Inquiry commissioned by Division A of the AERA in 1997 and the findings of the Task Force published in EAQ in 2000 is explained under several articles below.

One study by Riehl et al. (2000), entitled *Reconceptualizing Research and Scholarship in Educational Administration: Learning to Know, Knowing to Do, Doing to Learn,* explored common and emerging conceptions of what constitutes knowledge in educational administration, how knowledge relates to practice, and how individuals in universities and schools can engage in a particular kind of research. The authors suggested that a fully articulated perspective on research in educational administration might characterize research as occupying a multidimensional space delineated along three dimensions: why the research is done, who conducts the research, and how the research is done. Productive, interesting, and generative research can be situated anywhere on these dimensions, and five principles can be used to guide various forms of research. Research in educational administration ought to present new knowledge to its audience(s), should be relevant to identifying, analyzing, and solving significant educational problems, provide appropriate warrants for its assertions and conclusions, and it should be communicated effectively to its primary audience and should be subject to public evaluation. The implication was that although currently the field of educational administration encompasses two communities of practice, scholars should strive toward becoming one community. The authors, moreover, discussed how doctoral programs might develop students for this community of scholars and provided a case example from one university.

Another study in EAQ Special Issue of the Task Force's findings is entitled as *Organizing the Field to Improve Research on Educational Administration* by Ogawa, Goldring and Conley (2000). The authors focused on how scholarship in the field might be improved by organizing and coordinating efforts of scholars. They examined the extent to which the field already emphasizes particular research topics by analysing publication sources such as ERIC and Educational Administration Abstracts. They concluded that researchers in the field of educational administration are already organized. Researchers were found to focus on common topics but these change fairly quickly. They stated that neither focusing on common topics nor coordinating researchers' efforts seems to have enhanced the quality or quantity of knowledge production in the field.

In the same issue, a survey study by Tschannen-Moran, Firestone, Hoy and Johnson (2000) is also significant. In this article titled *The Write Stuff: A Study of Productive Scholars in Educational Administration*, they explored the differences between a sample of highly productive scholars and a random sample of more typical scholars. Three sources of data were used and these were quantitative survey data, short answer survey data and curriculum vitas of the scholars. They explored differences and similarities between the productive and typical scholars across five broad categories: demographics, quality and features of training, professional and personal relational networks, institutional conditions and support, and priorities, aspirations, and contributions. In addition, they considered scholars' perceptions of problems of research in educational administration. Their findings reflected the similarity between the two groups. Most of them had teaching experience and had had significant mentors in their scholarly background. They attributed their success primarily to hard work and secondarily to ability. The positive interpretation of these findings showed that the field is fairly egalitarian. On the other hand, the lack of differentiation in resources may contribute to an overall lack of productivity. In the field, there seem to be very few positions with great resources to concentrate on research. They stated that the difference between the two scholar groups lies in the normative patterns, suggesting that the productive scholars concentrated more of their effort on research and worked very hard to achieve this. In conclusion, they brought about five challenges that must be faced by the field; namely, the organization and socialization of future researchers building stronger ties to the field as workers in an applied field, making of stronger cases must be made in order for the field to make a difference, working against the centrifugal forces that result from the soft nature of the field and attending to the material base for conducting research.

One more study was titled as *Knowledge Generation in Educational Administration From the Inside Out: The Promise and Perils of Site-Based, Administrator Research* by Anderson and Jones (2000). It was an exploratory study of the potential for educational administrators to generate knowledge out of their own practice settings. The data base consisted of published articles, dissertation abstracts, and interviews with administrator researchers. The study described the various topics they studied, the methods they used, and the practical, epistemological, and political dilemmas

they encountered. Unlike the traditional notion of a knowledge base, the authors argued that insider research was both created and used in the same setting and therefore represented a powerful lever for personal, professional, and organizational transformation. A discussion was also provided on the use of both outsider and insider research and how together they could contribute to a rethinking of the notion of a knowledge base in educational administration.

2.4.2. Research in Turkey

So far, a number of important studies carried out abroad have been reviewed. There is also some relevant research done in Turkey. Yet, just like the examples from abroad, they are more theoretical and descriptive.

One of them, entitled as *The State of Educational Administration Research: Studies published in EAQ between 1970-1985,* carried out by Balcı (1988) who studied the research reports in EAQ between 1970 and 1985. In doing so, he sought to evaluate the state of the research in educational administration and reached the conclusion that there were two paradigms that classified the research in the field: One was the factors behind the behaviours of the educational administrator and the effects of his/her behaviours and the other was the effects of the organizational behaviour in the schools, and the effects of the school. Moreover, he found out that the dominant data collection method in educational administration research is the questionnaire technique. As descriptive studies are in majority, quantitative methods were widely used.

Moreover, there is a dissertation titled *Educational Administration in Turkey*, completed in 1996 by E. Karademir. She evaluated the concept of educational administration in general and its importance in Turkey from a view of public administration. And she constructed a model, to which she compared the Turkish system. She concluded that educational system suffers from the highly centralized decision-making process, and she mentioned the immediate need for giving more importance to educational administration as a field.

Another study is by Hesapçıoğlu (1998), titled as *Educational Administration and Educational Institution in The Post-modern Era,* in which he examined the impact and results of the latest trend, post-modernism, on the field of educational administration. The main motive of the new paradigm is to create a learning, enlightened, self-aware, independent and innovative educational organization. The most systematic way and the process to achieve this end would be the organizational development and the concept of learning organizations.

A study by Gedikoğlu (1997) titled as *Educational Administration: Past, Present and Towards the 2000s* chronicled the development of educational administration from past to present discussing the new approaches in the field such as cybernetics, contingencey theory and total quality management. Moreover, he raised some questions, the answers of which he thought are relevant to educational administration in the 2000s.

An article by Şimşek (1997), entitled *Post-Positivist Paradigm Shift and New Approaches in Theory and Practice of Educational Administration,* shed light to some of the issues which this study aims to investigate. The author started by describing what the concept of paradigm means and, further, discussed the fall of the scientific paradigm, which was positivist and how it reflected upon the field of educational administration. Also, the rising paradigm, post-positivism was depicted and its reflection on educational administration was discussed. He concluded by discussing the state of educational administration in Turkey at present and future implications. The author claimed that the educational administration in Turkey is far left behind this paradigm shift.

A comparative study, *Training Educational Administrators: Comparative Examples and Implications for Turkey*, by Şimşek (2003) aimed to develop a critical insight into the preparation of educational administrators through comparative examples. After discussing the development of educational administration in the world and in Turkey and the implementations to train educational administrators, international examples and reform initiatives were depicted. Furthermore, whether educational administration is management or administration was discussed. In the light of the

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review, the author proposed a systematic reform for Turkish educational administration and the shortcomings of the post-graduate programmes and studies in educational administration in Turkey.

In the literature review so far, unfortunately no direct match with the aim of this particular study was encountered. However, the review shed light and provided guidance about the subject of this thesis, especially in designing the interview questions.

2.5. Summary

Educational administration is a significant domain, the emergence of which dates back to the 19th century in the USA. Theoretical foundations of educational administration were formed by concepts and theories from social sciences, dominantly from the administrative theory. Furthermore, there have been various lines of thought that dominated the educational administration scholarship over the years such as positivism, interpretivism, cultural theory and postmodernism. Meanwhile, there have been continuous efforts among the scholars to build a solid knowledge base for the field.

The first initiative about studying educational administration as an academic subject dates back to the opening of Ankara University Faculty of Education in the early 1960s. There were undergraduate and postgraduate programmes at the universities until 1997. However, undergraduate programmes were closed by the decision of HEC in 1997 within the frame of restructuring faculties of education all over Turkey.

Since the 1960s, educational administration in Turkey has experienced various phases through some turning points in its history. Among the commonly discussed issues in educational administration are leadership studies, preparing educational administrators, school climate and school effectiveness recently. However, there are not any studies specifically exploring the situation of educational administration scholarship which has a history of nearly half a century in Turkey. As a matter of

fact, educational administration is a new field of study in Turkey. However, it is understood from the literature review that there is a need to examine the present state of educational administration scholarship in detail to determine where it stands as an academic field to some extent. In relation with the study of the relevant literature, the relevant sub research questions were raised as to how and from what aspects the current situation of the field could be analysed. Therefore, the areas to be explored emerged as the nature of educational administration as an academic field, the dominant theories used, the knowledge production, scholarly activities and problems, which will all help the researcher to do a holistic analysis at the end.

CHAPTER III

METHOD

In this section, first, the research questions related with the purpose of the study are raised. Secondly, the overall research design is explained. Next, information about the participants and the sample of the study is portrayed. Following this, explanations are provided about the development of the data collection instrument. Then, the data collection procedures are described. Subsequently, the steps followed in the analysis of data are depicted. Finally, the limitations of the study are presented.

3.1. Research Questions

As stated previously, the purpose of this study is to explore the current state of educational administration scholarship in Turkey from the perceptions of the scholars working in Ankara. Therefore, the main research question serving the purpose of this study is:

> What is the current situation of educational administration scholarship today from the perceptions of the educational administration scholars in universities in Ankara?

The study subsequently aimed to address the following questions:

1. How do educational administration scholars regard the field of education among other academic disciplines?
2. Is there an established canon shared by all the educational administration scholars in Turkey?
3. What is the dominant paradigm used by educational administration scholars in Turkey?
4. What were the historical and political events and turning points that influenced the field in the time in Turkey?

5. How did these events and policies influence the development of the educational administration scholarship and practice?

6. How do the present social and political events, laws and legislations affect the field according to the academicians?

7. How do the scholars evaluate the current state of and the developments in the educational administration scholarship in Turkey today?

8. What are the current problems in the field today from the views of the scholars in educational administration?

9. What are the expectations and views of academicians of educational administration about the future of the field?

3.2. Overall Design of the Study

This study is in the realm of the qualitative paradigm as its stated purpose lends itself to the nature of qualitative research. In the light of qualitative research, data collection instrument was semi-structured interview guide. The data source was the educational administration scholars residing in Ankara. The study was based on the theoretical framework derived from the current literature on the present state of educational administration scholarship.

Denzin and Lincoln (2000, p. 8) define the word 'qualitative' as such: It implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency.

In qualitative studies, the whole phenomenon under study is understood as a complex system that is more than sum of its parts, which brings up a holistic picture of a case, a situation, an activity, a material or a fact (Fraenkel & Wallen, 2000). As stated by Mason (1996), three basic characteristics of qualitative research studies are as follows: First, qualitative research is interpretative in nature because it is concerned with how the issues, situations are interpreted, understood, experienced or produced. Second, qualitative research studies are based on flexible and sensitive data generation methods in order to reflect the real life or natural social world thoroughly.

Third, qualitative methods give emphasis on holistic forms of analysis and explanation on the basis of rich, contextual and detailed data.

The most important advantage of qualitative research is that it enables the researchers to gain an in-depth understanding of the phenomena they are studying (Lindlof, 1995). Patton (1990) suggested a list of interconnected themes emphasized by qualitative studies as follows:

> Naturalistic inquiry, inductive analysis, holistic perspective, qualitative data, personal contact and insight, dynamic systems, unique case orientation, context sensibility, emphatic neutrality and design flexibility" are the main themes of qualitative inquiry (pp. 40-41).

Bogdan and Biklen (1992) also formed a similar list and claimed that qualitative research has five distinct features. First, natural setting is the direct source of data in qualitative studies. Second, it is descriptive. Next, qualitative researchers are more interested in process rather than products. Fourth, they tend to use inductive data analysis. Finally, meaning is the most important concern in qualitative studies.

Similar to Patton (1990) and Bogdan and Biklen (1992), Yıldırım and Şimşek (1999) briefly summarized the main characteristics of qualitative research. These are sensitivity towards the natural setting, participative role of the researcher, wholeness, representations of the perceptions, flexibility in the research design, inductive analysis and qualitative data.

With regard to this study and keeping its purpose in mind, it demonstrates most of the features of qualitative research summarized above. To start with, the direct source of data in this study was the natural settings, which are all the educational administration departments of universities in Ankara. The researcher frequently visited the three universities, where the educational administration scholars work, and held the interviews. In addition to the interviews, there was a chance for the researcher to make some observations in these natural settings. It was an opportunity to understand the settings which definitely have impact on the scholars. Therefore, the researcher was directly involved in the data collection procedure.

Secondly, this study is descriptive. That is, the collected data were in the form of words rather than numbers. To capture the deeper meaning of what the participants said during the interview sessions, the interviews were recorded verbatim. Moreover, the researcher took notes during the interviews and compared them with the audio recordings to ensure data reliability. Direct quotations of the participants were also great help in the data analysis.

Thirdly, this study followed from the current literature and it followed an inductive data analysis which brought up additional themes and results on the way. There was also flexibility about the changeability of the themes during the research process.

Next, the researcher adopted a holistic perspective towards the process of the study. As the human behaviour is complex and they can not be analyzed independent from one another, during the preparation of data collection instrument, data collection procedure and analysis, the context where the participants work and their behaviours were analyzed with a holistic point of view rather than focusing on its parts.

Finally, meaning and representation of the perceptions were significant concerns for the researcher as they are in all qualitative studies. It is the sole purpose of qualitative studies to lay bare the perceptions and experience of the participants. During the interviews, the researcher tried to build empathy with the participants and got engaged in a flexible approach to acquire deeper meaning.

Within this frame, the qualitative research method matches the nature of this study as the researcher aimed to understand and analyze the views of the educational administration scholars in order to gain a deeper insight and perspective about the situation of the field in academic terms. In this respect, as the situation of the scholarship in educational administration is based on human activity and dependent on the scholars of the field, their experiences, opinions and reflections are valuable data. In search of such detailed information, quantitative method seemed limited because the phenomena could not be translated into numbers easily. It was qualitative method that would make it possible to achieve this detailed information and to realize the actual purpose of the study. This study was carried out between September 2004 and December 2006.

3.3. Data Sources and Sampling

In any research study, selecting a sample is an important step in the process. Although there are various types of choosing a sample in qualitative research (Fraenkel & Wallen, 2000; Yıldırım & Şimşek, 1999), convenience sampling was used in this study. It is the kind of sampling which is defined as a group of individuals who are available for study (Fraenkel & Wallen, 2000). It provides the researcher with practicality and pace (Yıldırım & Şimşek, 1999). As Patton (1990) asserted, convenience samples are easy to access and inexpensive to study.

Keeping the purpose in mind, initially the sample of this study was supposed to be selected from the educational administration scholars who have the following academic degrees: professors, associate professors and assistant professors as they stand to be the key informants in the field and who are currently teaching and working in the state universities in Ankara. At the prior preparation stage of the study, it was thought that convenience sampling technique was appropriate to be used as most of the scholars in the field reside and work in Ankara. It was predicted that their number would be high. However, when the real number of the educational administration scholars in Ankara was investigated, it was discovered that the ones who specifically study and specialize on educational administration is 23 in total in Ankara excluding the public education, educational planning, educational economics and educational inspection scholars (also staffed together with educational administration academicians in the departments), which is not too large a number to reach and to conduct interviews with. Therefore, the idea of selecting a sample did not work as it would normally do in many of the studies. The population and the sample happened to be the same because of the limited number of scholars in the field. Before the actual interview sessions three interviewees were piloted and of the remaining 20 participants in this study, there were nine professors, one associate professor and ten assistant professors from the three state universities; Ankara University, Hacettepe University and Gazi University. One of the professors did not want to participate in the study, so the total number of the participants was 19 in total. As for the demographic characteristics of the participants, there were six

female and 13 male scholars. Nearly 40 % of the participants had their post-graduate degrees abroad.

3.4. Data Collection Instrument

Although there are several methods of collecting data such as participant and non-participant observation, naturalistic observation, document reviewing, narratives, life histories, historical analysis, simulations and interviews in qualitative research (Marshall & Rossman, 1995), in this study, a semi-structured interview guide was used.

Interview is a data collection method which involves asking questions, active listening, recording the answers and attending to the answers with additional questions. Marshall and Rossman (1995, p. 80), describes in-depth interviewing as a "conversation with a response."

Marshall and Rossman (1995) asserted that interviews have particular strengths. An interview is a useful way to acquire large amounts of data quickly. It gathers a wide variety of information across a large number of subjects and immediate follow-up and clarification are possible.

Three key concepts were listed in a consideration of interviews as data-generative activities:

> 1.Interviewing is best understood as an interactional event in which members of a culture draw on and rebuild their shared cultural knowledge, including their knowledge about how members-of-certain kinds routinely speak in such settings.
> 2. Questions are a central part of the data and are best viewed not as neutral or uninterested invitations to speak; rather, they shape the grounds or the footings on which the participants can and should speak.
> 3. Interview responses need to be treated as accounts rather than as straight reports, interviews can be understood as events in which all parties work to

give account of themselves and the topics of talk (Baker, 1997 cited in Freebody, 2004 p. 137).

As Kvale (1996, p. 88) asserted, there are seven stages of an interview investigation being thematizing, designing, interviewing, describing, analyzing, verifying and reporting. The researcher of this study was careful about these steps.

As further stated by Yıldırım and Şimşek (1999), the positive sides of this method is flexibility, the response rate, the opportunity to observe the non-verbal behaviours of the interviewees, control over the setting of the interview, the order of the questions, the opportunity to see the instant reactions, ensurance of the data source and receiving deep and detailed information. Finally, as listed by Kvale (1996, p. 145), the quality criteria for an interview involve the following items:

1. The extent of rich, spontaneous, specific and relevant answers from the interviewee.
2. The shorter the interviewer's questions and the longer the subjects' answers, the better.
3. The degree to which the interviewer follows up and clarifies the meanings of the relevant aspects of the answers.
4. The ideal interview is to a large extent interpreted throughout the interview.
5. The interviewer attempts to verify his or her interpretations of the subject's answers in the course interview.
6. The interview is self-communicating- it is a story contained in itself that hardly requires much extra descriptions and explanations.

During the interview schedule, this list acted as kind of a checklist for the researcher.

3.4.1. Development of the Interview Guide

Within this frame, the researcher used a semi-structured interview guide as the data collection instrument (Appendix A/Appendix B). As described by Fraenkel and Wallen (2000), semi-structured or structured interviews are verbal questionnaires.

They consist of a series of questions designed to elicit specific answers on the part of respondents.

3.4.1.1. Framework

The literature review, the theoretical framework and the research questions built prior to the development of the first versions of the interview guide determined the areas to be explored in the study and in formulating the interview guide. The framework involved six areas: scientific nature of education, availability of a canon, paradigms and theories, current situation, turning points and future expectations.

3.4.1.2. Questions

In the light of the areas that were determined using the theoretical framework, the semi-structured interview questions were prepared.

There are various categorizations of interview questions according to various authors (Fraenkel & Wallen, 2000; Kvale, 1996; Patton, 1990). To exemplify, Kvale (1996) classifies the interview questions as such: Introducing questions, follow-up questions, probing questions, specifying questions, direct questions, indirect questions, structuring questions, silence and interpreting questions.

Furthermore, as summarized by Yıldırım and Şimşek (1999) and Patton (1990), there are several points to be considered while preparing the interview questions: The questions should be open-ended, clear and specific enough to understand eluding too general questions. The interviewer ought to avoid leading the interviewee and be objective preparing the questions. Moreover, in the interview guide alternative statements and probes should be provided for questions to prevent misinterpretation on the side of the interviewees and to further explore their perceptions. Furthermore, the interview guide should include different types of interview questions if it is appropriate for the subject of the particular study. Finally, the questions should be sequenced logically. The researcher paid utmost attention to the points stated above.

3.4.1.3 Validity and Reliability: Pilot Study

As Kvale (1996) pointed out, an interviewer's self-confidence is acquired through practice; conducting several pilot interviews before the actual project interviews will increase the ability to create safe and stimulating interactions. Furthermore, as Goetz and LeCompte (1984) asserted, the pilot administration of questions to several respondents is a good strategy to ensure that the questions posed are meaningful and clear.

Therefore, the researcher piloted the final drafts of the interview schedule with 3 interviewees. As a result of the pilot study, the researcher reached the following results:

1. The introduction of the interview guide was not clear enough to the interviewees.
2. There were some questions yielding similar kind of responses.
3. The interviews took about 45 to 60 minutes, which was found to be a bit long.
4. The wordings of the questions were a bit unclear to be fully comprehended by the interviewees.

In order to increase the validity and reliability of the instruments, the researcher analyzed these three initial interviews, wrote their reports, further worked on the interview schedule, received expert opinion from the advisor of this study and made the following changes:

1. The introduction of the interview was rewritten following the example provided by Yıldırım and Şimşek (1999).
2. The wordings of the questions were changed to make them more clear and direct.
3. The number of questions was decreased by removing the redundant questions.
4. Additional explanatory prompts were added to the questions.

5. The length of the interview remained the same because less than 45 minutes was not enough to complete the schedule.

3.5. Data Collection Procedures

Kvale (1996, pp. 3-5) used two metaphors for the roles of an interviewer: Interviewer as a "miner" and as a "traveler." In his explanation, the miner metaphor refers to the interviewer who unearths the valuable data or meanings out of a subject's pure experiences, unpolluted by any leading questions. The knowledge is in the subject's interior to be uncovered. The alternative traveler metaphor understands the interviewer as a traveler on a journey that leads to a tale to be told upon returning home. This type of interviewer sets on a scholarly formative journey.

The miner metaphor represents the common understanding in modern social sciences of knowledge as given and the traveler metaphor refers to a postmodern constructive understanding that involves a conversational approach to social science (Kvale, 1996). In this study, as the data collection instrument is a semi-structured interview guide, the researcher tried to receive as detailed information as possible keeping in mind the two metaphors that Kvale (1996) described.

The researcher of this study held semi-structured interviews with all of the 19 scholars who reside in Ankara. Firstly, the researcher visited the three universities, Hacettepe University, Ankara University and Gazi University in Ankara and determined the number and names of the scholars who were going to be interviewed. Then, appointments were made either by phone or by personal visits. The interviews took place during February, 2006 and May, 2006 in the university offices of the scholars at universities.

At the beginning of each interview session, the participant was briefed about the aim of the study and the interview. Further information was provided about the length of the interview and anonymity of data collected was given. Consent for audio recording was requested from the participants and except 5 participants, all the others agreed to be audio recorded.

Kvale (1996, pp. 148-9) presented a list of qualification criteria for the interviewer that explains the traits of an interviewer that will result in good interviews producing rich knowledge. According to the list, a successful interviewer has 10 characteristics: 'knowledgeable,' 'structuring,' 'clear,' 'gentle,' 'sensitive,' 'open,' 'steering,' 'critical,' 'remembering' and 'interpreting.' The researcher considered and applied these points during the interviews. Therefore, the researcher conducted the interviews with solid theoretical background about the topic without exhibiting her extensive knowledge about the theme of the study. Then, she structured the interview by introducing the purpose, outlining the procedure, summarizing what she learnt from the interview and inquired if the interviewee has any questions. She tried to pose clear, simple and short questions. A positive point significant to this study was that the participants were the scholars from within the educational administration field. Therefore, there was no problem with using jargon and the related terminology during the interviews. The researcher paid utmost attention to behaving gently during the interviews allowing the participants finish what they are saying, leaving time for their own rate of thinking and speaking and pauses. Another important criterion was sensitivity. The researcher listened to the content of what was said attentively and actively seeking to get the nuances of meaning fully and paying attention to not only what was said but also how it was said. Moreover, being open was another point during the interviews. The researcher was open to any new aspect that was introduced by the interviewees. Furthermore, as the interviewer was fully aware of her focus of investigation in the study, she steered the interviews and did not hesitate to interrupt kindly when the interviewees digressed from the topic. The researcher also adopted a critical approach during the interviews to test the reliability and validity of what the interviewees told. She took notes and kept in mind what the interviewer said at the earlier parts of the interview and asked them to elaborate on the topic reminding the previous statements they told when necessary and related what was said during different parts of the interview. Finally, the researcher managed to clarify and extend the meanings of the interviewees' statements during the interviews to ensure reliable interpretation. She repeated her interpretation of what she heard to get confirmation or disconfirmation from the interviewees.

At the end of the interviews, the researcher thanked the participants for their help for the progression of the study and inquired whether they would like to get the transcripts of the interview. Furthermore, they were informed that the findings of the study would be shared with them if they wanted.

In summary, most of the participants seemed willing to provide as detailed information as possible during the interviews. Many of them stated the need for such a study in the field and expressed that they enjoyed the interviews and shared their own observations and experiences openly as they were also still active scholars and experts in the educational administration field.

3.6. Data Analysis Procedures

Qualitative data analysis is an exciting phase because of the continuing sense of discovery, but on the other hand, analysis can be frightening because of the large amount of data that has to be understood. Though the researcher has to deal with so many ideas, concepts and themes, this process is required for the researcher to be very well designed, creative, hard working and patient (Rubin & Rubin, 1995).

Patton (1990) asserted that the purpose of qualitative inquiry is to produce findings. The process of data collection is not an end in itself. The culminating activities of qualitative inquiry are analysis, interpretation, and presentation of findings. The challenge here is to make sense of massive amounts of data, to reduce the volume of information, to identify significant patterns, and to construct a framework for communicating the essence of what the data reveal.

Bogdan and Biklen (1998) suggested a similar order for analyzing data in qualitative research. Qualitative data analysis process starts with searching and arranging the interview transcripts or the materials collected by the researcher in order to get the whole picture of the data gathered. Then, the task continues by organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering the important ideas, concepts and themes.

The researcher used the content analysis technique to analyze the interview data. The main purpose of content analysis is to reach the concepts and relations, which will explain the data collected. The data summarized and interpreted in the content analysis are subject to a deeper procedure. Therefore, themes and concepts that are not recognized during the descriptive analysis may be discovered in content analysis. Within this frame, content analysis involves conceptualizing the data, then organizing them according to those concepts and determining the themes. In other words, concepts will drive the researcher to the themes and with the help of those themes, the issues will be more accurate and manageable (Yıldırım & Şimşek, 1999).

As further proposed by Patton (1990), there is no precise point at which data collection end and analysis begin. In this particular study, as the researcher prepared the interview questions on the basis of the theoretical framework, most of the data fell into some theme categories naturally.

In this particular study, the researcher, first, transcribed all the interview recordings by a cassette transcribing system. During the transcription stage, the researcher tried her best to ensure that she has received the participants' wordings and statements correctly. Then, she read all the transcriptions to be analyzed and took notes as to where certain words or statements could be categorized. Finally, in the light of the interview questions and the notes taken by the researcher while reading the transcribed texts, a coding list was prepared. Appendix C gives a full account of the entire 1st level coding categories. Below is a sample coding list for two parent categories, education and canon.

Table.3.1. *Sample 1st Level Coding Categories*

| Education | Scientific Nature of Education | EB | ES |
| Canon | Availability of Canon | CAN | CAV |

Next, as proposed by Akşit, (as cited in Yıldırım & Şimşek, 1999, pp. 183-4), the researcher utilized Microsoft Excel Spreadsheet program to put the oral data in numbers and to make it accessible. On a spreadsheet, 4 columns were created to demonstrate which subject the data came from, what general categories, parent and

sub-parent categories the data fell into and what the subject had said. Figure 3.1 below shows a sample illustrating this procedure.

Participant Code (i.e. S1= Scholar 1)

↑

↑ *General Category (i.e. EB = Education)*

S1	EB	ES	social science , different from positive sciences
S1	EB	ES	depth necessary
S1	EB	ES	interdisciplinary science

↓   ↓

Parent category   *What the participant said*
(i.e. ES = Scientific nature of education)
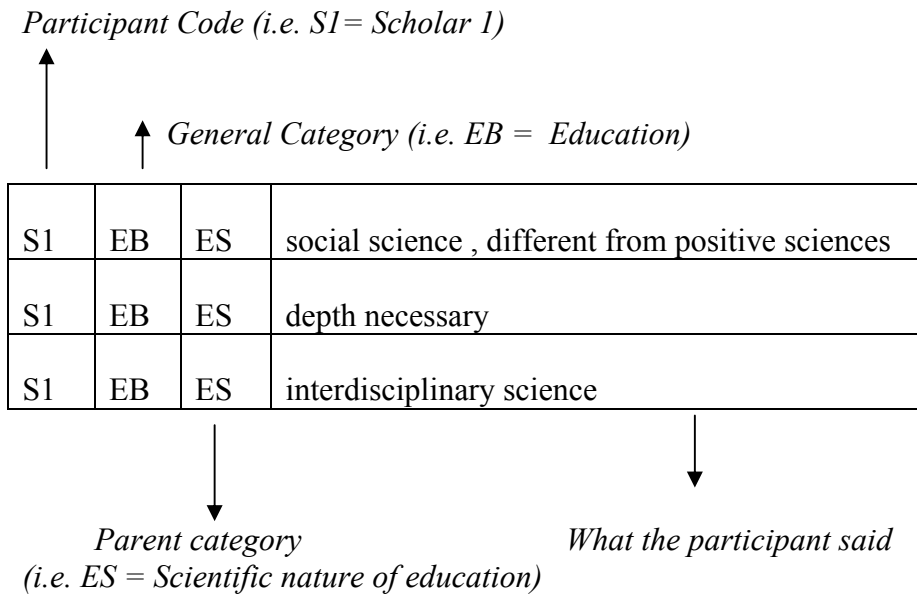
Figure 3.1. *Sample 1st Level Coding on the Microsoft Excel Worksheet*

All the data were categorized this way entering certain words, phrases and sentences given by 19 participants. As the interviews were carried out in Turkish, what the participants said in the transcriptions was translated into English while adding to the excel sheets. Once this stage was over, it was more practical for the researcher to sort the data according to the parent and sub-parent categories to analyze and write the results.

While the researcher was categorizing the data, further categories emerged and there was a need to provide a second-level coding to analyse the data. An example of second-level coding is shown below in Table 3.2.

Table.3.2. *Sample 2nd Level Coding Categories*
Education (EB) - Scientific Nature of Education (ES)

EB	ES	POSc	Positive science
EB	ES	IntSoc	Interdisciplinary social science
EB	ES	Comb	Combination of both positive and social sciences
EB	ES	ASC	Applied social science
EB	ES	AppF	Applied Field

Appendix D provides a full account of all the coding categories under the other parent categories. For example, as also demonstrated above, under the 'Education (EB)' general category, and 'Scientific Nature of Education (ES) parent category, 5 new sub-parent categories emerged. After this second coding, the excel sheets appeared as shown in Figure 3.2.

Participant code (i.e. S1=Student 1)

*General category (i.e. **EB**=education)*

*Parent category(.ie. **ES**= The scientific nature of education)*

Sub-parent category

*(i.e.**IntSoc**= InterdisciplinarySocial science)*

S1	EB	ES	**IntSoc**	Interdisciplinary social science, different from positive sciences from different aspects
S2	EB	ES	**Comb**	Combination of both
S3	EB	ES	**POSc**	positive science

What the participant said

Figure 3.2. *Sample 2nd Level Coding on the Microsoft Excel Worksheet*

Appendix E shows how the transcribed data was transferred to the excel sheets for a sample participant. For the sake of making the data analysis easier, the researcher prepared Content-Analytic Summary tables for each sub-parent category, through which the perceptions of the scholars were demonstrated by quantification (Appendix F). The researcher preferred to use the content-analytic tables because in qualitative studies, numbers do not have such dominant roles as the qualities do. However, as Tam Tim-kui (1993) stated quantifying qualitative information can make data analysis more efficient and manageable. Moreover, as Miles and Huberman (1994) asserted, while the researcher is making judgments, a lot of counting goes on in the background to determine whether something is important, significant or recurrent during the data analysis. They put forward three main reasons

for counting: seeing what you have, verifying a hypothesis and keeping yourself academically honest. Table 3. 3 below is a Content- Analytic Summary table drawn for Education-Scientific Nature of Education parent category. To provide an example, the table shows that 3 participants out of 19 thinks that education is a positive science.

Table 3.3. *Sample Content-Analytic Summary Table for Scientific Nature of Education parent category.*

Scientific Nature of Education	Scholars N=19
Positive science	3
Interdisciplinary social science	8
Combination of both positive and social sciences	5
Applied social science	3
Applied field	1

During these procedures, conclusions started to get formed in the researcher's mind so the text was written to reflect them. While doing so, the researcher went over the content analytic summary tables, the excel sheets and even checked back the texts of interview records when necessary in order not to miss any single data or not to distort data.

3.7. Limitations of the Study

This study aimed to analyze the current state of educational administration as an academic field from the perceptions of the educational administration scholars residing in Ankara. Therefore, this study may have some limitations.

Firstly, the data for this study were collected by only utilizing a single instrument being the in-depth semi-structured interviews with the participants. Yet, other forms of data could have been collected through various qualitative research data collection instruments such as observation and detailed field notes. However, as this study was

carried out by a single researcher and the given time was limited, it was not feasible to do so.

Secondly, if there had been more time to institute member check procedures after the reduction phase was over, the researcher would have been able to show the transcripts of the interviews to the participants interviewed to receive their final confirmation. However, because of the limited time and the difficulty in reaching the scholars due to their strict schedules, it was impossible to do so. Yet, the interviews were digitally recorded; the researcher had the opportunity to refer to the recordings during the data analysis when necessary.

Thirdly, this study attempts to analyse the state of educational administration scholarship in Turkey from the views of the scholars in Ankara. Therefore, the results of the study can not reflect the situation countrywide. However, it is likely to lay a solid basis for further studies to be carried out because the advantage is that the number of scholars participated in the study actually makes one-third of the number of scholars countrywide.

Next, the researcher did not have any chance to apply intercoder reliability, that is; to have another researcher analyze the same data to see whether similar results are obtained. This was due to the time constraint of another researcher available.

Finally, this study represents another limit in terms of its approach to the topic. That is to say; the researcher tried to analyze the situation of the educational administration scholarship from the views of the scholars in Ankara, which excludes the educational administration practices in the school settings. Although there are some statements expressed by the scholars during the interviews about the situation of the practices of educational administration, there was no attempt to discuss and analyze the practical side of the issue in the schools as it would be another wide topic that could be studied in another research.

CHAPTER IV

RESULTS

In this chapter, firstly, how the participants view the education field among other sciences is presented. Secondly, scholars' perceptions on the existence of an established canon in educational administration scholarship in Turkey are given. Next, the views of the scholars on the possible presence of any dominant paradigm, theory or approach in the educational administration scholarship in Turkey are demonstrated. Following this, scholars' responses about the impact of any past turning point and event on the field are presented. After that, scholars' views on the impact of the current social, political and economic events are given. Then, the reflections of the scholars about the recent developments in the field are provided. Finally, after presenting scholars' perceptions on the current state and the problems of the educational administration, the expectations and predictions of the participants about the future of educational administration scholarship are reported.

4.1. Scholars' Perceptions on the Scientific Nature of Education

In this part, the findings as to how the scholars perceive the field of education, which indeed embraces educational administration as a sub-field, are provided. There are five sub-parent categories under the parent category, *The Evaluation of the Nature of the Field of Education*: *Interdisciplinary social science, positive science, combination of positive and social sciences, applied social science and applied field* as seen in Table 4.1

Table 4.1. *Scientific Nature of Education*

Scientific Nature of Education	Scholars N=19
Positive science	3
Interdisciplinary social science	8
Combination of both positive and social sciences	5
Applied social science	3
Applied field	1

When the scholars were asked about what they thought about the scientific nature of the education, half of them stated that education is an **interdisciplinary social science,** which calls for a synthesis. At this point, one of the scholars said that "It's a practice area which makes use of findings of other sciences." Another scholar highlighted its difference from positive sciences saying "social sciences have the risk of making errors, so does education." Furthermore, one of the scholars used the term "collected science" for education stating "it is a collected science which sometimes moves towards positive sciences." This entire half consented that education makes use of other sciences like psychology and sociology and as it is based on social phenomena, the results can not be easily generalized like in many of the positive sciences. A few scholars in this group also brought up the issue of objectivity in education research. They said there is no complete objectivity in education research, as well as in all the social sciences. One of them further elaborated this point as follows:

> An education researcher has to clarify his standing point, his point of view and his main hypotheses in detail in terms of acquiring objectivity to some extent. Otherwise, a hundred percent objectivity in its real meaning is impossible in social sciences.

Moreover, one scholar emphasized the emotional part of education saying "human beings do not give the same reactions at all times, not always rational so education is a social science." He called education "the science of ambiguity." Therefore, this group refused to call education a pure positive science, however most of them agreed that it nourished from the data of positive sciences at the very beginning. Moreover, a few of these scholars urged that the philosophical aspect of education be also focused on deeply as it is a social science.

Among the scholars who were in favour of calling education as interdisciplinary social science, three of them additionally preferred to name it as "applied social science", whereas only one scholar named it as "applied field." Among these three, one of them claimed that various science procedures are possible to be applied to education. The only scholar who called education as an applied field affirmed that "it is a study field rather than a basic science. We can not call it pure science like medicine or physics because there is human at the core of it." Moreover, because of

its applied nature, a scholar mentioned the art feature of education in addition to its theoretical feature thought at the universities, he claimed that "the art aspect of education should not be underestimated because the real implementation of what we teach takes place in the schools."

There were also a small number of scholars who strongly claimed that education is a **positive science** and the principles of positive sciences can be applied to education. They asserted that education is a science, a positive science. One scholar clarified the issue as such: "To say that it is not a positive science means ignoring the statistical science. We use statistics a lot in our studies." A few scholars in this group pointed out that there is no problem in calling education a positive science but the problem is about the education scholars. One of them explained this as follows: "Although principles and methods of positive science can be applied to education, there are so few people in the academia with sufficient background to accomplish this."

In contrast to this view, another scholar from the other group expressed an opposite idea by saying "even in positive science, knowledge is temporary and relative, to an extent subjective." One of these participants further explained as follows:

> Education is not such a field that the principles of positive sciences could not be applied, but the problem is the lack of necessary background to do this. We should have already learnt doing this from the scholars in the USA, who managed this a long time ago.

However, several scholars alleged that it is a **combination of social and positive sciences**. It is believed that educational settings are appropriate to be utilized as environments for experimentation to an extent, but direct experimentation on human behaviour is difficult. In this respect, one of them declared his concern as such: "Some people call it positive science, some social science but this is an artificial separation, here appropriateness is the issue." By 'appropriateness', the participant meant that the use of appropriate methods, either the research methods in positive sciences or those in social sciences, should be selected according to the subject under study. Another scholar expressed his view by saying: "It is a social science which is also nourished by positive sciences in terms of its psychological and sociological studies but we can not say it is purely positive science."

In this respect, nourishment by positive sciences meant that psychology and sociology studies are mostly based on quantitative data and education uses the results of psychology and sociology studies. A different scholar explained his perception as such:

> Calling education a pure positive science means ignoring the applied feature of the education field. On the other hand, ignoring the data from the positive feature of the field prevents the static structure and status quo of the education field.

The participants in this group mostly preferred not to make a sharp distinction in terms of calling education a pure positive science or a pure social science. They mostly approached the issue in a flexible manner.

To summarize, nearly all the scholars think that education is a "science" for different reasons. It has its own methods, it has accumulation of research, there are Faculties of Education at universities all over the world, there are academic journals of education. Thus, the separation starts in the nature of it. There are four main approaches among the scholars in Ankara about this issue. They mostly think it is an interdisciplinary social science. In contrast, there are a few scholars who strongly think that it is appropriate to call it a positive science. Moreover, there is also some tendency of regarding education as a combination of both social and positive science among the scholars in this study. The term "applied field" was only used by a few of the scholars.

4.2. Scholars' Perceptions on the Availability of a Canon[*] in Educational Administration Scholarship

In this section, first, the views of the participants about the presence or absence of an established canon shared by the scholars of the field in Turkey will be provided. Secondly, their perceptions about whether there are disagreements or conflicts over this issue among the scholars themselves will be revealed. Under the parent category, *The Availability of a Canon*, there were three sub-parent categories explored:

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[*] a set of established core knowledge and resources in an academic field shared and accepted by its scholars

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Absence of a Canon, Presence of a Canon, and Futility of Having a Canon. Table 4.2 presents the sub-parent categories and the responses received from the participants.

Table 4.2. *The Availability of a Canon*

Canon	Scholars N=19
Yes Canon	9
No Canon	10
Futility of having a canon	7

Absence of a Canon

When the scholars were asked about whether there exists an established canon in the field of educational administration, almost half of them mentioned that there is 'nothing' that can be called canon in the field. They claimed that they can not talk about any resources that would act as a main reference book for the field.

Some participants among this group further stated that there exist some pioneer names and their writings that are agreed on like Ziya Bursalıoğlu, İbrahim Ethem Başaran, Mustafa Aydın, Yahya Kemal Kaya and Kemal Güçlüol in Turkey but their writings can not be considered in the sense of a canon. These participants stated that they have respect for these scholars. However, it was agreed that they had provided a base and built a background for the field with their writings in the 1960s and 1970s but could not go further in the international arena with their studies. They alleged that at the beginning, they could have been regarded as the canon but they could not say this for the present. Moreover, it was alleged that their works are not sufficient and up-to-date anymore for the present theory and practice of educational administration field specifically in the Turkish context. One of them explained his thought as follows:

> When we look at the situation in terms of creating independent and democratic schools, we can not use these resources because they mostly define the organizational side. They don't provide a path anymore to form a general set of knowledge.

Another one stated that "Ziya Bursalıoğlu is a respectable scholar because he was the one who initiated educational administration studies in Turkey but there is not much validity of the works of these pioneer scholars because so many new approaches

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have been developed since them." One of the participants mentioned the lack of resources in educational administration scholarship in Turkey saying:

> There is a so-called canon but it is debatable whether it is because of agreement or because there is lack of resources written in Turkish. Not many people can understand English in educational administration scholarship so they can't read foreign resources and people with language abilities don't write in Turkish.

A further point raised in this respect was that there is dearth of studies that will thoroughly cater for the needs of educational administration field in Turkey in such a rapidly changing world. Another one made another point explaining as follows:

> We have looked at the tip of the iceberg so far but we have just started to see the things underneath in educational administration studies. There are many more subjects left to be dealt by the scholars.

There were also some ideas supporting the lack of resources in educational administration in Turkey. They generally mentioned the lack of studies and established research covering recent approaches and tendencies abroad. Previously written classical resources are said to be the imitations of the ones written in the USA at those times.

Presence of a Canon

As opposed to these views, almost other half of the 19 scholars conceded that there is an established canon in the educational administration scholarship and according to these scholars, Ziya Bursalıoğlu, İbrahim Ethem Başaran, Yahya Kemal Kaya, Mustafa Aydın and Haydar Taymaz are accepted to be the pioneers and what they wrote is still valid and used widely. Their works and those of others in their generation should be reckoned as canon. One of the scholars said, "Still no better books have been produced so far." Another one said "Ziya Bursalıoğlu is the person who produced the first compact work of the field; we can learn the basics of educational administration from his books. They are the canon in Turkey." One scholar further gave support to this as follows: "There is a canon which started with the establishment of the Department of Educational Administration in the 1960s in Ankara University." Most of the participants, who believed in the exact presence of a canon, named the same scholars and their works as seen in the quotes above. The

point agreed by all the participants about the canon theme was that the writings of the pioneers are all based on the approaches from the American experience and on American resources.

Furthermore, there were very few scholars who said, in addition to the works of these pioneer scholars, there is a new generation whose works and writings should be reckoned as canon such as Ali Balcı, Hasan Şimşek, İnayet Aydın, Vehbi Çelik and Servet Özdemir, and translations of TODAI.

Futility of Having a Canon

While talking about the presence or absence of a canon in educational administration scholarship in the Turkish context, there were some scholars who questioned the idea of having a canon. They stated that having a canon in the field is futile because educational administration is a social science and phenomena can always change any time. Therefore, the validity of the resources is transitory. They suggested that any book in the field should be used only as a guide but calling them canon is not necessary and appropriate in any social science. One scholar further elaborated as such: "There are a lot of resources but I don't see the idea of a canon healthy. Calling some books canon is absurd because it is always changeable in social sciences." Another one approached the issue from another aspect:

> That era is over -when we were dependent on some limited basic resources. When I look past, between 1960s and 1980s, some sources were accepted to be basics and studies were limited with them. So there is no need to have a canon. It changes every time. We should not consider any resource as the holy book of the field. Production can never end.

Moreover, there were a few comments about the interdisciplinary nature of the resources. It was claimed that educational administration uses the resources of other fields in a combined way. There was one comment about this issue by a scholar stating "we borrow and use some concepts from other fields, but there are no studies including all." Another scholar made a different claim about this issue saying:

> There is production to an extent in the field but where the production in Turkey stands is unclear. Moreover, it is nonsense to talk about having a

canon in an area which still experiences crisis about its theory and even about its name in Turkey.

By "name problem," he meant that there are programmes at Turkish universities such as Educational Administration, Planning, Inspection and Economy. In the literature there is no academic field named as the ones mentioned above.

In summary, a great majority of the scholars either claimed that there is not any canon available in the field or they were doubtful about this issue and about the necessity of having a canon. The scholars who accepted the presence of a canon all named the pioneers who first established the educational administration studies at the very beginning in the 1960s and 1970s in Turkey.

4.2.1. Perceptions on the Conflict over the Idea of a Canon

The findings related to different scholars' views on the existence of a shared canon were discussed above under 4.2. At this point, related with the results above, perceptions of the scholars on whether there is agreement or disagreement about the idea of canon will be presented. The table below demonstrates the responses in numbers.

Table 4.2.1 *Conflict over the Canon*

Conflict over the Canon	Scholars N=19
There is conflict	6
No conflict	13

While talking about the presence of a canon, the majority of the scholars, who pointed out that there is *no canon available*, stated that no conflict exists because there is nothing called canon and there is no diversity and vast production among the scholars. One scholar from this group made an explanation: "Knowledge accumulation is unmanageable now when compared to the past but still there is nothing established to be called a canon and eventually no conflict exists."

One of them said that "we don't have a tradition of criticizing each other's work in educational administration, so there is no obvious disagreement over the previous written works."

There were three scholars from this group who asserted that there is conflict about the works of the pioneers although they did not regard these resources as canon. One of them said, "There is conflict about the classics, for example Ziya Bursalıoğlu but because of the respect, this is not expressed openly." The other scholar told, "there is some conflict over the resources but this is normal and important for richness." Another participant stated his view as follows:

> In the last ten years, some conflicts over these classical resources have been more apparent because the new generation of scholars has some new perspectives in their research to an extent.

The scholars who agreed with *the existence of a canon* also revealed that there exists no conflict over the canon. They had already named the works of the pioneers in the field and they mostly stated that these works are still valid and utilized widely by the scholars of educational administration. Most of these participants explained the reason for the agreement as follows: "Pioneers' works are widely used in the field because these resources explain the basics and general theories of educational administration and organizational theory." There was one different scholar among the ones who agreed with presence of a canon who stated the following point:

> There is only conflict about the research methodology that is used in the studies. For example, scholars at the Middle East Technical University tend to use qualitative research; which is still not widely accepted in the educational administration academia, so there are other scholars who object to having such works in the canon. Otherwise, there is not any conflict over the previously produced works.

Most of the participants, who questioned *the futility of the idea of a canon*, also stated that they do not feel such a conflict among the scholars in the field. There were a few scholars in this group who believed in the richness and the necessity of having a conflict over the previously written works although they can not be nominated as canon. They wished there were different beliefs and contradictory approaches on the

presently available works of the field because they thought this is essential for the development of the field. Moreover, the scholars in this group generally told that the works of the pioneers completely demonstrate similar points of views and most people prefer to accept them without questioning. This situation was mostly criticized by the participants who thought that the idea of having a canon is not good.

To sum up, although scholars differed in their agreements about the existence of an established canon, they shared the same perceptions about the conflict. They mostly believed that there are not any obvious conflicts about the present resources in the field.

4.3. Perceptions on the Dominant Approaches and Theories Accepted by the Scholars

This section will focus on the views of the scholars on the presence of a dominant paradigm/theory used in the field. Furthermore, if there is, whether there is a conflict or a controversy about this issue among the scholars will be presented.

While talking about the widely accepted and utilized paradigms, approaches and theories by the scholars, three sub-parent categories appeared under the *Dominant Approach* parent category: *Positivism, the Call for an Integrated Use of Recent Paradigms* and *Fashionable Discourse* as portrayed by Table 4.3. below.

Table 4.3. *Dominant Approach employed in Educational Administration Scholarship*

Dominant Approach	Scholars N=19
Positivism	17
Call for the integration of paradigms	7
Fashionable Discourse	3

Positivism

A vast majority of the participants stated that the dominant paradigm accepted and widely used by the scholars of educational administration is the positivist paradigm. Half of these scholars, though they state positivism as the most common paradigm in educational administration in Turkey, were not content with this situation. Several

reasons were provided by nearly all the scholars about the dominance of positivism. Most of them emphasized the view that positivism-and quantitative research in particular- is common because it has become a habit during the years due to the academic traditions since the 1960s, and in the improvement of all sciences, positivism had a great contribution. It was also pointed out that scholars are not willing to give up their old ways of thinking, study habits and perspectives that they are traditionally accustomed to. A scholar made more specific claims about the use of quantitative methods in the frame of positivist approach:

> The reliability and validity of using questionnaires and quantitative research is also under discussion recently. Experimentation and using interpretivist paradigm is also needed in the studies. At the beginning, we learnt positivism from the studies in the West and we are still sticking to it.

The same majority claimed that quantitative method which is widely used in the positivist paradigm is easy, time-saving and more practical and economic for the researchers. In addition, most of the participants asserted that scholars generally feel more secure and comfortable with positivism because they believe that the results of such studies are more reliable because they can easily be transformed into numbers. In addition, they said that many educational administration scholars in Turkey think that positivism is more scientific than interpretivist paradigm, which even scares the post-graduate students who want to take up interpretivist approach in their studies.

A few scholars also mentioned the lack of sufficient knowledge about the paradigms used in the field, even about positivism on the side of the academicians. One scholar explained the issue as such: "we couldn't go further on positivism and modernism, even their meanings were not well-understood by the scholars." As for the remaining small number of scholars, they alleged that people fear from trying new approaches because they are not oriented enough and, consequently not confident enough. It was declared that knowledge is also relative even in positive sciences and this requires more attention and sensitivity of social scientists.

Furthermore, there were some comments about the problem of some scholars about organizing and working on information because of ineffective use of information

technology. Information technology and computers are much newer for the older scholars and they do not want to take risks by giving up their old way of thinking. Another point mentioned was the concern for conformity; that is scholars in general have the tendency to refuse the diversity of views and have a concern for scientific unity. One scholar added his comment as follows: "I believe some scholars in social sciences have more feeling of inferiority than people in positive sciences so they try to imitate the methods of positive sciences."

The Call for an Integrated Use of Recent Paradigms

The remaining scholars, who were a total of seven academics, mentioned the necessity and the lack of focus on and interest in more recent and newer approaches in educational administration research. Some of them claimed that they are aware of the fact that positivism and classical theories are dominantly used but they were in favour of innovation and more experimentation of newer approaches like post-modernism and interpretivism. They all said that the necessary academic background to employ more recent paradigms such as interpretive paradigm, cultural theory or postmodernism, is lacking in the educational administration scholarship. They stated that there are a few scholars who are interested in such lines of inquiry in the academia. All of these participants claimed that educational administration scholars should integrate various approaches in their studies and in the training of their students who will be the future education administration scholars or practising school administrators in schools. One of them further added an explanation for this as such:

> We can not deny the importance of positivistic paradigm in educational administration studies, but the point is, each theory or paradigm has weaknesses. Integrating different paradigms, and therefore different research methods, to reduce these shortcomings is the best way to reach more reliable results in our studies.

A few scholars, who seemed a bit more optimistic in this group, also touched upon the issue of paradigm shift. They stated that they observe a slow turn towards using interpretive paradigm or using and eclectic style in educational administration studies. One scholar explained the issue as follows:

We all come from the tradition of positivism but it is good to see that the number of qualitative studies and employing recent theories in some studies are increasing in educational administration works.

Fashionable Discourse

A minority of the participants claimed that some scholars in the field tend to employ fashionable discourse in their works. That is, they pick up the popular theories of the time and do related studies. In this respect, they further stated, there is no dominant approach among Turkish educational administration scholars due to the lack of powerful theoretical base and tendency to study fashionable topics. One of them tried to clarify his view as such: "I wish there were one dominant paradigm efficiently used by the scholars in the field, but the truth is that positivism is used insufficiently and inadequately." Moreover, it was asserted that those who follow the fashion are in pursuit of fashionable discourse. One of them exemplified this as follows:

> For instance, MONE started to implement Total Quality Management and educational administration scholars suddenly started studying TQM. They consumed this as fast as possible and took up a more popular one such as strategic management, just for the sake of appearing popular in the academic circles.

Another said that scholars just borrow the trends in the West and consume them as fast as possible. There was one single scholar who asserted that the dominant approach among the educational administration scholars is "the gossip approach." He further explained "I regard qualitative research as a way of gossip done by getting the views of people. One can't reach a scientific fact by getting people's views." He further explained the reason as follows:

> There are scholars who can not even understand what they have read, and gossiping is easy. They should get a picture instead of getting people's views so they say methods in positive sciences are not appropriate for education and collect personal views in their studies, which does not require academic background, and has nothing to do with theoretical foundations.

In addition to the three main themes appeared in this section, there were very few participants who further claimed that classical organizational theory, behavioural

science approach and human relations theory, particularly systems approach and open systems theory are still relied on and commonly employed in educational administration scholarship. However, they strongly emphasized that these theories are also studied from the positivistic point of view.

Briefly, the frequently mentioned paradigm, according to the perceptions of the educational administration scholars in Ankara, while talking about the dominantly used paradigm in educational administration research was positivism. However, half of the scholars were not content with this fact. In addition, there were serious claims about employing an eclectic approach in utilizing sociological paradigms and theories in educational administration and studying recent approaches in the field.

4.3.1. Perceptions on the Presence of any Conflict: Is there a Paradigm War in the Field?

When the scholars were questioned about whether there is any agreement or disagreement over the employment of the paradigms in the field of educational administration, there were various responses by different participants as seen in Table 4.3.1.

Table 4.3.1.*Conflict over the Approach in the Field*

Conflict over the approach	Scholars N=19
There is conflict	5
No conflict	14
Expectation of conflict	5

The majority of the participants stated that there is **no conflict** about positivism, the commonly accepted paradigm in educational administration studies. However, most of them gave various reasons for this. A frequently mentioned reason was the absence of such an arena for vigorous and scientific debates and disagreements in educational administration scholarship in Turkey. They, moreover, said that there is no tradition and culture of debating in the written works and in the academic journals among the educational administration scholars in Turkey.

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There were also a few complaints about the academic events such as symposiums. They were said to be inappropriate for their original aims because in such occasions, there is not enough room for healthy academic debates between the scholars with different paradigmatic tendencies. There was one participant who explicated this:

> In the academic events, rather than holding academic debates, some scholars prefer to make politics and employ popular discourse in their speeches, which has no contribution to the paradigmatic development of the field.

Another scholar further commented as such:

> Journals also have their own tendencies in terms of their approach. For example, it is impossible to publish your work against TQM if you don't have a management-based approach or a journal which expects critical studies will not accept a study about Taylor or Fayol.

It was also stated that scholars are content with keeping their own habits and basics. A few of them pointed out that there is a tradition of institutional conformity in the education administration scholarship and if there were a conflict, it is hidden, stating, "Everyone is aware of others' tendencies in the academia. Therefore, in juries, for instance, there is no obvious debate between the opposites." Another reason conferred by one participant was that educational administration is a new field and social sciences are weak in general in Turkey. That's why there is generally agreement between the scholars even if it might not be openly displayed.

A further reason mentioned related with the lack of conflict by a few scholars was about the weak quality of scholarship in the Turkish context. Several scholars said: "To have a conflict, there needs to be qualified scholars, they need to have philosophical and strong academic background." Furthermore, these scholars pointed out several reasons for the lack of conflict about the paradigmatic tendencies. One reason was that because the scholars generally are not as well oriented and experienced about the other paradigms and different research methods as they are about positivistic paradigm, there is no room for any kind of sharp polarisation among them. The other reason was that there are so few resources about these newer paradigms and research methods written in Turkish and because of the language

problem, scholars may not be able to learn the recent tendencies in detail. A participant gave a specific example:

> Think about the qualitative research in Turkey! There are not many detailed resources on qualitative research written in Turkish. There is only one good book by Ali Yıldırım and Hasan Şimşek. However, most of the researchers in the academia lack the necessary skills and background to make use of it wisely and correctly.

Among this majority, there were quite a few scholars who said there is no conflict but who revealed their **expectations** about this. They said they expect to experience and are willing to have conflict in the educational administration academia in the future because they believed that disagreement is a sign of development. One of them alleged that new approaches have been recently used, for example, qualitative research has received more attention in the last 5 years, so conflict might happen after this time. Another one said that "conflict is the DNA of development so we should have it in educational administration scholarship."

There was one single participant supporting the absence any conflict who looked at the situation from a psychological point of view. He believed that "the conflict is inside scholars' themselves because they experience identity crisis and doubt even about their own studies."

There were a few participants who claimed that there is **conflict** among the educational administration scholars about the dominancy of positivism, they also explained the reasons for their perception. One of them mentioned that different educational administration programmes at universities in Ankara have their own cultures and tendencies. He explicated his view as follows: "Disagreements are mostly about research techniques and methodology between the different programmes at different universities. That's why there is conflict among the scholars." There was one scholar explaining the matter as such: "There is a definite separation between the academicians in terms of using qualitative and quantitative research method and each camp has started to reject the other one."

Another participant complained about "the narrow-minded attitude" of some scholars in the field, which he thinks prevents improvement. He said:

> It is quite difficult and impossible to carry out qualitative studies or to encourage students about employing the interpretive paradigm because we get into trouble with the department heads and also in the juries, where there are scholars with the positivist tendency.

In summary, scholars in general thought that there is no strong conflict about the use of positivism. However, there is a slow turn from positivism to interpretivism recently with the employment of qualitative research techniques in addition to the quantitative tradition, which has always been the prevailing method, in educational administration studies. There were a few scholars who stated that they feel some disagreement about the use of the paradigms in educational administration scholarship. It seems that if the tendency towards the interpretive paradigm increases in the future, there might be a possible paradigm war between the scholars.

4.4. Scholars' Perceptions on the Important Past Events and Turning Points and their Impact on the Educational Administration Scholarship

In this part, the participants' perceptions related with the significant historical events and turning points and their impacts on the field either positive or negative will be presented. In the content analytic summary tables, under the parent category, *Past Turning Points,* four different sub-parent categories existed as follows: *The Contribution of the Pioneers and the Scholars Trained Abroad, the Closure of the Undergraduate Programmes, Political Events, National Education Conventions and the Laws and Regulations*. Table 4.4 presents these themes in detail.

Table 4.4. *Past Turning Points for the Educational Administration Field*

Past Turning Points	Scholars N=19
Contribution of the scholars	13
Closure of the BA programmes	12
Past Political events	15
Conventions, laws and regulations	7

The Contribution of the Pioneers and Scholars Trained Abroad

While talking about how the historical and political events and turning points that influenced the field in the time, more than half of the scholars regarded the first pioneers of the field as important such as Ziya Bursalıoğlu, İbrahim Ethem Başaran and Yahya Kemal Kaya, who went abroad to study educational administration in the early 1960s. They said, after these people returned to Turkey, the educational administration scholarship was established with their efforts. Furthermore, their works were the first educational administration resources written in Turkish. As a consequence of this, the opening of the first Faculty of Education at Ankara University including the Programme of Educational Administration for the first time was stated as a significant initiative in the progress of educational administration in Turkey. The establishment of Department of Education, and further Educational Administration Programme, was generally regarded as the first attempt that led to the view of education as an academic field in Turkey.

On the other hand, there were a couple of participants in this party who claimed the following:

> Emergence of educational administration as a study area was not something systematic. The pioneers of the field in the 1960s believed that there was a need in Turkey and established the department because they had already received their MAs and PhDs in educational administration in the USA.

Furthermore, it was mentioned by some scholars that after the 1980s there was a turn, more educational administration scholars from the universities were sent abroad to receive their MAs and PhDs, which was important for the improvement. It was stated that these scholars are keener on using more recent approaches and methods. Therefore, it was claimed by these participants that since their return to Turkey, educational administration scholarship has advanced more. Moreover, they stated that later in the years in many universities around Turkey, Programmes of Educational Administration were opened. Several scholars divided the contribution of the scholars into three periods in Turkey. It was asserted that 1960s and 1970s were the establishment of the field and the pioneer scholars had a great impact on the

field. Late 1970s and 1980s were not fruitful in terms of training educational administration scholars. In the 1990s, there was an effort to train academicians again, whereby a number of scholars were sent abroad by HEC or MONE scholarship to receive their post-graduate degrees or for post-doctoral studies. This brought a bit of refreshment to the field.

The Closure of the Undergraduate Programmes

More than half of the scholars asserted that the closure of the undergraduate programmes in 1997 with the restructuring of the Faculties of Education by HEC was a negative turning point. They all claimed that this hindered the development of educational administration as an academic field. They regarded HEC's decision in 1997 as an obstacle for the educational administration field and made the departments lose their functions. A scholar reflected his view as follows: "The year 1997 was like dynamite. We had achieved a lot via BA programmes. Educational administrators were being trained at the universities but we are behind now."

On the other hand, the remaining scholars quite agreed with the closing of the BA programmes at universities. They claimed that it was unrealistic to teach educational administration to young students who just graduated from high school and who had never experienced even teaching. They believed that it was just a waste of time and there was no point in having BA programmes in educational administration. A scholar explained the reason behind the reactions against the closing of BA programmes as follows:

> Everything was abstract for a high school graduate who had started studying educational administration at the university. A lot of academicians object to HEC's decision but I think we are being sensitive and conservative about the issue. In fact, this was a rational decision.

However, teaching only MA and PhD students seemed more realistic and sensible to them in terms of the field's development.

Political Events

While talking about the impact of politics on the field, majority of the scholars claimed that politics affects the field in one way or another. Few scholars exemplified this by referring to the multi-party period:

> For example, during the multiparty period in the 1950s, planned development required systematic education; therefore there was more need to have research, and just after that educational administration emerged in Turkey.

A couple of scholars stated the impact of politics by referring to MONE. One of them claimed that especially the educational administrator assignment and training policies of MONE affected the field negatively in the past. He reminded the fact that there was an exam following a 120-hour training course for the assignment of administrators. This programme was cancelled. They made changes in the years but the appointment of educational administrators is still problematic and this causes problems for the academia also. In contrast, another participant said, "Entrance of people with MA and PHD degrees into MONE slowly had some positive impact in the selection and assignment of educational administrators."

There was one scholar who mentioned the privatization policies of 1990s as an important turning point saying that the development of private enterprise in the 1990s called for educational administration to be a necessity and led scholars to do some studies on policy analysis. In contrast, there was a minority of participants who thought that politics has no impact on the educational administration scholarship.

Moreover, a couple of participants also talked about the Westernization tendency in Turkey. He said, "Westernization tendency starting with Tanzimat and Unification of Education created the need for educational administration scholarship also." This group further mentioned that the efforts to join the European Union and the general globalization tendency in the world politics affected the educational administration field, in a way that there is more need for well-trained educational administrators at present.

National Education Conventions and the Laws and Regulations

Some of the scholars also considered some laws, regulations and some of the National Education Conventions as significant in the history of educational administration. Commonly mentioned conventions were the 4th, 5th, 11th and 12th National Education Conventions, in which the educational administration field was discussed extensively. Especially in the 11th and 12th conventions, educational administration was accepted as an expertise field.

As for the significant regulations, they stated two of them: The one in 1961 was MONE Bureau of Education Experts regulation, and the other in 1971 was a regulation about education experts working in the center of MONE and its provinces. The word "education experts" means that educational administration graduates used to be nominated as education experts by MONE. They pointed out that in the frame of these regulations, educational administrators started to work and they were given the opportunity to work in the academic context. Moreover, the Laws No. 222 and No. 1739 (the Basic Law of Education) were regarded by a couple of scholars as important turning points that affected the field of educational administration subsequently. There was also one scholar who stated that another law enacted by Turgut Özal government in 1985 affected the recruitment of educational administration graduates. It was about general personnel and it eliminated education expert personnel in the MONE and other state organizations, who were once the graduates of educational administration and they were made educational counselors after the law. Until that law, educational administration graduates used to be recruited in MONE, in state organizations and in the army.

Overall, the most significant positive event that influenced the development of educational administration scholarship was said to be the opening of Department of Educational Administration, Planning, Inspection and Economics in Ankara University for the first time in Turkey with the contribution of the pioneers of the field. On the contrary, the closure of the BA programmes in 1997 by the decision of HEC was regarded as the most important negative turning point in the history of educational administration in Turkey by more than half of the participants. In addition to these, some laws and regulations and the National Education Conventions

which discussed the issue of educational administration were mentioned as influential on the field.

4.5. Scholars' Perceptions on the Influence of Current Social, Political and Economical Events on the Field

After discussing how educational administration scholarship was affected in the past by what happened at those times, the same question was asked to receive the perceptions about how the field is shaped by the events at present. Within this frame, under the parent category, *Impact of Present Events*, there were four sub-parent categories: *Issues related with MONE, Impact of Capitalism and Economy, Decentralization and the Impact of Politics* as presented by Table 4.5. below.

Table 4.5. *Impact of Present Events on the Educational Administration Scholarship*

Impact of Present Events	Scholars N=19
Issues related with the Ministry of National Education	10
Impact of Capitalism and Economy	8
Decentralization	1
Impact of the Present Politics	6

Issues related with MONE

Half of the scholars alleged that MONE and its approach directly influence the educational administration scholarship. In this respect, there were some comments about the present policies of MONE. A couple of scholars commented on the MONE and university collaboration. One scholar said:

> Cooperative seminars that should be organized by MONE and universities together for school administrators might be a good way to change the perspectives but there is not enough cooperation between MONE and universities now.

One other participant stated further:

> Although there is a great need for good educational administrators in Turkey, MONE has taken over the task of training them instead of universities because we are not active enough as scholars."

There were also quite a lot of remarks about the current recruitment and assignment policy of MONE. A couple of scholars claimed that there is a common belief that there are political interventions in assigning the educational administrators by MONE so there is serious doubt about the objective criteria in selecting and assigning school administrators. Moreover, another scholar reminded the general point of view in MONE said: "Still the idea that the core is teaching in the profession is valid, which is a pity and MONE exhibits a negative policy towards the educational administration scholarship."

In support of this, it was also asserted by also a couple of participants that this established philosophy in MONE "the core is teaching in the profession" leads to the underestimation of educational administration scholarship. A scholar explicated the issue: "As long as the idea that any experienced teacher can become a school administrator is valid in Turkish education system, educational administration scholarship will be neglected."

Also, they emphasized the indifference of MONE towards the educational administration scholars by disregarding the findings of their studies in the implementations and decisions. Most of the participants mentioned that academic studies are left on the shelf and are not utilized by MONE in practice. They, moreover, asserted that this causes doubts and pessimism among the scholars and in the academic circles of educational administration.

Impact of Capitalism and Economy

The factor of economical situation in Turkey was a further point mentioned by a number of scholars. It was claimed that scarce resources and financial constraints of the scholars lead to low scholarly production. They affirmed that scholarly activities can not receive sufficient interest and the necessary funds from the government owing to the weak economy of Turkey. As a result, there are limited resources for the educational administration scholarship. This was regarded as an important drawback for the improvement of the field by these scholars.

Another factor was stated as capitalism by one single scholar. He explained this as such:

> Privatization and commercialization of education requires a decision about how educational administration will adopt to this process. How will educational administration perceive the school, as a firm or as an institution that has to provide the right to education? There must be debates and decisions among the scholars about the abstract filter in the system that discriminates students as rich and poor, as close and distant in terms of location, all of which is far from the idea of equality of education. Yet, there is no room for dramatic change because people are afraid of change.

Decentralization

There was one scholar who mentioned the debates of decentralization of education in Turkey. He said:

> If the law about decentralization is passed, it will affect the field of educational administration to a large extent. Educational administration is like a minefield. The authority is debatable. Centralization vs. decentralization conflict will lead to a lot of arguments. It will make people think about what will happen. Does it work in Turkey? Lots of questions in the mind of the scholars!

Although there was only one scholar who considered the issue of decentralization among the influential events, the researcher preferred the report this view because there are continuous debates about the decentralization of education as well as other sectors in the Parliament. If this is realized, the education system in Turkey might be modified in terms of taking up the Anglo-Saxon tradition in its governance.

The Impact of Politics

There were also effects of the general political system in Turkey stated by some scholars. One of them asserted that every single government makes changes in the educational administration staff assignment so there is more demand for PhD programmes right now. For example, the eight-year compulsory education requires more educational administrators and brings the need for well-trained school

administrators. Accordingly, there is increasing demand for the post-graduate programmes in educational administration.

Also, another political influence mentioned by some scholars was about the process of joining the European Union (EU). They claimed that this affects the field positively. It was alleged by a couple of participants that EU studies bring up new study topics for the scholars; it is clear that educational administration research should not be limited with traditional topics anymore. One scholar brought up a single issue: the need for policy analysis studies in the frame of current EU joining efforts. He said: "There is need for policy analysis and for original serious educational administration studies, studies in the context of school and this seems to challenge us because we are left behind."

In contrast, there were a couple of scholars who questioned the issue from a different point of view. They stated that the situation is very ironical. When the researcher asked the question about how the present social, political and economical events affect the field, one participant alleged that "the real crisis starts at this point." It was claimed by these participants that the field of educational administration is in such a status that it even does not appear in social, political and economical events and it does not have a say in those matters.

To sum up, the frequent focus was on the policies of MONE, whereby the impact of the current social, political and economical events on the educational administration scholarship was considered. Moreover, the debates of decentralization, the financial situation as well as the capitalist trends and the general political system in Turkey were the other points mentioned by the participants in terms of their influence on the educational administration field.

4.6. Scholars' Perceptions on the Recent Developments in Educational Administration Scholarship

The findings related to the scholars' views of positive and negative developments which have taken place in the recent years will be discussed in this section. When the

participants were asked to evaluate the recent developments in the field of educational administration in Turkey, there were various reactions including both positive and negative changes in the field. Of the 19 scholars in the study, almost all of them mentioned both recent positive developments and negative changes in educational administration scholarship. While coding the data, under the parent category, *Recent Developments*, the sub-parent categories appeared to be *Positive* and *Negative*. However, there were various themes mentioned under these sub-parent categories. Although all the participants of this study made positive and negative remarks about the issue, the number of the participants who stated negative changes in the field was more than those who stated the positive developments as presented by Table 4.6 below.

Table 4.6. *Recent Developments in the Educational Administration*

Recent Developments	Scholars N=19
Positive Developments	14
Negative Developments	19

Interestingly enough, for both positive and negative developments, the themes were more or less similar. The same issue was perceived as either a positive or a negative development for the field by different scholars. For example, the perceptions about the HEC's decision in 1997, about the research activities and about the scholars were the issues that both received negative and positive comments from the participants.

4.6.1 Recent Positive Developments

Few participants talked about a *generation of education administration scholars* who were sent abroad to study and returned back in the mid-1990s. They said that they had influence on the developments; that is, they transferred the innovations of their time to Turkish context. Moreover, they believed that this has led to a positive movement since the 1990s as they have activated the scholarship trying new approaches and paradigms. These scholars are mostly professors now and their contribution to the educational administration scholarship can not be underestimated via their studies and their efforts to train the younger generation of scholars. One scholar explicated further about the young academic staff. He said "educational

administration has advanced in the recent years, so new academic staff is trained better than before."

Another point was about *the improvement of research*. A couple of scholars alleged that the research in education is advancing mostly because of the Internet. It was stated that via Internet, it is easier to reach the information so there are more studies in Turkish recently. On the contrary, they are mostly written under the influence of the topics studied in the USA.

A further point raised by a few scholars about the improvement research was the amount of data acquired by the scholars of education in general. It was claimed that before there was not enough data to modify the system of education so there were difficulties in establishing the organizational structure in Turkish educational administration. At present, the increase of data has led to the changes in the structure of the system of education in Turkey and this consequently has a positive reflection on the field of educational administration in particular. One of the scholars explained this as follows: "With the increase of the data from the recent research in Turkey, the education system has started to change and this has consequently affected educational administration scholarship positively."

Furthermore, it was conceded by some scholars that *educational administration journals* have been formed in Turkey although few in number. These have brought dynamism to the field. In fact, this is a cause and effect relationship. With the easy access to knowledge via technology the number of resources written in Turkish has increased. As a result of this, there must be a need to share these studies in the local journals. Therefore, some journals have been formed as stated further by these scholars. *Educational Administration in Theory and Practice* is one prominent journal which contributes to the development of educational administration scholarship in Turkey. They believed that knowledge accumulation is increasing in the field. Moreover, one scholar added his comment as follows: "With the increase in demand for the MA, PhD and MA without thesis programmes, we have the chance to share this knowledge with the students."

Another issue was about the *closure of the undergraduate programmes* in 1997, which has been constantly mentioned at different points in this study also. There were few scholars who regarded this process as totally right and sensible in the development of the field. They conceded that HEC had done the right thing about closing the BA programmes. They said there were wrong expectations from the BA graduates. A high school graduate was expected to study educational administration at university and was supposed to become an administrator after a 4-year BA degree without any kind of teaching or school experience. They did not find it realistic and stated that this is a positive development for the field.

There were only these points asserted by the scholars related with the recent positive developments in educational administration scholarship. On the other hand, the negative changes taking place in the field seems to outnumber the positive ones as discussed below.

4.6.2. Recent Negative Changes

As for the recent negative changes, half of the scholars thought that educational administration was more strictly studied and it was more effective as a field in the past when it was first established but there are not sufficient outstanding developments recently.

Among the pessimistic remarks made by the majority, the most significant issue was about *HEC's decision in 1997* which led to the end of the four-year BA programmes of Faculties of Education, including educational administration, in Turkey. THE majority of the participants asserted that since 1997, there has been decline in the field. They complained that HEC did not pay the necessary attention to the development of the field; moreover, their decision was regarded as an obstacle for educational administration to develop as a science. There was one scholar who further explicated this issue as follows:

> It is impossible to teach the basics of a discipline in MA or PhD programmes without having BA programmes. Expertise in educational

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administration was precluded by closing down the undergraduate programmes in 1997.

According to another participant, 1997 decision was a top-down change and the excuse was that the graduates were not able to find a job but that was not true. It was claimed that until that time more people from BA graduates had remained in post-graduate courses. Presently, because of the absence of BA degrees in educational administration, post-graduate students come mostly from other professions and majors. A different scholar described this decision as "cutting the vein of educational administration field in both scholarly and practical terms." In general, scholars regarded the end of the BA programmes as an off-putting experience which hindered the development and professionalism in the field. It is believed by many scholars to have affected the field negatively.

About this point, the researcher observed that educational administration scholars at different universities had different perceptions about the closure of BA programmes. During the interviews, some scholars told that the educational administration BA programmes at their universities used to accept the candidates who had already been active teachers working for schools. These scholars were the ones who completely disagreed with HEC's decision in 1997. On the other hand, the academic programmes which used to accept the students right after the high school were more content with the decision and perceived it as a positive development as stated in the previous section.

As to another negative issue that has hindered the development of the field, there was reference to the *scholars* again by few of the participants. It was stated that although the pioneer scholars in the 1960s tried to do their best to transfer the innovations of their time, their successors were not able to follow the field well so they remained behind and old-fashioned. Some of the scholars conceded that there is no further development and no drastic change in the field because of the status quo and the insufficiency of the scholars in the field. One of them pointed out that "there exist inefficiency and cracks in the field so there is no positive development." What's more, there was one scholar who asserted that there is no development in the

professionalism of educational administration. It is always in the same state. This again was believed to be the consequence of the closure of the BA programmes.

There were also a few comments about the perceived *lack of development in educational administration research.* There are very few original studies that belong to us, mostly from past to present there is an approach that consumes the available knowledge but the original production is very low among the scholars. This appeared as an opposing view to the other scholars who talked about the increasing knowledge accumulation above.

What's more, a few scholars talked about the *old-fashioned view in the academia* that impedes the development of the educational administration scholarship. It was thought by this small number of participants that the pioneers in the 1960s caught up with the developments of their time and were able to establish the field. However, their successors still keep up with what they learnt from them and they are not open to the new ideas in their studies so this is believed to cause conservatism in the field and to hinder development recently.

To summarize, all the participants made both positive and negative claims about the recent developments in the educational scholarship. The same phenomenon has been perceived either negatively or positively by various scholars interviewed in this study.

4.7. Perceptions on the Problems and the Present State of Educational Administration Scholarship

When the scholars were asked about the problems and the present state of the scholarship of educational administration, the responses to both questions appeared to be mostly interrelated after the second coding of the data. In this respect, under the parent category, *Present State*, there were two sub-parent categories which emerged as *Satisfactory* and *Unsatisfactory* as shown below.

Table 4.7. *Present State of Educational Administration Field*

Current Situation of the Field	Scholars N=19
Satisfactory	9
Unsatisfactory	10

The comments about the present state of the field required the researcher to report the problems in the field under the same heading from the perceptions of the scholars because the idea about the current state of the educational administration scholarship is shaped both by the problems and the positive perceptions stated by the participants of the study. All the participants, no matter they regarded the situation of the field as good or bad, mentioned some problems which are presented in detail in Table 4.7.1. below. As for the parent category, *Problems*, there were six main sub-parent categories being *The End of BA Programmes, The Policy of MONE, Scholars and Research of Educational Administration, Professionalism, Post-Graduate Courses and Students* and *Other Problems*.

Table 4.7.1. *Problems of Educational Administration Scholarship*

Problems	Scholars N=19
The End of BA programmes	14
The Policy of MONE	8
Problems about the Scholars and Research	19
Problems about Professionalism	7
Problems about the post-graduate programmes	8
Other Problems	3

An overview of the findings in this section showed that half of the scholars perceived the situation of the educational administration scholarship as **positive and hopeful** while the other half regarded the situation as **unhealthy and hopeless.** The reasons behind these perceptions were unquestionably explicated by the scholars. The scholars who were pessimistic about the present state of the field mostly because of the problems exhibited below. On the other hand, the other half who had optimistic perceptions about the situation of the field also stated the similar problems but they were content with the state of the field as they generally perceived the problems as a means of development. Moreover, they stated why they think the field is in a good situation.

4.7.1. The End of BA Programmes and HEC

Once more, the issue of *BA programmes* was raised. Most of the scholars pointed out that the situation is not good because of the closure of BA programmes in 1997. One of them said "there is the potential of scholars and academic programmes in educational administration in Turkey but lack of BA degree is an obstacle for the field today." Another one stated that this causes inefficiency in the scholarship. He said, "It is impossible to share the knowledge with undergraduate students. We can only share it with post-graduate students but they are mostly from other majors." The idea expressed here was further mentioned by a few scholars as well. They thought as long as the MA and PhD students come from different majors, they do not own the educational administration field efficiently because their backgrounds are different. Sharing the scholarly knowledge only with them at the post-graduate level due to the lack of undergraduate study seemed unsatisfactory to them. Another scholar posed a threat to the field as such: "if there is no departmentalization at the BA level, the field might disappear in the long run."

Also, *HEC* was perceived as the responsible body behind the closure of the undergraduate programmes in the field. It was asserted that HEC did not pay attention to what was happening in those programmes when they decided to close them. In relation to this, the general approach of HEC towards the educational administration field was reflected by few scholars as they perceived it. It was said that HEC aims to improve the newly established faculties of education so there is a problem with the placement of staff for educational administration scholars at universities. As a result, there is a blockage in the academic ladder and scholars can not receive their degrees although they have already acquired the right to receive their academic titles.

4.7.2. The Policy of MONE

Another significant point about the present situation was about *the policy of MONE on the research and on the recruitment of educational administrators*. A few scholars mentioned that MONE does not financially support research on extraordinary topics

and scholarly events in the field. The financial support of MONE is only for the topics they predetermine, otherwise they provide no fund for others, which is an obstacle and limits the research variety in the field. Moreover, they complained about the educational administration studies which are left on the shelf. It was recommended that MONE take into consideration and use the studies in its operation, implementations and decisions in practice. Also, a couple of scholars from this group contended that MONE is not willing to cooperate with the educational administration scholars. One scholar said, "There is little participation of MONE at university symposiums."

In addition, the *recruitment policies* of MONE in appointing, training and assigning school administrators were stated to be problematic by a few scholars. They said MONE is not being fair from time to time in its recruitment policies and this leads to lack of motivation and discouragement among the educational administrators who have post-graduate degrees. Some scholars claimed that MONE assigns the ones who are close to their ideologies as school administrators in the public schools. They do not pay enough attention to the training of the educational administrators in their recruitment procedures. It was claimed that recruitment is important because it helps the field to improve. They said having an MA degree is required to be a teacher in some fields but it is not required to be assigned as a school administrator in Turkey. There is a common belief in MONE that anybody can do school administration, which results in frustration, discouragement and the lack of qualified administrators in practice.

Furthermore, there emerged another indirect problem about the policy of MONE from the interviews. Since holding a post-graduate degree in any field of education is a plus in the assignment of teachers working in the state schools, teachers come to educational administration programmes to receive a degree for the sake of being assigned to better schools in better places in Turkey. This causes *lack of ownership of the educational administration* on the side of the post-graduate students who only aim to receive a degree for this reason and consequently limits the academic development in the field.

4.7.3 Problems about the Research and Scholars in the Field

As for the present situation of the educational administration *scholars,* all the participants commented on some problems and their consequences which shape the present state of educational administration scholarship.

One basic problem mentioned commonly by some scholars was about *language.* They pointed that there is a mass of assistant professors at universities around Turkey who can not go further because of the foreign language barrier. Within this frame, majority of the assistant professors in the study complained about this matter. They said that this is a great obstacle in front of the scholars not only in career path but also in following the foreign resources. Some of them asserted that language, especially knowledge of English, is the only criteria in climbing up the academic ladder. In addition, trying to reach to the sufficient level of English for academic study is difficult after a certain age. However, one scholar stated that the younger generation of scholars is aware of this problem and they take the necessary precautions about learning a second language before it is too late, which is a good sign of development.

Flowing from this issue, there were some scholars who regarded the *foreign language teachers,* especially English teachers, who have penetrated the field via MA and PhD programmes, as a threat. They stated that this is a big problem for the educational administration scholars who are originally from the educational administration background when their majors are concerned. The threat, again, lies in receiving degrees on the academic ladder according to these participants as they perceived the good level of English as a priority over Turkish. They alleged that English teachers are always advantageous and one step further in the academic advancement because of their high level of language regardless of their level and success in the knowledge of educational administration. One scholar reflected his view as such:

> People from other majors, especially English teachers invaded the field. They don't internalize and possess the field so idealists and supporters in educational administration scholarship will decrease in number soon.

As opposed to this group, there were few scholars who were for the *integration of the field with other fields*. They agreed with the involvement of other people from other disciplines such as English teachers, science teachers, psychologists and sociologists. They viewed this as an advantage in terms of achieving an interdisciplinary nature for the field. There were some complaints about the lack of interdisciplinary points of view among educational administration scholars. On the contrary, it was recommended that educational administration as a field should adopt the integration of different disciplines, which will bring richness and diversity of perspectives. Yet, there were some reactionary scholars to this issue. One of them said:

> There is a group of passer-bys from other departments who do MA or PhD in educational administration like a hobby, this way we can't have accumulation of theoretical knowledge.

He, moreover, exemplified the psychological counselling and guidance scholars saying:

> They are so strict with the inflow of the students into their field. They do not mostly accept people outside the field to their MA and PhD programmes, not like us. We should see them as an example in this respect.

Thirdly, the problem about the *quality of research* was mentioned by the majority of the participants. They said that the most important drawback in educational administration research is the repetition of studying the similar subjects in articles, MA and PhD theses and the lack of high quality research and productivity. One of the participants said, "Topics like leadership, classical organizational theory, TQM are repeatedly studied. A limited number of academicians studying new approaches." One scholar exemplified his view this way: "Some subjects are left without attention, for instance, the social and political dimensions of educational administration." Moreover, a couple of scholars claimed that there are some people in the field who make use of their status for different self-benefits such as commercial and political interests instead of producing research.

There were some scholars who provided various reasons for this. One of them mentioned the lack of a mechanism to control duplication and repetition of the studies. Another mentioned that there is lack of challenger locomotive people in the field and most of the scholars fear of change. In addition, there were some comments about the prejudice towards new topics of study. One of the participants stated:

> When different topics are attempted to be studied, senior scholars question the scientific side of it and approach with prejudice. If you dare to present a research different from their perspectives in a jury, they require you to go and look at the situation from their perspectives, which is a way of implied punishment indeed.

In addition, most of the scholars asserted that productivity in the field is low in Turkey and there are limited resources written in Turkish, especially to be used in MA and PhD courses. A participant clarified his comment stating, "There is such low production even to feed a small number of journals in educational administration." Another scholar explained as follows: "There is low quality of academic work because many scholars are after popular discourse rather than scientific study." A different scholar said, "There are some dogmatic people and their views in educational administration, they are not real academics but people in the trap of fanaticism carrying on with their old discourse for ages."

There were also complaints about the fact that they always have to refer to foreign resources in their studies and courses. A strong knowledge base could not be formed in Turkish educational administration scholarship yet. At this point, one scholar reflected his idea stating, "Mostly, studies in Turkey transfer the Western studies and imitate them so they are not directly relevant to Turkish context." On the other hand, there were few scholars who had the perception that because of the language problem, scholars are not able to understand foreign resources intensively, so there is limited knowledge accumulation.

About the scholarly practice, several participants also raised the issue of *lack of support* for the scholars and their research. It was stated that scholars are overloaded with teaching and official work so there is little or no time left for serious research. More importantly, most of the scholars mentioned the lack of financial aids for

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scholarship. They also complained about the lack of serious research funds and centres and grants for the scholars. One of them expressed this as follows:

> A real scholar has to be only interested in science and research thoroughly, not in status or money but here things are the opposite. They have to work extra to earn money and they can not receive enough financial support to carry out their research or go abroad for study.

Another participant informed about a possible outcome: "There is a handful of people and they prefer to retreat because they aren't encouraged and supported enough."

A further problem mentioned about educational administration scholarship was the *lack of communication and cooperation between the scholars* in the field. Nearly half of the scholars asserted that there is lack of communication between educational administration scholars and the educational administration programmes of different universities. One of the participants stated his view as follows: "We are unaware of what others are doing at different universities; we need strong communication between the scholars."

It was stated by some of these scholars that scholars of educational administration could not get organized and institutionalized as the psychological counselling and guidance scholars did in Turkey. They complained about the lack of a strong association of educational administration. There are not any opportunity for regular and systematic meetings and get-togethers for the scholars officially except the conferences where the participation is generally low.

In this respect, a couple of scholars talked about the *lack of common effort* among the scholars to produce solutions for the current problems. They claimed that everybody is interested in his/her career path, which brings lack of cooperative work with it. One scholar said, "There is no healthy and effective communication in terms of science; we avoid discussing the present situation. Communication is mostly at personal level." Another participant said: "There is a newly established association but not well-organized." There was another complaint about the issue as follows:

> In such a country where the political power changes frequently, there is no effective association for educational administration scholars, no collegial and professional cooperation and no punishment for those who behave against the ethics of scholarship.

What's more, few scholars claimed that there are *so few co-authored works* by educational administration scholars in Turkey as opposed to the ones abroad. One of them explicated the situation saying:

> Do you know a lot of collective books written by at least two or three scholars from different universities? In our field, the general tendency is to work individually because everybody thinks that they know the best and reluctant to work together. They are not open to collaboration and cooperation. That's why educational administration field stays weak and inactive.

Moreover, there was another point related with collaboration. Few scholars said that resources produced in Turkish are scattered and they should be classified and organized on a database for easier reach with the collaboration of the scholars in the field.

Additionally, there was one problem that was mentioned by a couple of scholars. They said there is not *sufficient number of qualified scholars* in the educational administration field. One of them pointed out that there are some educational administration programmes where there is only one person taking all the responsibility of education and research.

A final problem was stated in terms of *academic advancement* by some of the scholars. They asserted that climbing up the academic ladder is the most important priority for many scholars; it becomes an obsession for them after a while and leads to inefficiency and frustration. This was said to be caused by the structure of Turkish academic system. There was one scholar who explained this as such:

> You do not have an advantage as a scholar when you receive your PhD degree in Turkey as opposed to the rest of the world. We are just wasting time at the universities to go up the academic ladder instead of trying to discover innovative areas of research in educational administration because only the title of professorship is important in Turkey.

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There were also complaints about the obligation of publishing in Social Sciences Citation Index journals. They claimed that Western journals are not willing to publish their research about Turkey because they do not care about the Turkish context. One scholar made a further explanation:

> Publishing research in the journals of Social Sciences Citation Index is an inappropriate criterion. Recently, educational administration scholars have been rushing to some journals of underdeveloped countries, just for the sake of collecting points to go further in the academic ladder.

In contrast, there were a small number of scholars who strongly emphasized the *necessity of internationalization* of the field. They stated that educational administration scholars stand still and can not show themselves in the foreign academic circles. One of them made a remark as such: "We still have no voice in the international arena." Another scholar explicated this perceived weakness as follows: "Even though Ziya Bursalıoğlu was the pioneer of the field, I didn't see any citation of him in the international arena. We don't have an international academic structure." In this respect, these scholars urged for activation in terms of participating more with high quality studies in the international platform. This issue might seem as a secondary problem for the present state of the scholarship in educational administration because this is related with the solution of other problems posed by the scholars.

4.7.4. Problems about Professionalism in Educational Administration Scholarship

While talking about the problems, the issue of *professionalism* was presented by several scholars. The problem was explained as there is even trouble with the content and name of educational administration in Turkey. They said that it still is not regarded as a real profession or an expert field so there is a problem with the reputation of the field. According to these scholars, the reason is that it is not taken seriously because of the field itself and the scholars' approach in the field. They are not self-confident and knowledgeable enough. Educational administration does not appear in scientific and social events sufficiently. A scholar said, "The reason is the

mentality that everybody knows administration, there is no need to study it." There was another serious concern about the issue: "I believe all the efforts without describing educational administration as a profession are temporary and have no use." There was one participant who explained a dilemma here:

> Educational administration is a field that is seriously needed in Turkey but talented and young people do not want to go on, we have to bring some dynamism to the field to make it an accepted reputable profession.

In addition, some scholars once more mentioned the issue of having a professional association of educational administrators where the problems are shared and solutions are tried to be found in the quest for making educational administration scholarship and practice a reputable profession.

4.7.5. Problems about the Post-Graduate Courses and Students

Since educational administration BA programmes are no longer present, a few scholars wanted to focus on the *problematic issues about the post-graduate courses* at universities. One scholar brought up the point that there is no standard curriculum for MA and PhD programmes at different universities. Each university has its own set of courses. He exemplified this as such:

> Some programmes don't provide courses of psychology, philosophy and sociology which are necessary for an educational administration scholar, whereas others ignore some current topics such as strategic planning. Therefore, the curriculum should be standardised.

Another scholar mentioned the inadequacy of the educational administration MA and PhD programmes at Turkish universities. By inadequacy, he meant the limited number of qualified academic staff and explained his point in detail:

> At the universities, the number of academic staff is limited. Therefore, many programmes are trying to continue their instruction with 3 or 4 academicians. In fact, the total number of educational administration scholars in Ankara is sufficient to nurture only one PhD programme ideally. We need to adopt a different structure. In universities abroad, a

PhD student has to gain twice more credits than the ones here to complete a programme. In order to provide more effective post-graduate courses, we should have collaboration between the universities so that students can take courses from different educational administration programmes of different universities. Or, a new kind of institution should be established , something like Post-Graduate Education Institute, separate from the universities, where all the necessary and qualified scholars should teach post-graduate courses there to reach more students. A good scholar can not be trained with providing only 8-10 courses during a PhD programme.

There was one other scholar who recommended the change of the content of MA and PhD programmes. He was highly concerned about the needs analysis of the school administrators. He said, "Educational administration courses are opened according to the expertise areas of the scholars without knowing the needs analysis of school administrators in Turkey." Moreover, it was mentioned by one of the participants that the traditional teaching methods are used in courses. Teaching methodology and also the content of the programmes should be revised.

In addition, further problems were stated by a few scholars about the *weak theoretical background of MA and PhD students* and their lack of full concentration on the academic work as most of them also have to work. One of the scholars reflected his worry about the weak theoretical background of the students, particularly the ones who are from different academic backgrounds:

Ok, I admit they will have contribution but in their selection there must be serious criteria. It is not also satisfactory to provide them with a half-term scientific preparation; there must be prerequisite courses before they start the actual programme.

Another point about the courses by a couple of scholars was about putting theory into practice. It was stated that MA and PhD courses should also involve practice and field work because at present, they are mostly theoretical.

The issue about the situation of the post-graduate programmes is, in fact, a combination of all the stated problems by single scholars as these are all interrelated problems with each other. Because of the insufficient number of educational administration scholars, the variety of courses differs in each department, which

leads to the lack of standard curriculum around the programmes of educational administration in the country.

4.7.6. Other Problems Stated

There were also a couple of scholars who asserted that there is a problem of *putting theory into practice* in the field of educational administration. One scholar further explained:

> There is too much quantitative research that was not transferred into practice, although qualitative is so appropriate for educational administration content, most of the scholars couldn't make use of it.

Another participant asserted that research should come from practice and should change practice positively in return so there is need for more case studies and field work in educational administration scholarship. There was another scholar who claimed that there was definite knowledge to become an educational administrator before, but now knowledge has changed, what we know well is sometimes wrong so there is a problem in this respect. Here, he actually meant the lack of standard knowledge base in the field.

So far, the problems as perceived by the participants of this study were posed. During the interviews, naturally, some problems received more attention than the others. From outer surface, it might seem that all the scholars think the field is in a weak state due to the problems reflected. Yet, despite these problems, the number of scholars who perceived the present state of the educational administration as good is closely equal. Out of 19 participants, 10 of them said that the situation is not good while 9 of them regarded it as positive in general in spite of the problematic issues.

4.7.7. Positive Perceptions about the Present State of Educational Administration Scholarship

The scholars, who held the perception that the field is in a good state, further made explanations about the reason why they think so. The stated reasons were more or

less related with the developments discussed in section 4.6. They mainly talked about **the new generation** of the scholars and their students stating "they are doing quite well." They perceived the research efforts as promising. One scholar said, "We are doing our best to educate our students despite our limited staff, and everywhere in Turkey scholars are trying their best despite the drawbacks." Another participant pointed his view like this: "We are not far behind the colleagues abroad in terms of theory despite the problems." There was one scholar who regarded the high demand for post-graduate courses as something positive and encouraging. He said:

> Post-graduate activities have increased, there is more demand now, before post-graduate studies were available abroad or in Ankara, now everywhere in Turkey there are educational administration MA and PhD programmes.

According to one scholar, there is a good development about MONE's approach. He said, "MONE mentioned the importance of this field in staff assignment. Having an MA or PhD degree for a teacher is an asset in promotion now." Two different scholars made general comments. One of them shared his observation: "We have realized how important different views are, we are more tolerant now." The other one explained what he has realized recently: "Mistakes make us develop better and more advanced so we should learn from them as scholars."

Another scholar appreciated *the impact of technology* on scholarship. He said:

> With the easy access to information because of Internet and the use of computers, studies in the field have become more advanced. Long ago, in the 1970s, dissertations were simple written out of 15 resources typed by typewriter.

Overall, although there are perceived problems in the educational administration scholarship, the scholars seemed hopeful about the situation. Even the participants who highly complained about the present state of the field, uttered something positive during the interviews.

4.8. Perceptions and Expectations of Scholars about the Future of Educational Administration Scholarship

In this final section, participants' future views on and expectations about the educational administration scholarship in Turkey will be presented. Firstly, the results will be given on a general basis. Then, their ideas about the future of specific issues in the educational administration field will be presented. Within this frame, under the parent category, *Future*, there emerged three main sub-parent categories being *Courses*, *Scholars and Scholarly Activities* and *Profession* as reflected in Table 4.8.

Table 4.8. *Future of the Field*

Future	Scholars N=19	Future	Scholars N=19
Optimist	9	Expectations about BA, MA and PhD Courses	7
Pessimist	10	Expectations about Scholars and their Activities	15
		Concerns about the Professional aspect of the Field	10

4.8.1. General Comments

While talking about what the scholars think about the future of educational administration field, half of the participants asserted that they are <u>hopeful</u> about the future despite the drawbacks and problems. Some participants from this group said that they have to be optimistic and make the effort to improve the field. One of the scholars commented: "There will be more need for qualified educational administrators in the future and it will find its place in the popular professions in 5-10 years' time."

In contrast, almost all the other half stated that they are <u>pessimistic and hopeless</u> about the future of the field. They once more emphasized some problems they mentioned before as the reasons for their pessimism about the future (see 4.7). They believed the future does not seem bright because of the issues they posed before as the problems. To remind some; these are the acceptance of people from other fields

to post-graduate courses, absence of BA programmes, the obstacles about the academic advancement, and lack of flexibility and high bureaucracy in the field, the quality of the scholarly work, the policies of other stakes like MONE and HEC and the financial constraints.

4.8.2 .Comments on the BA, MA and PhD Courses

There were few scholars who mentioned their future expectations about the courses. One of them claimed that there are debates of opening BA programmes in HEC; if this is realized, educational administration field will improve. Another scholar supported this idea saying, "In the USA, they don't have BA programmes but we live in a different context, we need it." It was also stated by one scholar that "a field without BA can not develop; we'll see the negative results when the present academicians get retired."

As for the post-graduate courses, a single scholar clarified his expectation about the *content* of the post-graduate courses: "MA and PhD courses should be strengthened adding the practical side and interdisciplinary nature in the near future." Another participant further stated: "We will have to reconsider and revise the contents of PhD programmes to make them more functional taking into consideration the needs of the market." Related with the post-graduate students, there were a few optimistic remarks. One scholar said: "We should be hopeful because new students of MA and PhD are good at brainstorming and they'll replace us in the future, which is good." While talking about the post-graduate students, one scholar reflected his views in detail:

> They need self-confidence as they lack it because of the traditional system of education in Turkey. We can't teach them analysis and synthesis and they remain at the stage of learning but stumble at the stage of interpretation and putting theory into practice. Therefore, we should teach them higher level thinking skills so that they can gain self-confidence and contribute to the improvement of the field in the future.

There was one scholar who focused on another issue for the future as such: "Strict criteria are needed while selecting MA and PhD students especially for the graduates of other areas."

4.8.3 Future Expectations and Concerns about Scholars and their Activities

Among some scholars who made remarks about the future of the scholarship, most of them again talked about the problems stated previously and revealed their expectations from the future. One point was the expected paradigm shift. One scholar pointed out his expectation as follows: "I hope to see academic development in the future where we will not depend on one paradigm but use the right approach at the right time according to the subject of our studies." Another scholar said,

> At the moment we are trying to find some original study topics and methods in providing guidance to our students. I hope to accomplish improvement in MA and PhD theses this way.

There was another concern by a couple of scholars about the number of the younger scholars who will be their *successors* in the future. One scholar stated his opinion saying: "There are not enough scholars for the place of us when we get retired. This will create a problem in the future if we do not take any precaution." As opposed to this, another scholar's comment was: "Young research assistants are more qualified and better than us, which is good for the future."

4.8.4 Concerns about the Future of the Professional Aspect of Educational Administration

Some scholars reflected their concerns about the professionalism of the field in the future. Setting off from the current problems mentioned, several scholars emphasised the *necessity of professional establishment* for the future of the field. One scholar asserted that they need to form task force groups to acquire professionalism in the field and to receive stronger reputation as an academic discipline. Another one also mentioned a similar strategy: "If we can bring our efforts together, educational administration scholarship will realize a serious leap in 10 years' time."

To summarize, there were both optimistic and pessimistic remarks in terms of participants' views on the future of the field. Once more, issues discussed during the

other parts of this, study were mentioned as the basis for thinking the future as good or bad.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

In this section, firstly, the perceptions of the participants about the scientific nature of the educational administration field will be revisited. Secondly, the conclusions with regard to the availability of a canon in the educational administration field in Turkey will be discussed. Next, conclusions about the dominant paradigm(s), approach(es) and theories utilized in educational administration scholarship will be presented. Following this, conclusions about the impact of past and present social, political and economic events on the field will be portrayed. Then, the conclusions about the recent developments in the educational administration scholarship will be provided. Most importantly, considering all the conclusions for the sub-problems of the study, the present state of the educational administration scholarship will be analyzed including the problems and future concerns. Moreover, implications for practice related with the present state of educational administration scholarship will be utilized. Finally, implications for further research will be discussed.

5.1. The Scientific Nature of the Field of Education

The study revealed that education is generally regarded as possessing a kind of scientific quality by the educational administration scholars in Ankara. It receives different names from the scholars such as interdisciplinary social science, applied social science, positive science but the words "social" and "science" were mentioned most of the time. Here, the commonly mentioned point was about the interdisciplinary nature of education. Utilizing the data from other social sciences was regarded as a "must" for the educational studies. It has to be nourished by various social sciences like psychology, sociology, anthropology, economics and management because the areas of interest in education are diverse as it is a field whose main subjects of study are human beings and educational organizations. The scientific nature of the education, in particular education administration field, was questioned by the scholars and the results revealed that there is not a hundred percent

objectivity in social sciences as in the hard sciences such as physics. The reason is because human perceptions and behaviours never stay stable. They can always change. Therefore, the techniques of positive sciences can not always fit the studies in education. However, the statistical methods are of great use in the studies in terms of putting ideas into numbers to an extent. In this respect, this study revealed that there are some instants that the techniques in positive sciences can be applied to education depending on the purpose of the study. In this respect, an integrated approach combining the positive and social science principles should be employed in educationas also stated by the scholars participated in this study.

It is evident that the educational administration scholars tend to believe in the scientific characteristics of the education in one way or another. On the contrary, the implementation aspect should not be underestimated because the actual aim is to provide any kind of education service to the public. As also discussed in the literature, using the word "science" for education is debatable. Also, in particular, as a domain of education, whether educational administration is a science or a field of applied science has been under discussion by the scholars of the field (Willower, 1984; Donmoyer, 2001; Şimşek, 2006; Imber, 1995).

To conclude, education, specifically educational administration, can not be called as pure science, but rather a flexible approach should be employed while considering the scientific nature of education. Considering the literature and the data from this study, it is revealed that education is an interdisciplinary applied social science from the perceptions of the educational administration scholars who participated in this study.

5.2. Do we have something called "Canon" in the Educational Administration Field?

The results of the study revealed that there are some important names whose works are used as basic resources in the field according to the participants of this study. The majority of the participants mentioned these names as significant for the field but there was diversity of views among them about the extent to which they could be

regarded as "canon." They are mostly the first scholars of the field who are known as the pioneers of educational administration studies in Turkey, namely, Ziya Bursalıoğlu, İbrahim Ethem Başaran, Haydar Taymaz and Yahya Kemal Kaya. Even though nearly half of the scholars interviewed accepted these scholars and their works as the canon of educational administration in Turkey, there was no statement expressing such a fact directly in the literature review about Turkish context. Yet, while preparing the literature review of this study, the researcher realized that in many of the educational administration studies in Turkey, the works of the pioneers are commonly referred to in the written works such as academic articles, books and thesis. There is a significant point about this issue which was both mentioned by some participants of this study and further observed by the researcher: The works of the pioneers are generally utilized about the organizational side of the schools, organizational processes in schools and about the history of educational administration. Therefore, this study showed that their works are still being widely used by the scholars of educational administration about some particular themes, as also clarified by nearly all the scholars in this study no matter they accept these resources as canon or not. Moreover, there were suggestions that the names and works of the new generation of scholars should be added to this list such as Hasan Şimşek, Ali Balcı, İnayet Aydın, Vehbi Çelik and Servet Özdemir. On the other hand, a moderate number of participants had stated that they can not be considered as canon in spite of the fact that they respect the pioneers and use their works in their studies. Hence, at this point one has to question the knowledge production in Turkish educational administration which was also mentioned by some scholars in this study.

To refer to the literature in this study about the knowledge production efforts abroad, it is clear that the scholars especially in the USA, the UK and Australia are more organized in developing a solid knowledge base for the educational administration field that will also form the canon of the field. In fact, this quest started in the USA in early 1900s in the USA (Murphy, 1995). As further seen in the literature, the efforts in building the knowledge base and mapping the terrain of the field is still continuing, in which plenty of research is taking place about various topics in educational administration. Despite all these efforts, the scholars abroad are still doubtful about their achievements and the idea of the solid knowledge base. For

example, a very recent study (English, 2006) criticized the present situation of these efforts from a postmodernist view stating that these efforts have brought downside on the part of the practitioners of the field. English (2006) regards this process as a myth and finds a static knowledge base dysfunctional. Instead of having a solid knowledge base, he proposes "a knowledge dynamic," which he finds more appropriate for a social field of study like educational administration because according to his view, knowledge in social sciences is never static and it is socially constructed.

If the situation is problematic in such a way in a place where there are planned and organized activities of knowledge building in educational administration scholarship, it seems unrealistic to talk about the availability of an established canon in the current Turkish context of educational administration where there are no similar cooperative efforts.

Furthermore, this study showed that a few participants had also questioned the idea of having a canon in a similar way that English (2006) did. They asserted that knowledge in any social science, particularly in educational administration is transitory because of the nature of the social sciences, in which the phenomena is likely to change in different settings at different times.

Considering what the participants in this study told and the literature on the knowledge base efforts, this study revealed that the pioneers and their works had great influence on the formation and on building the basics of the field in Turkey as also all the scholars in this study consented. Moreover, there is a new generation of scholars whose works have brought dynamism to the educational administration scholarship in Turkey.

It is a fact that the works of the pioneers were once regarded as the canon of the educational administration field when it was first established in Turkey. However, in contrast to the studies within the search for a strong knowledge base carried out by NPBEA and UCEA (Donmoyer et al, 1999), there is no evident sign of such activities among educational administration scholars in Turkey. As demonstrated by the relevant literature and the results of this study, there is no organized activity in

terms of building a knowledge base that every educational administrator has to know in theory and in practice in Turkey. None of the participants mentioned such an effort among the educational administration scholars. On the contrary, there were some claims about the lack of scholarly production in the field.

Within this frame, the researcher concludes that there is a set of basic resources which formed the educational administration scholarship in Turkey and which are broadly used by the scholars of the field. Yet, these can not be directly named as "canon" as there are some issues to be considered in this respect. Firstly, when compared to the colleagues and their activities abroad, the production of knowledge in Turkish context is weaker. Secondly, even having something called "a canon" in nature in social sciences is debatable as the knowledge is changeable. At this point, it is helpful to refer back to the literature; as Thomson (1992) noted, with rapidly changing conditions, the knowledge base will never be complete or adequate.

As for any possible conflict over the issue of canon, the study revealed that there is no obvious conflict among the scholars as mentioned by the majority of the participants because there is no canon available like the hard sciences such as medicine or physics have. However, from time to time, scholars question the writings of the first generation about their applicability and appropriateness for the 21st century educational administration scholarship. Moreover, the study revealed that there is not an established culture of criticizing each other's studies and academic debate in written journals. This is also stated to be a reason why there is not any obvious conflict about the previously written works in the field. To sum up, whatever their perceptions are about the availability of a canon in educational administration scholarship, the scholars participating in this study believed that there is not any clear conflict present about the resources in the educational administration field.

Finally, in the light of all these discussions, the researcher agrees with the appreciation, the respect and the utilization of the works of the pioneers in the field as they were the first contributors who created the educational administration in Turkey. On the other hand, it is not necessary to call some resources as canon because of the nature of the educational administration field. However, it is concluded that there is a need to add more research and writings on the pioneers'

works and on the presently available studies in order to make the educational administration scholarship much stronger by studying various subject areas. Furthermore, even if this maturity level of the studies is attained one day, it should not remain stable but should be improved continuously. This will also help to provide a set of knowledge base in the field that will standardise the knowledge that every educational administration scholar and practitioner in the field needs to have.

5.3. The Dominance of Paradigms, Approaches, and Theories

It is apparent from the results that the dominantly used paradigm in educational administration scholarship in Turkey from the views of the scholars participated in the study is the positivist approach, which created the functionalist paradigm described by Burrell and Morgan (1979). The dominance of the positivist paradigm in the Turkish educational administration context was also supported by the literature before (Çelik, 1997; Şimşek, 2002; Şişman, 1998). In the literature review, positivist paradigm had been discussed in detail (see. 2.1.1.4). It is, in fact, not only dominant in the Turkish context but also it was the same in the past in the American context. However, as the literature has also shown (Bush, 1995), there is no single theory that is able to explain every single situation in educational administration. Therefore, at present, there is variety and richness in terms of theories in the field abroad. From this point, in educational administration scholarship in Turkey, it should not be the ultimate point to employ dominantly positivist paradigm where there are also a lot of other alternatives available. This broad use of positivism in the field brought up some reasons behind it as perceived by the active scholars in the field.

As for the reasons why positivism is the most dominant single paradigm in educational administration scholarship in Turkey, the study revealed that long-time habits and educational backgrounds of the scholars, the fear of change, the accepted validity and reliability of positivism in hard sciences, the scholars' concern of conformity and academic traditions, the lack of necessary knowledge of other paradigms and theories are the factors that have made positivism the dominant approach.

At this point, the researcher inferred that the habits and educational backgrounds of the scholars, which was a frequently mentioned reason, might be related with the structure of the educational organization in Turkey, which is in the Napoleonic tradition being highly centralized and bureaucratic.

On the other hand, the results revealed that there is a move towards integration of various paradigms and theories though slow in nature. Similar to the above stated "paradigm shift" discussed in the relevant literature (Halpin, 1966; Willower & Forsyth, 1999), there are hints of a paradigm shift in Turkish educational administration. When compared to educational administration scholarship in the USA, they were experiencing this shift, and consequently paradigm wars, Greenfield and Griffiths' debates as positivism versus interpretivism, in the 1970s. However, there are some voices among the scholars who support the use of interpretive approach *in addition to* or *in contrast to* positivism. The reason why positivism is widely accepted among the educational administration scholars at the universities is due to the already established habits of the scholars. Furthermore, in terms of theories used in the field, again mostly mentioned ones are classical theories of organization and behavioural science approach. This tendency dates back to the first foundation of Educational Administration Programmes in the 1960s and the efforts of the pioneers, who returned to Turkey with what they had studied abroad, to transform their knowledge. It is evident that they had been fully equipped and oriented with the dominance of the functionalist paradigm, classical theories of administration and behavioural science approach because in those years, also in the United States, Greenfield's subjectivism and other theories such as critical theory had not fully existed yet as reported in the literature. Therefore, it was natural for the Turkish scholars to learn and internalize the positivist paradigm when the developments that took place abroad in those years are considered. Even the theories mentioned above, classical administration theory and behavioural science approach, are in the realm of positivism and the theory movement as discussed in the literature (Getzels, Lipham & Campbell, 1968; Griffiths, Carlson, Culbertson & Lonsdale, 1964; Halpin, 1958).

Referring to the idea of theoretical pluralism in educational administration, Griffiths (1995) proposed using different paradigms in an integrated fashion, namely the idea of theoretical pluralism claiming that organizations and organizational behaviour are complex phenomena and should be studied from a number of points of view, being a number of theoretical approaches. In support of this view, there is agreement among some scholars in this study on the use of multiple paradigms and theoretical approaches depending on the topic and the purpose of a particular study.

Furthermore, the study revealed that although it is evident that there is no obvious strong conflict among the scholars on the dominantly used paradigm, there is some conflict particularly about the research traditions, being quantitative and qualitative in the realm of positivism and interpretivism respectively. Similar to the "battles" mentioned in the literature of educational administration abroad as Hoy (2003) criticized, there is a disagreement between the scholars in terms of using quantitative and qualitative research paradigm in Turkey also. Furthermore, qualitative research is regarded as unscientific by some scholars and is totally refused or causes problems in the juries at universities, as the scholars reported. Moreover, lack of conflict on such matters and the lack of such an arena of debate either written or spoken in Turkey are perceived as hindrances for the scholarship in terms of its development by some scholars. The study further showed that the reason why there is no explicit conflict among the scholars is due to the institutional conformity and lack of necessary theoretical background of the scholars in the field.

Within the frame of the findings of the study, the researcher decides that despite the diverse views on which paradigm to employ in educational administration, and the call for scholarly debates to take place especially in the journals by the scholars in the field, the dominant paradigm is said to be positivism due to some factors such as the practicality, validity and past academic habits and backgrounds of the scholars. The researcher believes that such a conflict is implicit in Turkish context rather than articulated openly. Yet, there is a slow move towards the tendency of the Dialectic Era that Murphy (1995) explained in the literature, which describes diversity of views and paradigms. This was also supported by some Turkish scholars in the literature as a "paradigm shift"(Çelik, 2002; Şimşek, 2003; Şişman&Turan, 1996).

To sum up, as Willower's definition of theory demonstrates that it is not healthy to stick to one paradigm especially for the scholars of social sciences. Educational administration is not physics, nor is it governed by a set of empirical laws. The social sciences will never be as consistent and accurate in prediction as the natural sciences; social life is too complex and changing. Yet, educational administration has the potential to become more systematic and informed by theory and research (Hoy, 2001).

5.4. The Impact of Past and Present Social, Political and Economic Events on the Field

The results of the study showed that the field has been affected by the social, political, economical events and has experienced some significant turning points in itself since it was established as a field of study in Turkish universities, which is also supported by the literature review provided in 2.3 about the history of education and the evolution of educational administration scholarship in Turkey.

According to the results, the most significant turning point in the development of educational administration studies is the foundation of Faculty of Education, and subsequently the Programme of Educational Administration and Planning at Ankara University in 1965. Also, the efforts of the first pioneer educational administration scholars such as Ziya Bursalıoğlu are perceived as important. Moreover, the translations of TODAIE and MEHTAP project are also seen as secondarily significant in the improvement of the field. In addition, several laws, regulations and National Education Conventions presented also in literature in section 2.3 are found to be essential factors for the evolution and development of the field. For example, educational administration was first accepted as a profession in the 14th National Education Convention in 1993.

As further revealed by the study, policies of MONE and HEC have a great impact on the field, the results showed that they are said to have negative impact on the field. The closure of the BA programmes of educational administration by HEC in 1997 is one issue that highly receives complaints from the scholars of the field. It is believed

to have impeded the improvement of the scholarship in several aspects. One reason was that this has caused the educational administration field to lose momentum on the way to being a more scientific field as there are no BA students to share the knowledge with. Moreover, it was said to have lost internalization on the side of the post-graduate students since they arrive on these programmes from different majors.

Yet, the study showed that there is also some agreement with this decision of HEC among a few scholars. It is thought that just after high school, after a four-year BA education, a person at the age of 22 without any teaching or school experience can not be appointed as an educational administrator.

The other political issue is located as the policy of MONE particularly in two ways. One is stated to be the changes in the selection, appointment and training of the educational administrators by MONE. It is stated to be ineffective in general. The other is the policy of MONE in utilizing the results of the research conducted by educational administration scholars. It is stated that MONE is a highly politicized institution and this has been affecting every field of education as well as educational administration.

As for the positive impacts of the politics, the Westernization tendency since the Unification of Education and the transition to multi-party period is stated as important. These two events are believed to have produced the need to have educational administrators and contributed to the establishment of the relevant programmes at universities. Moreover, the recent efforts to join the European Union have brought up new areas of study for the scholars such as policy analysis.

Related with the present impact of the events, the findings revealed that some of the above mentioned events are still influential, namely, the policies of MONE and HEC. However, there are other factors found to be affecting the field currently. First of all, the economical situation of the country affects the scholarship in educational administration. It leads to scarce resources for the scholarship and limits the scholars in concentrating on pure research because they have to do extra works to earn money and create more resources for themselves. Secondly, the debates of decentralization

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of education cause some concerns and worries about what will happen in the future among the scholars of the field. More importantly, the process of joining the European Union requires more research about innovative and more contemporary subjects in educational administration scholarship, which is regarded as a positive impact on the field.

With regards to the literature review and the results, the researcher concluded that the social, political and economical events as well as some laws and regulations have great influence in shaping educational administration field in various aspects. As also suggested by Donmoyer (2001) in the literature, educational administration is a public policy field. Based on the findings, it is evident that educational administration scholars are highly affected by the issues stated above.

5.5. Recent Developments in Educational Administration Scholarship

The results of the study revealed that there are both positive developments and negative changes recently in the scholarship of educational administration scholarship. However, the amount of positive remarks is much fewer than the negative remarks.

The positive developments in the scholarship are mainly about the younger generations of scholars and the quality of their research. It is believed that the generation of scholars who were sent abroad in the late 1980s returned to Turkey in the 1990s and they are mostly the ones who study and try new research techniques and paradigms. Moreover, the formation of recent educational administration journals is a good sign for the field.

In contrast, the results revealed that there are a lot of negative changes and pessimist remarks mentioned by the scholars in the field. The results repeatedly showed that the closure of BA programmes, due to several reasons discussed in detail before, is almost entirely regarded as a negative change for the scholarship. As also mentioned in the literature, under the title of "educational sciences" model, there were BA programmes available in educational administration programmes (Şimşek, 2002).

Yet, the end of these programmes is considered to be an obstacle for the development of the field.

Moreover, the results of the study demonstrated that there is little or no development in Turkish context in terms of keeping up with the innovations abroad because of several reasons such as the insufficiency of the scholars in the field and HEC's decision in 1997.

In this respect, the researcher believes that there is a great deal of pessimism among the scholars about the recent developments and changes in the field. Most of them are not even willing to name the nature of changes and developments specifically. The researcher concluded that there is less positive development than negative change in the scholarship from the views of the active scholars in the field.

5.6. The Present State of the Educational Administration Scholarship from the Perceptions of the Scholars in Ankara

Considering the purpose of the study, which aimed at analysing the current state of educational administration scholarship in Turkey from the perceptions of the scholars residing in Ankara, this section will summarize and discuss the general conclusions drawn from all the results and the literature by revisiting the problems and summarizing the future concerns of the scholars.

5.6.1. The Current Problems of the Educational Administration Scholarship

In addition to the issues discussed above, there are a number of problems in the field revealed in this study, which also help to shape the present state. As posed in 4.7, the problems in the field listed by the scholars in this study are about the end of the BA programmes , the approach of HEC and MONE to the educational administration field, the lack of quality research, problem of integration with other fields, the problem of foreign language, lack of financial support, lack of scholarly communication, lack of highly qualified scholars, problem of internationalization, lack of professionalism, problems about the post-graduate courses, recruitment problem, dilemma of theory and practice.

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To grasp at the problems above, they have direct relationship with the state of the scholarship at present. To start with, the educational administrator scholars, just like the other scholars at universities, are affected by the decisions of HEC. In this particular situation, it is evident that their decision in 1997 has a negative impact on the scholars. Reading the relevant background from the literature (Aydın, 1998; Güven, 2001) and analysing the results about this problem, the researcher concluded that some scholars are still likely to feel disappointed about this decision and this may sometimes lead to lack of motivation as one of them stated that they have no chance to share their knowledge with undergraduate students, supported by the literature also (Güven, 2001).

On the other hand, to look at the situation from the second point of view, it seems irrational and unrealistic to appoint a BA graduate as a school administrator without any hands-on experience even in teaching. Therefore, there are still hot debates and serious concerns about the absence of the BA programmes among the scholars of educational administration.

Secondly, the results of the study revealed that scholars are not content with the policies of MONE in its use of human resources; that is mainly the selection criteria of the school administrators and their training. Although there was once a 120-hour course for the candidates before they take the recruitment test provided by MONE, recently the course is not provided. The scholars are mostly willing to work in cooperation and collaboration more with MONE officials especially in training the school administrators, moreover, they do not want their studies to be left on the shelves. That is; MONE is expected to make more use of the scholarly studies in their decisions and new implementations. This is also supported by literature as Şimşek (1997) stated that "the fact that the main educational organization (MONE) has extracted itself from the scholarship in the field in Turkey decreases the chance of research and development (p. 58)."

The study revealed another problem of the field, that is; the language problem of some of the scholars, which obviously leads to the accumulation of assistant professors. They have to pass one of the language tests, KPDS or ÜDS, in order to be

qualified to apply for their associate professor degrees. One latest example to demonstrate this problem is this particular study. The reason why there is only **one** associate professor among all the scholars in Ankara might be the result of this problem. Moreover, the results showed that the inflow of foreign language (especially English) teachers into the field via MA and PhD programmes is regarded as a threat to a great extent and considered as a disadvantage for the future of the field because their background of educational administration is seen as "weak" when compared to someone coming from educational sciences by some scholars who talked about the language problem.

In this respect, the researcher decided that although a foreign language teacher may not possess the necessary academic background as strong as a person from the field is supposed to have, s/he may be considered to pose a threat by climbing up the academic ladder just because s/he has the necessary language skills. Consequently, the field might lose its scholarly power by accepting people from other fields. There is a strong belief that language is the most important criteria in academic upward mobility among some of the educational administration scholars.

On the other hand, there is willingness on the part of a small number of scholars who strictly believe in the interdisciplinary nature of the field to have the field integrated with other fields such as management, psychology and sociology. These scholars, according to the researcher, represent the "scholarship of integration", described by Boyer (1990), which calls for professors of educational administration to cross the border of their own field in an effort to engage in multidisciplinary work.

As the study showed, a different problem in the field is the lack of quality research. The major reason behind the problem is thought to be in the study of similar subjects repetitively. Also, the prejudice and discontent shown in the juries towards the innovative subjects by some senior scholars is portrayed as another factor. Besides, the scholars with poor language skills have difficulty in fully comprehending the foreign resources. Moreover, the fear of change stated by the majority, lack of innovative people in the field, lack of financial support for the researchers are the factors stated as the reasons behind this problem.

A further problem is identified to be the lack of scholarly cooperation and communication among the scholars which leads to lack of co-writing in the studies. There is no strong association of educational administration scholars as their counterparts abroad do, and the attendance of scholars to academic events is revealed to be low. At this point, the researcher concluded that if the necessary cooperation and collaboration can not be established between the scholars of educational administration, there might be little hope of establishing the necessary knowledge dynamism for the field. When considering the efforts to build a strong knowledge base for the field in the West such as the activities of NCPEA and UCEA presented in the relevant literature, the researcher thinks that the situation of scholarship in this respect does not appear to be hopeful since there is not a single initiative mentioned in this respect by any of the scholars in the study.

Moreover, the insufficient number of qualified scholars as demonstrated by the results, causes overload of work on the part of the scholars and it is believed that this leads to fall of quality in the post-graduate programmes at universities, where there is a stated need for variety of courses and quality research production. In the literature, this point had already been pointed out by Şişman (1998) concerning the updating of the post-graduate programmes of educational administration.

The issue about professionalism in the field was portrayed as another problem. The results of the study revealed that there is even a problem with the name and the reputation of the field. In discussing the scientific nature of education as an umbrella term, it is generally agreed that education is an interdisciplinary social science. Regarding the educational administration in particular as a subfield of education, also supported by the literature (Boyan, 1988; Donmoyer, 2001; Evers, 2003; Imber, 1995), there are still debates about whether to call educational administration as a science or a field in the Turkish context as the same debate also continues especially in the USA.

Another problem in the field lies in the issue of putting theory into practice. Supportive of the literature, as Murphy (1995) stated , in this last era the initiatives aim to link the worlds of theory and practice in terms of generating knowledge, the

problem of combining theory with practice is revealed to be an important problem of the field. This problem seems to have some relationship again with the recruitment policy of MONE as discussed in the results section above. In this respect, what Boyer (1990) described as "scholarship of application" needs to operate here. To remind, scholarship of application is defined as seeking to produce the knowledge that is most needed by those who work in schools and educational agencies and who make educational policy (Boyer, 1990).

Within this frame, the researcher concluded that there are a number of problems related with different issues, which will also be helpful in analysing the present state of the scholarship of educational administration.

5.6.2. The Future of the Field

Revisiting the results of the study about the future of the field, the researcher believed that despite the problems and the consequent pessimism of some scholars, there is still optimism and idealism on the part of half of the scholars. The optimistic scholars have some expectations from the future such as more academic development, employment of different paradigms, professionalism of educational administration scholarship, betterment of the post-graduate courses and adopting a more interdisciplinary view.

On the other hand, pessimistic scholars have some worries about the future such as the inadequacy of the youngest generation and possible future problems because of the unavoidable influx of post-graduate students from other fields. The researcher believed that future will be better because despite the drawbacks, most of the scholars seem to do their best.

5.7. Comments: The Present State of the Educational Administration Scholarship

Considering the results of the study, the researcher concluded that there is some kind of what Maxcy (2001) called "turmoil" present in the educational administration scholarship within the perceptions of the scholars working in Ankara**.**

Similar to what Bates (1994) described in the literature review, there is a diversity of views in the educational administration scholarship in the local context concerning educational administration scholars in Ankara. The researcher thinks so because handling the issues discussed above, one can understand the diversity. For example, although functionalism and positivism seem to be the dominant paradigms, there is also some tendency towards interpretivism but it is not voiced openly for the time being. When compared to the progress in the USA, what Greenfield attempted to do in the 1970s, might be about to occur in the educational administration scholarship in Turkey in the light of the results of this study.

Obviously, there is a debate about the research paradigms, namely qualitative and quantitative. However, referring back to literature to the point where Hoyle (2003) stated "While these battles about methods and personal agendas have some redeeming value, the students they serve and the other clients they are trying to help turn away and say, 'Oh well, let them fight-at least they won't be trying to help us.'"
It is clear that this conflict most probably does not provide benefit for the students. Yet, the researcher believes that there is no need to exaggerate this qualitative-quantitative debate as such. Hence, it also needs to be taken into consideration seriously with a scholarly approach because they reflect entirely different world views. The important thing is to use each paradigm at the right place, or in an integrated fashion to reach as much reliable data as possible about the phenomena under study. As also revealed by the literature, the flexibility and diversity of views in social sciences is necessary for development and to reach better results and solutions. Moreover, related with the issue of the closure of BA programmes, there are different points of views among the scholars. Yet, it is such a significant issue for

most of the scholars that, in many of the interviews at different instants, it was mentioned repeatedly.

Moreover, it was concluded that social, political and economical situation of the country affects the educational administration scholarship in many different ways as discussed in detail previously. The researcher concluded that HEC and MONE are such important decision-makers that affect the scholarship of educational administration greatly, which may be a result of the Napoleonic tradition-also discussed in the literature review-embedded in the system of educational administration that creates room for bureaucracy and lack of flexibility.

As for the conclusion about the "knowledge production," it is discovered that educational administration scholars are aware of the shortcomings in the local context but they, somehow, prefer to study on their own and do not seem to pay much effort to establish a serious collaboration and cooperation with each other. There is a conflict at this point according to the researcher. Although it is generally accepted that there is no canon or a set of knowledge base available in the educational administration field in Turkey and the need is emphasized by the scholars, there is no serious common initiative mentioned or observed in this respect.

Furthermore, the problem of putting theory into practice lends itself especially to the shortcomings of post-graduate courses because the educational administration curriculum of each university shows differences and they do not include practical side such as obligatory "school administration practice." They are generally theoretical and described as inadequate in content to cater for the needs of the students.

As for the dominantly employed theories in the field of educational administration in Turkey, behavioural science approach and classical administrative theories are commonly utilized by the scholars. However, the employment of more recent theories such as interpretive, critical or post-modernist theories appears to be slower. More importantly, the problems discussed above need to be solved gradually on a long-term basis.

After this detailed look at the issue, one can not think about the time gap between the development of the field in the USA and in Turkey. With regards to the present situation of educational administration scholarship as perceived by the participants of this study and considering the literature review, there are some facts to think about. While the first PHd degrees in the USA were received in 1905, in Turkey it was mid 1960s when the first postgraduate degrees were given. Furthermore, the paradigm shift and paradigm wars that started in the 1970s and 1980s in the USA mentioned in the literature could not still be fully experienced in Turkey. It can be said, in the realm of the scholars' views, the paradigm shift has recently started in Turkish context.

To sum up, the present state of educational administration scholarship in Turkey from the views of the scholars in the capital city of Turkey appears to be chaotic at the moment and it is obvious that we are far behind the scholars especially in the USA in terms of adopting and discussing the recent tendencies, yet, there is the potential and the awareness of the strengths and weaknesses in the field. Therefore, with the help of further studies, hard work and expected strong collegial collaboration and solution of the existing problems, the field is open to development in the future.

5.7.1. Some Other Conclusions

As also stated before, this study was in the realm of the qualitative paradigm. Therefore, it did not aim to have statistical generalization of the results it yielded. There are also some minor conclusions derived from this study based on some observations of the researcher during the interviews and the data analysis procedure, which is worth sharing. These are definitely not meant to be generalized to a population.

- The social, political and economical situation of the country has a serious impact on shaping the state of educational administration field. Regarding the comments of the scholars in this study, they all mentioned some

phenomena affecting the field such as the decisions of MONE and HEC and lack of financial support.

- Educational administration is a field, even the name of which is under discussion in Turkey. Whereas some departments only focus on educational administration, some prefer to focus more on educational planning, inspection and economics. Even, the field of public education is included under the educational administration programmes in some universities.

- The scientific nature of the education and subsequently educational administration is still under debate. Relevantly, the scholarly approaches of the scholars towards the research paradigms are related with how they perceive the nature of the field.

- The emergent and contemporary problems of educational administration as an academic field are reflected as leading to lack of motivation on the side of the scholars. To exemplify, the closure of BA programmes was identified as having a negative influence and causing hopelessness among the scholars.

- Having a good knowledge of foreign language, especially English, is a strong advantage for the scholarly development. It is clearly observed by the researcher that there is an accumulation of assistant professors in the field because of the language barrier.

- Having well-established educational administration preparation programmes under the responsibility of the scholars, which integrate theory and practice, will contribute to the development and appointment of the practitioner school administrators in the field.

- Having a study experience abroad, especially in the USA, on the part of the scholars is positively associated with the further development of the scholarship. Considering the results, two different generations of scholars who went to study abroad, first in the 1960s and then in the late 1980s, are said to have contributed to the establishment and later to the development of the field in Turkey.

- Having a different educational BA background other than education (i.e. sociology, psychology or management) is highly influential on the way scholars analyze, perceive and comment on the present state of the field in terms of providing some chance to make comparisons and of adding

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diversity of views. The comments of the scholars who received their BAs from any field of education differed from those of others who come from other fields.

- The different embedded cultures of the educational administration programmes at the three different universities have influence on the scholars' perceptions and their comments on the present state of the field.

These minor conclusions could also help the educational administration scholars in their academic works and in their efforts to improve the field. Yet, it is essential to state that these are rather limited owing to the changing nature of the social phenomena and human behaviour as further stated by Yıldırım and Şimşek (1999). In this respect, the limitations of this study should be taken into account. These statements above are the points that the researcher wants to share with the readers in terms of identifying different research areas in their studies.. The researcher believes that the descriptions in the results of this study will provide the readers with a vivid picture of the educational administration scholarship so that they will have the chance to identify the issues with their own scholarly experience and to think further on the solutions of the problems and development of the field.

5.8. Implications for Practice

The themes and processes in this study enabled the researcher to comprehend the present state of educational administration scholarship from a detailed and deeper perspective. In the light of the conclusions of the study, the researcher has developed some implications in mind that will only be reiterated here as desired for the issues brought up by this study.

Firstly, there is lack of research in the field utilizing recent strands of theories such as critical theory, identity politics, chaos theory and post-modernism. The researcher believes that studies should employ these and other recent paradigmatic changes that have taken place in the West, particularly in the USA-the birthplace of the field, applying to the local context in Turkey. It would provide the field a momentum if some subject areas are explored extensively: women in educational administration,

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utilizing post-modernist approach to analyze any phenomena or interrelationships in the educational organizations, the application of chaos theory into organizational behaviour in educational organizations such as leadership, policy studies in terms of internationalization of the field. The list may go on if it is thought deeply. The researcher believes that through such innovative studies, the educational administration scholarship will acquire the knowledge dynamism and avoid the monotony of the repetitive studies that most of the scholars mentioned.

Secondly, the problem of communication and collaboration between the scholars can be solved by getting organized professionally through establishing some possible research centers and professional associations. In this respect, the UCEA Task Force might possibly be taken as an example at the beginning. Also, there are other examples from Australia and the UK. The researcher came across a variety of websites regarding the professional associations of educational administrators around the world. This kind of institutionalization is completely missing in Turkey. Therefore, it needs to be initiated slowly but surely.

In terms of encouraging the cooperation between the scholars in the field, the need to build a knowledge base for the field is likely to stand as a target to be reached. It is apparent that there is a need to have a knowledge base in the field although it does not have to be called as canon. In this respect, scholars might get organized like the Task Force of UCEA to classify and to enhance the research in certain areas of educational administration specific to resources written in Turkish about the local themes. At this point, Griffiths' theoretical pluralism might be a good approach to be employed in using theories for different topics.

Moreover, the researcher suggests that there should be initiatives by the scholars to have more cooperation with MONE, particularly putting theory into practice in the training of the administrators. Not only in Turkey but also in other countries, the preparation of school administrators *or* leaders is a significant issue under discussion. With the cooperation and collaboration of MONE and the universities, a curriculum of a training programme for different levels of the school administrators could be prepared and implemented together. This has examples in the literature in the case of

Australia, the USA and the UK, which might be utilized as an example. For example, a kind of an educational administration institute can be established as an independent body to train the school administrators from different levels of experience and backgrounds.

A final suggestion is about the standardisation of educational administration curriculum of postgraduate programmes around the universities in Turkey so that every student in any part of Turkey will have the chance to reach the similar courses during their studies. This way the quality of education will be maximized in the educational administration programmes and the standardization of knowledge will be attained to an extent.

5.9. Implications for Further Research

This study explored the present situation of the educational administration scholarship from the perceptions of the scholars in Ankara through a conceptual framework that is based on the review of related literature. It employed the qualitative research paradigm and the researcher came up with several themes for analysis being *the scientific nature of the field of education, the dominant paradigm(s) accepted by the scholars in the field, the impact of past and present events on the scholarship of educational administration, the problems of the field, recent positive developments and negative changes, present situation of the field and the future expectations of the scholars.*

To start with, the researcher was able to conduct the study in Ankara because of time constraints and the problem of long distance. The advantage was that the sample made up the whole population in Ankara. Therefore, it would be more interesting and more contributory to carry out a similar study countrywide with bigger scopes by using a different research methodology as a group of researchers in collaboration.

Secondly, this study aimed to explore the scholarship aspect of the field from the perceptions of the scholars in the field. Another study can be carried out with the educational administration practitioners at the schools to comprehend the situation of

educational administration practice. It might, subsequently, lead to making a comparison whether the scholars' perceptions match or differentiate with the practitioners in the field.

Furthermore, as this study raised a lot of themes on the way, one of the themes derived from this study could be explored more deeply using a different research paradigm and by a combination of different data collection instruments.

Moreover, as this study did not attempt to make any comparisons between different universities regarding the educational administration as a field of study, a similar study could be conducted specifically to compare and contrast different educational administration departments that possess different organizational cultures in various university settings in terms of analysing the scholarship, approaches, and tendencies of the scholars.

Another research idea emerges as conducting a case study exploring any phenomenon derived from this study focusing on one of the university departments that participated in this study to delve into the details and to draw a more comprehensive picture in a specific setting.

Moreover, there was no comment about the woman scholars in the educational administration field. Considering the literature review about the critical theory in this study, the situation of the educational administration field can be analyzed utilizing the gender aspect.

Finally, one of the problems of scholarship posed in this study can be selected and further research can be carried out with scholars (or with the relevant stakeholders depending on the problem) about finding a solution to the selected problem by integrating both qualitative and quantitative research paradigms.

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APPENDICES

APPENDIX A

INTERVIEW SCHEDULE (English)

University _____

Date_____   Interview no_____

Introduction

My name is Deniz Örücü. I am doing my PhD thesis at METU, Faculty of Education, Department of Educational Sciences, Educational Administratin . The purpose of this thesis is to analyse the present situation of educational administration scholarship in Turkey from the perceptions of the scholars in Ankara.

In this respect, the sample of this study is made up of assistant proffesors, associate professors and professors who work at the departments of educational administration at universities in Ankara. Therefore, your perceptions, knowledge and experience in the field as an actively working scholar will form the data of this thesis. In the light of the qualitative research paradigm, the data will be collected through the interview technique. The interview schedule, which involves questions about various aspects of educational administration scholarship, is expected to last approximately half an hour. I would like to thank you in advance.

- All the information stated during the interviews will be kept confidential. The names of the participants interviewed will not be reported in the study in any way.
- I would like to record the interview if you do not mind.
- If you have any questions or concerns, I would like to answer them before we start the interview.
- I would like to start to interview with your permission.

INTERVIEW QUESTIONS

1. In your opinion, is it possible to apply the principles and methods of positive sciences to education? How do you perceive the education among other sciences in this respect?
(When you think about the other sciences, what would you say about the scientific nature of the education field compared to positive sciences?)

2.a. Is there an established canon accepted, shared and utilized by the scholars in the field of educational administration in Turkey?

(Are there similar resources in the field of educational administration to the Calculus of Mathematicians or the holy books as utilized by the scholars of theology?)

b. Is there any conflict about such resources among educational administration scholars in Turkey? If yes, what are the reasons behind these disagreements?

3. a. In your opinion, what is/are the most dominant theory/ies or paradigm/s used by the academicians in the educational administration field in Turkey today?

b. Why are they dominant?

c. What do you think about whether there are any conflicts or not among the academic circles who employ different theoretical approaches?

4. a. How do you evaluate the developments in educational administration scholarship in the recent years in Turkey?

b. How do you perceive the current state of the field as an academic discipline in Turkey?

c. What do you think the problems in the field are?

5. a. What/ are the historical and political events and turning points and who are the people that you think influenced the emergence and development of educational administration scholarship in time in Turkey? Why?

b. How do you think these influenced the development of the educational administration scholarship and practice?

c. Could you evaluate the impact of the current social, political and economical events on the educational administration scholarship in Turkey? (From which aspects?)

6. What do you think about the future of educational administration in Turkey?

GÖRÜŞME FORMU(Türkçe)

Üniversite _____

Tarih_____   Görüşme no_____

GİRİŞ

Adım Deniz Örücü. ODTÜ Eğitim Fakültesi, Eğitim Bilimleri Bölümünde Eğitim
Yönetimi alanında doktora tez çalışmamı sürdürmekteyim. Tez çalışmamın amacı,
Türkiye'de eğitim yönetiminin akademik bir çalışma alanı olarak günümüzdeki
durumunu bu alanda çalışan akademisyenlerin kendi algıları yoluyla çözümlemektir.

Bu bağlamda, örneklem olarak Ankara'daki üniversitelerde eğitim yönetimi alanında
çalışan yardımcı doçent, doçent ve profesörler belirlenmiştir. Alanın içinde uzman
olarak çalışan ve alanla ilgili doğrudan bilgi, deneyim ve gözlemleri olan siz
akademisyenlerin görüş ve algıları bu tezin verilerini oluşturacaktır. Nitel araştırma
tekniğinin ışığında, çalışmanın veri toplama aracı görüşme yöntemidir. Eğitim
yönetiminin akademik bir alan olarak çeşitli yönlerini ele alan sorulardan oluşan bu
görüşmenin yaklaşık yarım saat süreceği tahmin edilmektedir. Yardımlarınız için
şimdiden teşekkür ediyorum.

- Görüşme sürecinde söyleyeceklerinizin tümü gizli tutulacaktır.
  Ayrıca, araştırma sonuçlarını yazarken görüştüğüm bireylerin
  isimleri rapora yansıtılmayacaktır.

- Görüşmeyi izin verirseniz kaydetmek istiyorum? Sizce bir sakıncası
  var mı?

- Eğer görüşmeye başlamadan önce sormak istediğiniz bir sorunuz
  varsa önce bunu yanıtlamak isterim.

- İzin verirseniz sorulara geçmek istiyorum.

GÖRÜŞME SORULARI

1.Sizce, eğitime pozitif bilimlere ait ilke ve yöntemler uygulanabilir mi? Bu anlamda eğitim nasıl bir bilim midir?

(Diğer bilim dallarını düşündüğünüzde "eğitim" alanının pozitif bilimlere benzer bir "bilim" alanı olup olmadığı konusunda neler söylersiniz?)

2.a.Ülkemizde eğitim yönetimi alanında akademisyenlerce benimsenmiş, ortak, paylaşılan, alana özgü üzerinde uzlaşılmış bir bilgi temeli, ilkeler, kitaplar/kaynaklar dizini var mıdır?

(Örneğin, matematikçilerin Calculus'u, İlahiyatçıların kutsal kitapları bilgi temeli olarak kabul etmeleri gibi, eğitim yönetiminde de böylesine temel kaynaklar dizini var mıdır?)

b.Yoksa, akademisyenler arasında bu konuda derin görüş farklılıkları var mı? Varsa, bu farklılıkların kaynağı neler olabilir?

3.a.Size göre Türkiye'de eğitim yönetimi alanında akademisyenlerce bugün kullanılan en yaygın ve en geçerli kuram ya da yaklaşımlar hangisi/hangileridir?

b. Niçin bu kuramlar veya yaklaşımlar hakim durumdadır? Nedenleri?

c. Farklı kuramsal yaklaşımları benimseyen akademik çevreler arasında çatışma olup olmadığı konusunda neler düşünüyorsunuz?

4. a. Son yıllarda ülkemizde eğitim yönetimi alanındaki gelişmeleri nasıl değerlendiriyorsunuz?

b. Eğitim yönetimi alanının akademik bir disiplin olarak şu anki durumunu nasıl değerlendirmektesiniz?

c. Varsa, alandaki problemlerin neler olduğunu düşünüyorsunuz?

5.a. Size göre ülkemizde eğitim yönetiminin bir disiplin olarak ortaya çıkması ve gelişmesine etki eden önem taşıyan olaylar, tarihler, kişiler sizce nelerdir/kimlerdir? Neden?

b. Bunlar alanın gelişimini akademik açıdan ve pratikte sizce nasıl etkilemiştir?

c. Günümüzde ülkemizde yaşanan sosyal, politik, ekonomik vb. olayların alana etkisini değerlendirebilir misiniz?
(Hangi açılardan?)

6. Türkiye'de eğitim yönetiminin geleceği hakkında neler düşünüyorsunuz?

APPENDIX C

FIRST LEVEL CODING CATEGORIES

General Category	Parent category	Code	
Education	Scientific Nature of Education	EB	ES
Canon	Availability of Canon	CAN	CAV
Conflict over the Canon		Cconf+ Cconf-	
Approach	Dominant Approach	A	App
Conflict over the approach		CApp+ CApp-	
Chronology	Past Turning Points	CHR	PATU
Chronology	Impact of Past Events	CHR	PaImp
Present	Impact of Present Events	PR	PrImp
Developments	Recent Developments in the field	DEV	Rec
Developments	Current Situation of the Field	DEV	Curr
Developments	Problems	DEV	PROB
Future	Optimist	FUT	Opt
Future	Pessimist	FUT	Pess

APPENDIX D

SECOND LEVEL CODING CATEGORIES

Education (EB) - Scientific Nature of Education (ES)

EB   ES   POSc   Positive science
EB   ES   IntSoc Interdisciplinary social science
EB   ES   Comb   Combination of both positive and social sciences
EB   ES   ASC   Applied social science
EB   ES   AppF   Applied Field

Canon (CAN) - Availability of Canon (CAV)

CAN   CAV   CAN-   No canon
CAN   CAV   CAN+   Yes canon
CAN   CAV   FUTC   Futility of having a canon

Conflict over the Canon   Cconf+   There is conflict
                           Cconf-   No conflict

Approach (A)-Dominant Approach(App)

A   App   Pos   Positivism
A   App   CInteg   Call for the integration of paradigms
A   App   Fash   Fashionable Discourse

Conflict over the approach   CApp+   There is conflict
                              CApp-   No conflict
                              Cexp   Expectation of conflict

Chronology (CHR) – Past Turning Points (PATU)

CHR   PATU   SCH   Contribution of the scholars
CHR   PATU   BA   Closure of the BA programmes
CHR   PATU   PaPOL   Past Political events
CHR   PATU   CLR   Conventions, laws and regulations

Present (PR) – Impact of Present Events (PrImp)

PR   PrImp   MONE   Issues related with the Ministry of National Education
PR   PrImp   Cap   Impact of Capitalism and Economy
PR   PrImp   Dec   Decentralization
PR   PrImp   PrPolit Impact of the Present Politics

Developments (DEV)- Recent Developments (Rec)

DEV	Rec	posdev	Positive developments
DEV	Rec	Negdev	Negative developments

Developments (DEV) -Current Situation of the Field (Curr)

DEV	Curr	Sat	Satisfactory
DEV	Curr	Unsat	Unsatisfactory

Developments (DEV) -Problems (PROB)

DEV	PROB	EBA	The End of BA programmes
DEV	PROB	PoMONE	The Policy of MONE
DEV	PROB	SChRes	Problems about the Scholars and Research
DEV	PROB	Prof	Problems about Professionalism
DEV	PROB	PstGR	Problems about the post-graduate programmes
DEV	PROB	Other	Other Problems

Future (FUT)- Optimist (Opt)- Pessimist (Pess)

FUT	Opt	Cour**+**	Expectations about BA, MA and PhD Courses
FUT	Pess	Cour-	
FUT	Opt	SchAct**+**	Expectations about Scholars and their Activities
FUT	Pess	SchAct-	
FUT	Opt	Prof**+**	Concerns about the Professional aspect of the field
FUT	Pess	Prof-	

A SAMPLE TRANSCRIPTION AND MICROSOFT EXCEL WORKSHEET –
RAW DATA FOR SCHOLAR 1

1.a.Disiplinlerarası bir alan olarak görüyorum.Pozitif bilimlerden farklı.

b. Turkçe canona rastlamadım ancak ozellikle lisansustu egitimde ey de yenilikçi hocaların oldugunu artık TC de goruyorum. ZB ve İEBasaranı canon sayamayız. Çok daha oturmus belli kurallara dayalı kıtaplar olmalı.

Canon olmadıgı için çatışmadan bahsedemeyiz.

2.a.Pozitivizm. Yeni paradigmaları ısleyenlerin sayısı oldukça sınırlı. Nicel çok olmasının sebebi. Sınırlı zaman, nitel arastırmanın yorumlayıcı oldugu için belki hala bazıları tarafından bilimsel olmayacagı dusuncesi, kabul etmemeleri, ogrencileri de korkutuyor.

b. Son yıllarda nıcel arastırmanın bellı sonuclara bizi goturmediği veya sonucların guvenilir olmadıgı belki yavas yavas anlasılmaya baslanıyor, nitele dogru sınırlı bir egilim var.Sebep: dunyadaki gelişmeleri TCde akademisyenlerin yakından takip edememeleri.Dil dezavantajı var ODTÜ dışında. Dile tam hakim olamadığı için (Majority) yeni dusunceleri cok yakından takip etmeleri zor görünüyor. Bu yuzden yeni yaklasımları algılamakta sorun var. Bir makaleyi okursunuz ama yorumlamak ve ondan yeni bilgi uretmek., tez yaptırmak??Bunu bilgi toplumları yapıyorlar.Dil problem.

3.a.90lı yıllardan sonra daha ileriye dogru bir gidis var. Olabilecekleri, yeni dusunceleri biraz daha yakından takip edebilme hızlanıyor. Ama yeterli degil. 90lı yıllardan sonra bazı yeni paradigmalar uzerinde dusunen hocalarımız var. Bunları sadece yalnız çeviriler var, kitapları goruyouz ama "yorumlama kısmında sıkıntıları var" genelde.

b.Eskiyi dusunuce 60larda AUde basladı. İlk Amerikaya giden grup, ZB, onların getirdikleri, TCde ilk kez onlar tanıttılar. Sonra anabilim dalları kuruldu. 80e kadar yavaş bir ilerleme oldu, tekrarlar ve geleneksel.80lerden sonra bir donusum yasandı TCde. Dışarıya acıldı, cok fazla insan yurtdısıyla iletişime gecti.Ondan sonra biraz o yeni dusunceleri gorme basladı.Su anda ilerleme var ama yeterli degil.

c.Her fakultede ey, denetimi, ekonomisi, planlaması.Hepsinin aynı oranda ilerlediğinden emin degiliz biz.Mesela ey sadece belli unilerde daha yogun, bazı unilerde denetim belki biraz daha fazla.Ama bunların hepsinin birlikte gittigi ve o anlamda yeterince eleman yetişmediği gorusundeyim. Hoca acısından kısırlaşma oldu.Sayı az.Bir kişiyle bir alan gidiyor.i.e.Hasan Şimşek-ODTÜ.Yardımcı doclar takıldılar kaldılar, docent yok.Kısır döngu var.Sebebi en cok dili aşamamaktan kalıyorlar.

Branşlara ait yeterince ogretim uyesi olmadığı sorun. Nicel cok yapılıyor ama sonucları urune donusuremşyoruz. Pratiğe dökemiyoruz. Nitel arstırmanın anlamını alan olarak hala bize cok uygun olmasına ragmen alana onu tam sokamadık. Sureli yayın acısından acaba butun hocalarımızın yonetime, planlama ve ekonomiyle ilgili sureli yayınlara yeterince ulastıklarından supheliyim.Bu kouda sıkıntı var. Iletişim konusunda universiteler arasında kopukluk var. KIm ne calısıyor??Kollektif bir sey yok, ortak bir araya gelme, sorunlarımızı tartışma yok. Bir dernek var galiba, EYD, AUnün. Uye degilim.Henuz cagrılmadım.Yabancı ulkelerde birarya gelip alanlarını geliştirmek için insanlar cabalıyor. Cunku herkes farklı bir alanda daha yetkindir. Herkesin birbirine aslında ihtiyacı var. Fakat

bizde maalesef herkesin kendini begenmesi gibi bir sorunla karsı karsıyayız.Ben en iyiyi bilirim deniyor. Mesela ortak kitap yazma bizde cok sınırlıdır. Farklı unilerden hiç yoktur. ABD de cok ciddi kıtapların hepsi ortaktır.Sağlam dernekleri var. bir araya gelsek cok daha verimli sonuçlar alabiliriz. Sorun çok.

4. a.b.60lı yıllarda belli bir grup hocanın dısarı gonderilmesi ve Gazi Eğitim Enstitusu(o zamanki adıyla) nden mezun olanların. Daha sonra duraklama.80li yıllarda yurt dısına MA/PhD için insan gonderildi.Onların geri donmesi ve bu grubun tekrar hareketlendirilmesi.Yeni anlayısları sokmaya calıstık biz.

c.Politik olarak cok etkilendiğini dusunmuyorum. MEB le unilerin okul yoneticileri için ortaklasa duzenledikleri seminerler, alandaki hocaların yoneticilerle iletişim kurup in-service trainingde onlarla yuzyuze gelmeleri anlayısı değiştirmek için bir yol olabilir.Ben bunu cok yetersiz buluyorum. TC ey alanında diğer gelişmiş ulkelerin yanında cok zayıf.geride.

5. Umutlu olmak gerek. Ozellikle koklu buyuk unilerde lisansustu egitimde , ozellikle PhD de , yine tezli ve tezsiz MA programlarından cıkanların gelevekte yonetime yeni bakıs ve anlayışları getirmelerini umid ediyorum. Doktora duzeyinde cok entellektuel boyutta tartışmaya bayin fırtınası seklinde tartışabilen ogrenciler oldugu için, onların ilerde unilerde bizim yerimize gecmeleri, ufuklarını açmalarına ve alanı geliştirmelerine yol acar diye dusunuyorum. Ben umutluyum. Bilgi toplumunun bize verdikleri var. Dunyanın her tarafından istediğiniz bilgiye ulasabildiğimiz için.70lerde yapılan bir tezi gordum, seviye cok basitmiş.15 kaynakla daktiloyla yazılmıs.Term paper gibi.65 veya 70lerde tcde. Tez olarak gormezsiniz.Şimdi sihirli ınternetten faydalanarak guzel seyler ortaya konabilir. Bi sıkıntımız var, her alandaki gibi. Geleneksel işleniyor dersler post-gradde. Ogretmen merkezli ders işlenmesi MA ve PhD derslerinde mumkun degil artık.Onun için surekli araştırmaya dayalı.yeni egitim teknikleri kullanılmalı. Ogrencilerimize eyde ozguven. BIr sorun, geleneksel sistemden yetişildiği için. İstediğin gibi hareket edip, istediğini soyleyebilirsın diyoruz ama öğrenci herseyi açıklayamıyor. Bilişsel duzeyde bile sıkıntı var. Bir doktora ogrencisinde bile bunu gorebiliyorum.Hala bilme kavrama aşamasında. Uygulama asamasına bile gecemiyorlar.Ki ozellikle analiz-sentez-degerlendirme, bilgileri bu sekilde işleme yeteneği yok. Bilgi guc. Bunu ogrenciye veriyoruz. Gelecege iyi ogrenci yetiştirirsek onlar iyi yonetici olurlar.Onun için yeni yaklasımlara sahip olan hocalarımızın yapacagı unilerde onemli bi gorev, toplumsal sorumluluk var.TCde en buyuk sorun yoneticilik sorunu.Tüm kurumların yoneticilerinin egitimiyle ilgilenmemiz. Universite dısında da.Unide lisansutu ogrencilerine cok iyi sekilde ustduzeyde dusunme yetisini ortaya cıkarmasını saglamak ve boylece ozguven kazandırabiliriz.Bunlar eksik.Biraz aşagı kesimlere baktığınızda manzara cok kotu.

S1	EB	ES	IntSoc	Interdisciplinary social science , different from positive sciences from different aspects
S1	CAN	CAV	CAN-	No canon in Turkish, spreaded not commonly agreed on, needs established books
S1	CAN	CAV	Cconf-	no conflict because no canon
S1	A	App	Pos	positivism and quantitative research, little qualitative research, limited tendency towards qualitative Time limit, widely accepted, qualitative is thought to be non-scientific by some.
S1	A	App	CApp-	No conflict because scholars are not well-trained in other approaches
S1	CHR	PATU	SCH	Some academicians were sent to the USA in the 1960s(ZB).
S1	CHR	PATU	BA	.Then opening of Fac of Edu at AÜ.They introduced EA first in Turkey
S1	CHR	PATU	BA	Then departments were established
S1	CHR	PATU	SCH	After the 80s there was a turn,more people were sent abroad for MA&PhD, which was important for improvement..
S1	CHR	PATU	SCH	They tried to introduce and teach new ideas at the moment
S1	PR	PrImp	PrPolit	I don't think politics has great influence on the field.
S1	DEV	Rec	posdev	advanced after 90s,there are academicians who follow the new paradigms
S1	DEV	Curr	Unsat	There are advances but not enough, not very good
S1	DEVT	PROB	SChRes	not enough qualified staff in all the areas. In some unis, one person takes the responsibility in an area, number of academicians not sufficient
S1	DEVT	PROB	Other	Assisstant professors got stuck, they can't go further because of the language problem
S1	DEVT	PROB	SChRes	too much quantitative but not transferred into practice,although qualitative is so appropriate for EA, couldn't make use of it
S1	DEVT	PROB	SChRes	I am doubtful about scholars' access to periodicals
S1	DEVT	PROB	Prof	lack of communication between the universities, we are unaware of what others are doing at different universities
S1	DEVT	PROB	Prof	no collective work and collaboration, no effective association, no organization of EA scholars
S1	DEVT	PROB	Prof	Everybody thinks he knows the best, no co-writing although people need each other, cooperation needed
S1	DEVT	PROB	SChRes	Same subjects are studied in dissertations, and articles.ie.leadership, classical theories
S1	FUT	Opt	Cour+	we should be hopeful, new students of MA and Phd are good at brainstorming and they'll replace us in the future, which is good
S1	FUT	Opt	SchAct+	easy acces to information because of web, long before in 70s dissertations were simple written out of 15 resources
S1	FUT	Pess	SchAct-	traditional methods in courses, not student centered, new methods necessary based on research

CONTENT ANALYTIC SUMMARY TABLES

Scientific Nature of Education	Scholars N=19
Positive science	3
Interdisciplinary social science	8
Combination of both positive and social sciences	5
Applied social science	3
Applied field	1

Canon	Scholars N=19
Yes Canon	9
No Canon	10
Futility of having a canon	7

Conflict over the Canon	Scholars N=19
There is conflict	6
No conflict	13

Dominant Approach	Scholars N=19
Positivism	17
Call for the integration of paradigms	7
Fashionable Discourse	3

Conflict over the approach	Scholars N=19
There is conflict	5
No conflict	14
Expectation of conflict	5

Past Turning Points	Scholars N=19
Contribution of the scholars	13
Closure of the BA programmes	12
Past Political events	15
Conventions, laws and regulations	7

Impact of Present Events	Scholars N=19
Issues related with the Ministry of National Education	10
Impact of Capitalism and Economy	8
Decentralization	1
Impact of the Present Politics	6

Recent Developments	Scholars N=19
Positive Developments	14
Negative Developments	19

Current Situation of the Field	Scholars N=19
Satisfactory	9
Unsatisfactory	10

Problems	Scholars N=19
The End of BA programmes	14
The Policy of MONE	8
Problems about the Scholars and Research	19
Problems about Professionalism	7
Problems about the post-graduate programmes	8
Other Problems	3

Future	Scholars N=19	Future	Scholars N=19
Optimist	9	Expectations about BA, MA and PhD Courses	7
Pessimist	10	Expectations about Scholars and their Activities	15
		Concerns about the Professional aspect of the field	10

TURKISH SUMMARY

GİRİŞ

Nitel araştırma yönteminin kullanıldığı bu çalışmanın amacı eğitim yönetiminin akademik bir alan olarak güncel durumunun Ankara'da çalışan eğitim yönetimi akademisyenleri tarafından algılandığı biçimi ile irdelemektir.

Eğitim yönetimi, 1900'lerin başlarında Amerika Birleşik Devletleri'nde üniversitelerde açılan bölümler yoluyla ilk kez akademik bir alan olarak çalışılmaya başlanmış ve zaman içerisinde tüm dünyada yayılarak üzerinde durulması gereken bir konu olmuştur. O yıllardan bu yana alanda kuram ve uygulamada pek çok gelişmeler yaşanmıştır. Eğitim yönetimi alanının örgütsel teoride ortaya çıkan yaklaşımlardan etkilenerek geliştiği bilinen bir gerçektir (Hoy & Miskel, 1987). Sırasıyla klasik yönetim anlayışı, insan ilişkileri yaklaşımı, davranış bilimleri yaklaşımı bu alanı etkileyerek akademik anlamda gelişmesine yardımcı olmuştur.

Bu bağlamda, eğitim yönetimi araştırmalarında kullanılan birtakım yaklaşımlar bulunmaktadır. Alanda, ilk çalışmalar başladığında gelenekçi, akılcı ve pozitivist paradigmalar yaygınken, 1970'lerden sonra sırasıyla pozitivizm ötesi diye adlandırılan yorumlayıcı, eleştirel, bilişsel, simgeci ve kültür kuramları gibi yaklaşımlar ilgi çekmeye ve kullanılmaya başlanmıştır (Willower & Forsyth, 1999). Araştırmalarda, pozitivist yaklaşım çerçevesinde nicel araştırma yoğunken, post-pozitivist yaklaşımlar içerisinde nitel araştırma yöntemi kullanılır duruma gelmiştir. Alanyazında da bahsedildiği gibi eğitim yönetimi alanı paradigmatik bir dönüşüm yaşamaktadır (Şimşek, 1997).

Özellikle ABD'deki eğitim yönetimi kuramcıları arasında 'paradigma savaşları' diye söz edilen karşıt kuramsal fikirlerin çatışması görülmektedir. Özellikle pozitivst ve yorumlayıcı yaklaşımları benimseyen akademisyenler arasında görülen bu çatışma alanyazında da yerini bulmuştur (Lutz, 2000; Willower & Forsyth, 1999). Diğer yandan, alandaki çalışmalarda kuramsal çoğulculuk yaklaşımının kullanılmasını

öneren kuramcılar da önemli bir yer tutmaktadır. Kuramsal çoğulculuktan kasıt farklı konularda uygunluk sağlayan farklı paradigmaların kullanılmasıdır (Griffiths, 1995).

Öte yandan, yine ABD'de eğitim yönetimi alanında üzerinde uzlaşılmış alana ait standart bir bilgi temeli oluşturma çalışmaları 1990'lardan bu yana hızla devam etmektedir. Bu konudaki en önemli atılım 1989'da NPBEA tarafından başlatılan reform çalışmasıdır. Belirlenen yedi bilgi alanı üzerinde çeşitli eğitim yönetimi kuramcıları görevlendirilerek bilgi üretimi hızlandırılmıştır. Bunu takip eden bir diğer önemli olay da, belirlenmiş bu yedi kategorinin UCEA tarafından genişletilerek çalışılmaya başlanmasıdır. Daha sonra, AERA bir görev örgütlenmesi oluşturarak eğitim yönetimi araştırmalarının kalitesini ve bilgi birikimini artırmaya çalışmıştır. Tüm bu yapılanmaların temelinde yatan amaç alanda çalışan uygulamacıların ve teorisyenlerin bilmesi gereken bilgi temelini oluşturup standartlaştırmak ve alanın yönünü tayin edebilmektir (Donmoyer, 1999).

Alandaki bilgi temelini sağlama çalışmaları farklı bir konuyu da tartışmaya açmıştır: Eğitim yönetimi bilim midir? Bilimsel bir disiplin midir? Pozitivist yaklaşımı kullanarak sayısal sonuçlara ulaşmak ne derece mümkündür? Yoksa sosyal bilimlere daha yakın ve uygulama tarafı yoğun olduğu için bir çalışma alanı mıdır? Tüm bu sorular halen kuramcılar tarafından tartışılmaktadır (Donmoyer, 2001; Imber, 1995).

ABD'deki kuramcılar böylesine çalışmalar içerisinde iken, Avrupa'da ve diğer ülkelerde de eğitim yönetimi alanında çeşitli araştırmalar ve gelişmeler olmaktadır. Özelde Türkiye'ye bakıldığında alanın kuruluşu 1960'larda yurt dışına gidip lisansüstü ya da doktora derecelerini alıp döndükten sonra ilk kez Ankara Üniversitesi'nde eğitim yönetimi alanını çalışmaya başlamalarıyla gerçekleşmiştir. O zamandan günümüze dek alan bu çalışmada da bahsedilen pek çok aşamadan geçmiş, ülke çapında çeşitli üniversitelerde ilgili bölümler açılmış, çalışan akademisyen sayısı artmış ve yayın sayısı çoğalmıştır. Aynı zamanda, Türk eğitim sisteminde çalışan uygulamacıların, okul yöneticilerinin de eğitilmesi ve yetiştirilmesi başka bir mevzu olarak önümüze çıkmaktadır. Bu bağlamda, yurtdışında bunca gelişme olurken, Türkiye'de eğitim yönetimi alanının akademik anlamda durumunun nasıl olduğunu irdelemek bir ihtiyaç olarak ortaya çıkmaktadır. Alandaki problemlerin,

zayıf ve güçlü yanların bir nebze de olsa ortaya çıkarılması ve bunlar için gerekli düzeltmelerin veya değişimlerin gerçekleştirilmesi gerekmektedir. Türkiye'de bu konuyla ilgili yapılan çalışmalara bakıldığında sınırlı sayıda tanımlayıcı çalışmanın var olduğu görülmektedir. Bazı çalışmalar, yurt dışında yapılmış olan eğitim yöneticisi yetiştirme geleneklerine atıfta bulunarak alanla ilgili bazı çözüm önerileri sunmuştur (Gedikoğlu, 1997; Şimşek, 2003; Şişman & Turan, 2003).

Araştırma Soruları

Bu araştırmaya yön veren temel soru şudur:

> Türkiye'de eğitim yönetiminin akademik bir alan olarak güncel durumu Ankara'da çalışan akademisyenlerce algılandığı biçimiyle nasıldır?

Bu soruyu daha derinlemesine irdeleyebilmek amacıyla ilgili alanyazın taramasının sonucunda bazı alt sorular ortaya çıkmıştır:

1. Eğitim yönetimi akademisyenleri eğitimi diğer bilimlerle karşılaştırıldığında nasıl algılamaktadırlar?

2. Eğitim yönetimi alanında akademisyenlerce ortak benimsenmiş bir temel kaynaklar dizini var mıdır?

3. Eğitim yönetimi araştırmalarında en yaygın kullanılan paradigma nedir?

4. Geçmişten günümüze hangi tarihsel ve politik olaylar alanın gelişimine etki etmiştir?

5. Bu olaylar ve politikalar eğitim yönetimi alanın gelişimini teori ve pratikte nasıl etkilemiştir?

6. Günümüzde yaşanan sosyal, politik, ekonomik olaylar ve uygulanan bazı kanun ve yönetmelikler alanı nasıl etkilemektedir?

7. Akademisyenler eğitim yönetimi alanının şu anki durumunu ve gelişmeleri nasıl değerlendirmektedirler?

8. Alanda çalışan akademisyenlere göre şu an yaşanan problemler nelerdir?

9. Alandaki akademisyenler eğitim yönetiminin akademik anlamda geleceğini nasıl görmektedirler? Beklentileri nelerdir?

Yöntem

Araştırmada nitel araştırma yöntemi kullanılmıştır. Araştırmacı, araştırmanın kavramsal yapısını oluşturmak ve mülakat sorularını yönlendirmek amacı ile öncelikle bir alanyazın taraması yapmıştır. Bu çerçevede, katılımcılara sorulmak üzere yarı yapılandırılmış görüşme soruları hazırlanmıştır. Görüşme formunun geçerliği ve güvenirliğini sağlamak amacı ile daha önceden pilot görüşmeler yapılıp sonuçları analiz edilmiş ve gerekli bazı değişiklikler yapılmıştır.

Örneklem

Çalışmanın katılımcılarını Ankara ilindeki üniversitelerde çalışmakta olan eğitim yönetimi profesörleri, doçentleri ve yardımcı doçentleri oluşturmuştur. Çalışmada, 8 profesör, 1 doçent ve 10 yardımcı doçent yer almıştır.

Verilerin Toplanması

İlgili 19 kişi ile yarı-yapılandırılmış görüşme yöntemi ile 2005-2006 akademik yılının Bahar döneminde veriler üç ay boyunca toplanmıştır.

Verilerin Çözümlenmesi

Görüşme sonucu elde edilen görüşme notları, önce Yıldırım ve Şimşek (1999, s. 183-4) tarafından önerildiği gibi Microsoft Excel Spreadsheet programına geçirilmiş ve ortaya çıkan çeşitli temalara göre gruplandığından kolay ulaşılır duruma gelmiştir. Daha sonra veriler içerik analizine tabii tutulmuş ve sonuçlar yazılmıştır.

Bulgu ve Sonuçlar

Araştırma sonuçlarına göre Ankara ilindeki akademisyenlerin gözünden eğitim yönetimi alanı akademik anlamda bir karmaşıklık içerisindedir. Bazı gelişmiş ülkelerde yapılan çalışmaların daha gerisinde kaldığı ortaya çıkmıştır. Alandaki temel sorunlar; lisans programının kapatılmış olması, araştırmalarda benzer konuların tekrarlanarak çalışılması, positivist yaklaşımın yaygın olarak kullanılması, yeni yaklaşımların çok fazla bilinip kullanılmadığı olarak özetlenebilir.

VITA

PERSONAL INFORMATION

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EDUCATION

Degree	Institution	Year of Graduation
MA	Hacettepe University English Language and Literature British Cultural Studies	1999
BA	Hacettepe University English Language and Literature	1996

WORK EXPERIENCE

2000-2006   Coordination of EAP courses of the Faculty of Education at Başkent University

1996-2000   Instructor of English in addition to having the responsibility of setting-up and running the Self –Access Centre at English Language School of Başkent University

1994-1996   English teacher at Best English

CERTIFICATES

❑   American Embassy ELT Office and Yüzüncü Yıl University, Van Certificate of Participation in the Summer Institute titled *Teaching English for Membership within the World Community*, 24 July- 3 August 2000.

❑   The Bell Language School, Certificate of Participation in the International seminar on *Developing materials and resources for self-access in English language learning* , 7-19 November 1999.

- The British Council, CertELT, 1997.

- The British Council, Certificate of Participation in the course of *Popular Culture, 1997.*

- The British Council, Cerificate of Participation in the course *Drama in ELT, 1997.*

- Hacettepe University, Department of Educational Science Certificate of Pedagogy, 1996.

PAPERS PRESENTED

1. Örücü, D. (2004). Ohhh, Crazy Phantom !! Where are thou?? Teaching through Integrating Skills. In *The 25th Annual TESOL Greece Convention Looking Back and Looking Forward: 25 Years of TESOL Greece.* Athens

2. Örücü, D. (2004). Scenarios on ELT Management. *In One Step Further International INGED Conference,* İzmir University of Economics, İzmir.

3. Örücü, D. (1998). Street Style in Turkey: Signs and Signifiers . *In Ege University Cultural Studies Seminar*, İzmir.

HOBBIES

Diving, Reading, Movies, Photography, Tango dancing