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A Research On Analyzing School Executives' Inclinations Related To Movements of Education Philosophies

Ismail Eraslan¹

Abstract;

This study analyzes perspectives of primary, secondary and high school executives affiliated to Turkish Trabzon Directorate of National Education, on ideas of education philosophy. 100 school executives officiating in the province of Trabzon participated in the research. Data were collected through a scale involving a total of 40 principles related to philosophical movements of prennialism, essentialism, progressivisim and re-constructionism. The KMO (Kaiser-Meyer-Olkin) value of the scale has been determined as 0,87 and the Cronbach alpha, 0,73. In addition, the data acquired from the research concluded the reliability coefficient of the scale as 0,78. The data were analyzed using the SPSS computer program and their frequencies and percentages were analyzed. It has been observed in the research results, that school executives held a positive attribute towards the philosophical movements of prennialism, essentialism, progressivisim and re-constructionism.

Keywords: school executives' inclinations, prennialism, essentialism, progressivisim, re-constructionism

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INTRODUCTION

It is known that, to define education as an approach which is generally accepted as the process of forming required behaviors (Ertürk, 1967). As per this definition, it is the general objective of education to form a required behavioral change. However, it is clearly known that formation of required behaviors do not occur in completely sterile conditions and environments. It is a reality that there are social, economic, psychological, historical, political, pedagogical and philosophical aspects to education. What ends education will serve, what content will it include to realize such ends, what methods and technics will be implemented in connection with such content and criteria and methods of evaluation for learned content and the process are important areas of issue. Therefore, philosophy in general, and in specific, philosophy of education, can be regarded as an area of study which guides, and teaches leads and methods for resolving such problems (Sönmez, 2012).

In a basic definition, philosophy can be expressed as "a love for wisdom (reason)". While Aristotle defined philosophy as a science of first reasons, philosophy was attributed the meanings of getting down to basics of events and researching the essence of the universe (Ergün, 2006). Philosophy is an activity of thought which aims to analyze the whole truth (reality) and various manifestations related to substance (matter) and life in terms of principles and objectives (targets/ends). Philosophy is a method of thinking which seeks openings in resolution and critics of knowledge, concepts, beliefs and theories. Philosophy is a collective and consistent whole of ideas which guides behaviors and ideas of a person. Philosophy is a wide area which generally consists of branches such as logic, ethics, aesthetics, metaphysics and the concept of knowledge.

The philosophy of education may, in a very general sense, be defined as the type of philosophy, or even applied philosophy, which discusses education in a philosophical attribute or philosophical methods. Philosophy of education, which analyzes conclusions through concepts special to the are of education and inspects structures of the arguments contained therein, approaches objectives of education while focusing on the basic methods defining education (Cevizci, 2013).

The philosophy of education emerged in a time when education became an activity of participation at a corporate level, after education began to gradually gain a universal character due to the Industrial Revolution and as part of modernization processes (Cevizci, 2013).

Education, being quite a deep-rooted activity, has a history almost as old as humanity; what is more, education, or the activity of schooling, is one of the two oldest professions of humanity. The facts that a discipline or an activity so deep-rooted and which consist one of the most important efforts of humanity was approached by various societies throughout the history and that this concept of activity was thoroughly investigated are only natural and understandable. Hence, throughout the history education was defined in various cases and approached in different perspectives by different schools of thought or philosophers in detail, being evaluated from almost all of its aspects. Moving forward from this point, it is fitting to say that the philosophy of education is as old as philosophy itself (Cevizci, 2013).

There are many elements which are involved in and which in various ways define education, which has been approached by the philosophy of education for a very long time, at least for 2500 years since the famous Greek philosophers Socrates and Plato. No doubt the primary elements are the student, or the person being schooled, teacher, or the teaching person, the content of education, or the curriculum, education activities themselves and their objectives and values and attributes gained by education. As it is understood, philosophy of education has epistemological, ontological, ethical and political aspects, just as philosophy has theoretical and practical branches such as epistemology, ontology, ethic and political science.

Regulation of education systems within the dimension of evaluation in terms of objective, content, teaching and learning requires a perspective. It can be said that such perspective is generally one which cannot be isolated from state politics. However, to what ends, for whom, where, how much and how education will be presented and how to, and compared to what the process outcome will be measured, require an approach with social, economic, psychological and educational dimensions. This concept generally brings up the education sense and

applications of the state, which is generally a sophisticated and problematic subject. This situation is also related to "philosophy of education" and education system in an aspect in its essence. The relation of education and philosophy exhibits multidimensionality. In a sense, philosophy is of the building stones of education. For whom, for what, where, how much, how education will be given and how it should be evaluated are political, social and economic problems. However, it can be said that all these questions and their answers, each, are, by their nature, philosophical questions. The who-, how- and where- to educate are political and economic decisions. The objectives of education, its types, programs and questions about methods, and its aspects of ontology, epistemology, action, ethics and logic, in short, concern philosophy. It is known that philosophy of education is in a sense, a directive teaching (Boyacı, 2013; Ekiz, 2005). Within this context the below principles are intended:

One of the basic guides of education systems is philosophy.

Education and teaching programs are a product of a philosophical work and acceptance.

Adaptation to an adopted philosophy increases corporate effectiveness and productivity.

Philosophical Movements and Education

The twentieth century, in terms of education, has been a century of discussions about increasing schooling, more widespread utilization of education technologies, democratization and more widespread utilization of more functional education technologies, democratization and presentation of more functional education technologies. Said century for a long time witnessed a history of cold war between two different socio-economic and political models, and apart from these blocks, an underdeveloped third world. Ultimately the ending of soviet applications of existing socialism and due to certain metamorphic applications, humanity entered the twenty first century with a monopolar world, in a sense.

Effects of General Philosophical Movements on Education in Turkey

The basic understanding affecting formation of the education system in Turkey during the first years of the Republic was the establishment of "new nation state". It is seen that this perspective affected the education system for many years. The education perspective of intellectual perspective, which left its mark on the Republic, which we define as "early

republic" in Turkey, finds itself in Mustafa Kemal's views. Its reflections on the field of education and philosophical effects on education, in connection with the basic view of Mustafa Kemal, can be expressed in this way. Firstly, the purpose of creating a modern national state brought about the necessity of a national education. Another basic quality is the demand for a work-centered and applied education. Secularism and scientific standing are regarded as another quality. The approach of rationalist, realist, scientific and humanist problem resolutions dominate the Mustafa Kemal system of thought. According to this perspective, it can be said that the views of Mustafa Kemal on life and education predominantly carry a rationalist, positivist and humanist content (Alkan, 1993). The affect of Kemalism on outlines of the education system was very dominant from establishment until 1950s, or even until the end of 1980s. In a philosophical sense, Ataturk's being a pragmatist, positivist and rationalist leader was a dominant factor in education philosophies. Principles such as nationality, being scientific, applications, functional secularism, respecting equality of opportunities and unity of education are the most important heading in Ataturk's understanding of education (Tezcan, 2000 pg.16-20).

The movements of education philosophy are generally reflections of general philosophical movements on the field of education. Basic emphasizes on the philosophies of education are objectives of education, perceptions on the process of education and principles and methods of teaching, while bearing certain foundational attributes of general philosophical movements. Beside, subjects such as education philosophies, education methods and roles of teachers are also dealt with.

Reflection of philosophy on education brought many currents in the education philosophy. Some of these are prennialism, essentialism, progressivism and re-constructionism. Prennialism, of realist and idealist philosophies, advocates that the human nature does not change and therefore education models should not change either. Likewise, essentialism, influenced by realist and idealist philosophies, generally advocates that a human being is a social and cultural being, he/she does not have any knowledge from birth, therefore the duty of education is to convey the knowledge accumulated by the society directly to students.

Progressivism, accepted as the application of pragmatic philosophy on education, takes base the view "the essence of truth must continuously change", therefore advocating that education is not about social standards and stableness, but about teaching the ever-changing life to students. Re-constructionism, which is regarded as the continuation of progressivism and is based on pragmatism, advocates that humanity has come to a junction between existence and non-existence and therefore a new civilization is needed, and therefore that the objectives of education be to predetermine the social problems affecting humanity and educate qualified individuals with the ability to create resolutions (Eden, 1998).

Philosophy of education affects and shapes education systems. According to Sönmez (2002), it is not possible to mention a single philosophy of education within the Turkish Education system, because the education system bears a mixed education philosophy. In other words, the Turkish Education System is affected by various movements of education philosophy. The approach to the individual and organization of the whole education system depends on which philosophy or philosophies are taken as base in regulation and implementation of any education system. If there are idealist philosophy and prennial, essentialist education movements at the foundation of individual education, the education system will aim to grow elegant people. If there are pragmtic philosophy and progressivist, re-constructionist education movements, it will be aimed to educate every individual according to their interests, wills and abilities (Sönmez, 2002).

School System and Leadership

Leader is a person who supports the system. At the same time, a leader always has a mission and a vision (Fullan, 1991). It is recommended for a leader to assist rationality and frame formation (Jenkins, 1997). There are many findings in researches on school effectiveness that leaders have an important place in school success. Among these: formation of an open vision for school and providing unity of ideas without overseeing critical thought (Ainscow, 2000 et al.) School system and leadership are the basic processes in discussions related to re-construction of meanings related to education and school. Within these processes, policies related to school system, school management processes and leadership attributes of the school

manager are defined as the central processes in re-construction of meanings related to school. Some attributes of these processes are (Balçı, 2011; Alton, 1996, Anspaugh, 1995, Bamberg ve Andrews, 1991; Balçı, 2001; Şişman, 2005);

Policies Related To School System

There are open and transparent education programs accepted by everybody.

Education staff exhibit the attributes and behaviors that will be supported by politicians.

Realization of excellency is believed to be possible in education.

School Management Process;

- School objectives are open and transparent.
- Decisions are made as school-based, teachers participate in activities and take responsibility.
- There is future-oriented, successful academic and educational leadership.
- The direction is towards change and innovation.
- Common planning and cooperation is foundational and performance is observed and evaluated in connecting with this.
- There is no concept of "worktime" for school staff, they dedicate a big part of their time to their duties and the school.

Leadership Attributes of a School Executive

- School executive is a teaching leader.
- School provides that staff participation in decisions and assuming responsibility are adopted as social behaviors.
- It sets open rules and applies these rules.
- It develops strategies for motivating school staff and students and attaches importance on taking responsibility.
- It increases job satisfaction for school staff.
- It focuses on success and evaluates basic objectives,

- It provides that school staff are individuals who continuously professionally renew themselves and internalize lifelong learning.
- It spends its time by observation and teaching.
- It possesses the ability to represent.
- It believes in and trusts the teaching staff.
- It has high-level expectations from teachers and communicates this to them.
- It sets a situation-based leadership style.
- It has support from senior management.
- It focuses on program development.
- It has support from the society and school's board of management.
- It provides that teachers put in as much time as possible for education.
- It expresses to everybody that the most important function of school is to enable learning.

METHOD

The research was conducted with 100 school executives officiating in Primary, Secondary and High Schools affiliated to Trabzon Provincial Directorate of National Education, in 2014. Objective of the research is situation assessment using description and survey methods. Participants were determined on volunteer and of the participants, (N=38) were females and (N=62) were males.

The scale developed by Ekiz (2005) was used. The KMO (Kaiser-Meyer-Olkin) value of the scale has been determined as 0,87 and the Cronbach alpha, 0,85. In addition, the data acquired from the research concluded the reliability coefficient of the scale as 0,78. In this scale, 10 conclusions, each related to education philosophy movement and a total of 40 philosophical principles were organized sophisticatedly. These philosophical movements are sorted as beginning from the most conservative to the most progressive. As per the content of education philosophy movements, there are also similarities between principles since any education philosophy current is influenced by various philosophies (realism, idealism, pragmatism, etc). In other words, while it is quite difficult to conclusively separate the principles of education

philosophy, it is also impossible to limit them to merely four. However, only four were focused on for the purpose of limiting the field of research.

Agreeing of participants to principles were sorted from negative (Definitely disagree: 1, Disagree: 2, Undecided: 3, Agree: 4, Definitely agree: 5) to positive on a scale of 1 to 5. Agreeing level were determined by requesting a sign beside their agreed options from the participants. Analyses were done in the SPSS computer program. In this program the data were processed based on the principle of "Frequency, Percentage and Arithmetic Average".

Distribution of these principles according to their related education philosophy movements are as follows.

1. Preennialism:

7,11,13,15,25,26,31,32,37,40

2. Essentialism:

3,4,9,17,18,19,22,27,29,35

3. Progressivism:

2,6,10,12,14,16,20,33,38,39

4. Re-constructivism

1,5,8,21,23,24,28,30,34,36

Principles Related to Education Philosophy Movements:

1. In an education environment, students should be active and the teacher should be passive.
2. Since teaching will be realized through living, rich teaching lives should be presented to the student.
3. Both change and intergenerational discrepancy must be prevented by directly conveying the information acquired in the past (knowledge and values).
4. A student needs disciplining and teaching.
5. The subjects discussed in classes must not be ends for a student to reach, but tools for social change and order.

6. Since knowledge is variable, the duty of a school should be to teach critical approach to knowledge.
7. Exams should include questions that will direct students to using their minds in order to reach absolute knowledge.
8. The class environment should be organized in such a way that will require student participation.
9. Theory should be focused on rather than application, within the education environment.
10. The teacher should be a consultant and guide, rather than a conveyor of information.
11. Since all true, absolute and conclusive knowledge and values pre-exist within the human mind, the teacher must enable his/her students to utilize their minds, therefore gaining these knowledge to them.
12. Since knowledge and values constantly change, education program and applications should also be ever-changing.
13. Ideals, rather than truths of life should be presented to students in the classroom environment.
14. There should be no place for memorizing in education.
15. Due to individual differences between students, there should not be a single education program for them.
16. Exam questions should be of a type which the student may encounter in real life and which require utilization of scientific methods.
17. Since problem-solving and discussion technics take time, teachers should avoid such processes.
18. Punishment should also be applied in education, when needed.
19. Since lectures and subjects are important in education, teachers should be active and students should be passive.
20. The teacher should not try to make a student accept any thought or idea.
21. Since society changes, education programs should also be ever-changing.
22. Students should repeat, memorize and apply what their teacher says.
23. Not only life subjects, but also future subjects should be conveyed in education.

24. A school should not be an institution which conveys cultural inheritance to students, but an institution which tries to resolve social problems.
25. The teacher should interpret information for the student.
26. Since students are not mature enough to decide what is good and bad for them, their interests and demands should not be important.
27. Since knowledge is absolute (conclusively true), school's duty is to directly convey this information to students.
28. Discussion, critical thinking and problem resolving methods should be focused on in education.
29. Since a student does not possess any knowledge at birth, he/she seems like an empty plate (tabula rasa).
30. Only questions that require critical thinking should be asked in examinations.
31. Since education program is important, the teacher should try to complete all program subjects in lectures.
32. In education, students' compliance with their teacher and subjects are important rather than emphasizing of their abilities.
33. Subjects discussed in classes should be selected from within life and applications must be weighted rather than theory.
34. No punishment should be applied to students in education.
35. No subjects contained in books and discussed in classes should be asked to students in exams.
36. The objectives of an education program should be protection of world order, providing peace and happiness and gaining values such as love and cooperation.
37. The teacher should be authoritative and competent within the classroom environment.
38. The teacher should not try to complete all program subjects in lectures.
39. Teaching and education environment should be organized according to students' level of interest, need and readiness.
40. Deduction (from whole to the part) method should be used in teaching.

SAMPLE Table 1: Demographical Attributes of School Executives

Variables		N	%
Gender	Female	38	38
	Male	62	100
Institution of office	Primary school	27	27
	Secondary school	38	65
	High School	35	100
Professional seniority	1-5 years	4	4
	6-10 years	25	29
	11-20 years	32	61
	21 and over	39	100

INDINGS AND INTERPRETATIONS

Findings and interpretations of these findings are provided in ordered tables involving principles reflecting each education philosophy movement.

Table 2 : Participant Views on Prennialism Principles

PRINCIPLES	Absolutely disagree		Disagree		Undecided		Agree		Absolutely agree		\bar{X}
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
1.Exams should include questions that will direct students to using their minds in order to reach absolute knowledge.	0	0	8	8	7	15	28	43	57	100	4,34

2. Since all true, absolute and conclusive knowledge and values pre-exist within the human mind, the teacher must enable his/her students to utilize their minds, therefore gaining these knowledge to them.	0	0	36	36	14	50	28	78	22	100	3,36
3. Ideals, rather than truths of life should be presented to students in the classroom environment.	0	0	57	57	7	64	36	100	0	0	2.79
4. Due to individual differences between students, there should not be a single education program for them.	50	50	49	71	7	78	14	92	8	100	2,02
5. The teacher should interpret information for the student.	7	7	42	49	14	63	29	92	8	100	3,22
6. Since students are not mature enough to decide what is good and bad for them, their interests and demands should not be important.	22	22	49	71	7	78	14	92	8	100	2,37
7. Since education program is important, the teacher should try to complete all program subjects in lectures.	7	7	42	49	14	63	29	92	8	100	2,89
8. In education, students' compliance with their teacher	22	22	63	85	7	92	82	100	0	0	2,01

and subjects are important rather than emphasizing of their abilities.											
9. The teacher should be authoritative and competent within the classroom environment.	14	14	44	58	14	72	28	100	0	0	2,56
10. Deduction (from whole to the part) method should be used in teaching.	7	7	30	37	7	44	56	100	0	0	3,12

Table 2 displays averages of the points that reflect school executives' ideas related to the movement of prennialism. As seen in the table, arithmetic means of participants' agreeing with principles related to the prennialism movement are 4., 6., 8 and 9. While 4 principles between the points 1.00-2.59 are the highest negative (disagree and absolutely disagree), the 1st principle is compliant between the points 3.40-4.19 (agree). But the participants remained undecided in principles 2., 3., 5., 7. and 10 between the points 2.60-3.39. From here we can conclude that the participants positively opined in terms of prennialism philosophy movement.

Table 3 : Participant Views on Essentialism Principles

PRINCIPLES	Absolutely disagree		Disagree		Undecided		Agree		Absolutely agree		\bar{X}
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
1.Both change and intergenerational discrepancy must be prevented by directly conveying the information acquired in the past (knowledge and values)	21	21	21	42	15	57	28	85	15	100	2.95
2.A student needs to be disciplined and taught.	0	0	14	14	15	29	36	65	35	100	3,92

3.Theory, rather than application, should be focused on in the education environment.	21	21	36	57	14	71	29	100	0	0	2.51
4.Since problem-solving and discussion technics take time, teachers should avoid such processes.	21	21	71	92	0	0	0	0	8	100	2.03
5.Punishment should be applied in education when required.	-	-	7	7	28	35	58	93	7	100	3.65
6.Since lectures and subjects are important in education, the teacher should be active and students should be passive.	22	22	71	93	7	100	0	0	0	0	1,85
7.The student should repeat, memorize and do what the teacher says.	14	14	50	64	0	0	21	85	15	100	2,73
8.Since information is an absolute truth, school's duty is to directly convey this information to students.	7	7	50	57	0	0	29	86	14	100	2,93
9.Since a student does not possess any knowledge at birth, he/she seems like an empty plate (tabula rasa).	14	14	21	35	14	49	37	86	14	100	3,16
10.No subjects contained in books and discussed in classes should be asked to students in exams.	7	7	21	28	7	35	50	85	15	100	3,45

As seen in Table 3, while the arithmetic mean of participants' levels of agreeing with principles related to the essentialism movement is the most negative (disagree and absolutely disagree) between points 1.00-2.59 in principles 3, 4 and 6, in principles 1, 7, 8 and 9 there is indecision with 4 principles, between the points 2.60-3.39, while principles 2, 5 and 10 are most agreed with points between 3.40-4.19. From here we can conclude that the participants positively opined in terms of prennialism philosophy movement.

Table 4 : Participant Views on Progressivism Principles

PRINCIPLES	Absolutely disagree		Disagree		Undecided		Agree		Absolutely agree		\bar{X}
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	
1.Since teaching will be realized through living, rich teaching lives should be presented to the student.	0	0	0	0	0	0	35	35	65	100	4,65
2.Since knowledge is variable, the duty of a school should be to teach critical approach to knowledge.	8	8	7	15	0	0	43	58	42	100	4,04
3.The teacher should be a consultant and guide, rather than a conveyor of information.	0	0	15	15	0	0	42	57	43	100	4,13
4.Since knowledge and values constantly change, education program and applications should also be ever-changing.	7	7	29	36	0	0	50	86	14	100	3,35
5.There should be no place for memorizing in education.	15	15	21	36	14	50	43	93	7	100	3,06

6.Exam questions should be of a type which the student may encounter in real life and which require utilization of scientific methods.	0	0	15	15	7	22	43	65	35	100	3,98
7.The teacher should not try to make a student accept any thought or idea.	8	8	7	15	7	22	63	85	15	100	3,70
8.Subjects discussed in classes should be selected from within life and applications must be emphasized rather than theory.	0	0	23	23	7	30	56	86	14	100	3,61
9.The teacher should not try to complete all program subjects in lectures.	21	21	22	43	7	50	50	100	0	0	2,86
10.Teaching and education environment should be organized according to students' level of interest, need and readiness.	0	0	8	8	0	0	70	78	22	100	4,06

As seen in Table 4, it can be concluded that since the participants are between the points 2.60-3.39 in principles 4, 5 and 9, There is indecision, and since the level of agreeing with principles 1, 2, 3, 6, 7, 8 and 10 are between the points 3.40-5.00, the participants have a positive (agree or absolutely agree) opinion on this movement.

Table 5 : Participant Views on Re-Constructionism Principles

PRINCIPLES	Absolutely disagree		Disagree		Undecided		Agree		Absolutely agree		\bar{X}
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	
1.In an education environment, students should be active and the teacher should be passive.	8	8	0	0	7	15	50	65	35	100	4,04
2.The subjects discussed in classes must not be ends for a student to reach, but tools for social change and order.	0	0	8	8	14	22	42	64	36	100	4,06
3.The class environment should be organized in such a way that will require student participation.	8	8	0	0	7	15	35	50	50	100	4,19
4.Since society changes, education programs should also be ever-changing.	7	7	14	21	29	50	36	86	14	100	3,36
5.Not only life subjects, but also future subjects should be conveyed in education.	0	0	8	8	7	15	64	79	21	100	3,98
6.A school should not be an institution which conveys cultural inheritance to students, but an institution which tries to resolve social problems.	0	0	44	44	28	72	28	100	0	0	2,84

7. Discussion, critical thinking and problem resolving methods should be focused on in education.	0	0	0	0	0	0	70	70	30	100	4,30
8. Only questions that require critical thinking should be asked in examinations.	0	0	72	72	21	93	7	100	0	0	2,35
9. No punishment should be applied to students in education.	14	14	51	65	28	93	0	0	7	100	2,35
10. The objectives of an education program should be protection of world order, providing peace and happiness and gaining values such as love and cooperation.	0	0	7	7	14	21	64	85	15	100	3,87

As seen in Table 5, arithmetic means of participants' agreeing with principles related to the reconstructionism movement are, in principles 1, 2, 3, 5, 7 and 10, between the points 3.40-5.00 with 6 principles, consisting the most positive results (agree and absolutely agree), in principles 4 and 6 there is indecision with 2 principles between the points 2.60-3.39 and negativity in principles 8 and 9 between the points 1.00-2.59 (disagree and absolutely disagree). From here we can conclude that the participants positively opined in terms of reconstructionism philosophy movement.

CONCLUSION AND RECOMMENDATIONS

The research was conducted with 100 school executives officiating in Primary, Secondary and High Schools affiliated to Trabzon Provincial Directorate of National Education. The study aimed to form philosophical principles and determine the level of agreement among school executives related to these principles, taking as base subjects such as epistemology of the basic disciplines of education philosophy, objective and duty of education systems among

analyzes and subjects, duty of the school, roles and duties of teachers and students and how education and examinations should be implemented.

As seen from the results, Table 2 displays averages of the points that reflect school executives' ideas related to the movement of prennialism. As seen in the table, arithmetic means of participants' agreeing with principles related to the prennialism movement are the most negative with 4 principles between the points 1.00-2.59 in principles 4, 6, 8 and 9 (disagree and absolutely disagree), while the 1st principle is compliant with points between 3.40-4.19 (agree). However the participants remained undecided in principles 2., 3., 5., 7. and 10. with 5 principles between the points 2.60-3.39. From here we can conclude that the participants positively opined in terms of prennialism philosophy movement.

As seen in Table 3, the arithmetic mean of participants' agreeing with principles related to the essentialism movement is between points 1.00 and 2.59 in principles 3, 4 and 6 with 3 principles (disagree and absolutely disagree) in principles 1, 7, 8 and 9 ,4 principles between points 2.60-3.39, and principles 2, 5 and 10 the opinions are between the points 3.40-4.19 therefore positive (agree). From here we can conclude that the participants positively opined in terms of essentialism philosophy movement.

As seen in Table 4, in relation to the movement of progressivism, since participants are between the points 2.60-3.39 in principles 4, 5 and 9 there is indecision, and since the agreeing level for principles 1., 2., 3., 6, 7., 8. and 10 is between the points 3.40-5.00 it is understood that the participants opine positively (agree and absolutely agree) for this movement.

As seen in Table 5, arithmetic means of participants' agreeing with principles related to the reconstructionism movement are, in principles 1, 2, 3, 5, 7 and 10, between the points 3.40-5.00 with 6 principles, consisting the most positive results (agree and absolutely agree), in principles 4 and 6 with 2 principles there is indecision and there is disagreement in principles 8 and 9, points being between 1.00-2.59 (disagree and absolutely disagree). From here we

can conclude that the participants positively opined in terms of re-constructionism philosophy movement.

As per the recommendation related to this research, I am in the opinion that this research conducted in the province of Trabzon will significantly contribute subsequent researches. It is seen that the leadership understanding of school executives has an important role in social education, making use of education philosophy. In every institution of office, leadership should be directed to a certain level and objective.

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