



Independent Online Educationnel Journal

Article No : 1

A Metaphoric outlook upon Schools

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I. Introduction

In general, metaphor is used by writers, poets, philosophers as a kind of descriptive tool. This tool is applied in literature for describing the location, spirit of the time so as to depict the reality and to unmask any event. Exaggeration and emotion coming from the metaphor can be used to define the nature of schools and events. According to Morgan (2006), the source of metaphors might be based on chaos science, complexity science, jazz, theater, law, accountancy, and ecology. Thus different metaphors can produce a variety of management and organization theories. Although every metaphor has a one-sided point of view, but by offering a more comprehensive view, it will be able to provide support to managers in their management style and can reveal the strengths and weaknesses of their organizations. One of the eight varieties offered by Morgan in the form of metaphor is to address organizations as culture. In this paper, definition of culture is to be discussed in a sociological framework, then examined in the school context.

II. Culture

Culture is a set of beliefs, values, behaviors, and even physical objects consisting of concepts that characterize a community, passed from generation to generation as a social phenomenon (Henslin, 2015). When an individual, with an average intelligence, goes to another country understands that their culture is different from theirs. Those interested in understanding cultures usually apply the structuralism method so as to identify different layers of culture by dividing it into basic elements. For example, Henslin (2015) by dividing culture into non-material and material, identifies material culture including any community of art, buildings, weapons, kitchen equipment, machinery, and clothing and non-material as belief system, behavior patterns under the name of the symbols interaction. A similar approach is

applied by Edgar Scheiner (2004) to analyze the nature of the corporate culture: since each country's unique culture structure, people will inevitably be affected by each other in the work. The behavior of people is affected by of the culture, because it offers perspective to people to see the world of through their own culture. Ethnomethodology was emerged by Harold Garnfinkel (1967) in order to analyze the social order in which culture and structure take place. Moreover, the concept of ethnocentrism has emerged from the local or national culture, in other words, people carry only their own means of justice, and values brought about by their home country or communities and this can often lead to a judgment with a negative evaluation. Sociologists to reduce the probably negative impact of this sort of assessment have created the concept of relativist culture (cultural relativism). In cultural studies, coming across with topics such as subcultures, body language, race, identity frequently happens.

It would be a critical issue to simulate schools as corporate companies. From the perspective of cultural structures, the managerial behavior seen at organizations are affected by cultural background, economic status, traditions, ethics, and the similar phenomenon. Therefore, researchers in different fields of culture have conducted on different issues in the context of their countries. For example, Neil Burton Wood (2006), using Isaiah Berlin's value pluralism article as a road map, has identified that children in minority are determined by liberalism. While Burtonwood (2006) argues about the cultural diversity in liberal democratic countries, Chris Schilling (2008) conducts research on the body *technology* of individuals. On the other hand, the research has been done for understanding of popular culture in education by the Chicago school of sociologists. Subcultures theory produced by Robert Park display the development of urban life in Chicago, the establishment of various relationships leading to different life at various social orders (Dimitriadis, 2010).

III. School culture, pluralism and global concept

Cultural studies began in the sixties and seventies as a young culture for reaching a social position in a struggling area among young people in the UK (Dimitriadis, 2010). in order to analyze the educational development of each country, it is necessary to examine the cultural values and national identity of that country as a whole . For example, behind the of development of education in Japan, Confucius philosophy, nationalism, successful exit from the war against China, being loyal to the emperor and lack of western bourgeoisie are some of reasons to be mentioned (Standish, 2012).

Applying Edgar Schein' view on culture (2004), *Artefact* can be attributed to the surroundings in and outside of school, such as fences, courts, doors, boards and so on. All the artefacts of school can be considered in terms of psychological, pedagogic and social impact on teachers and students as well. Here a simple dichotomy of close-knit schools versus open-knit ones will be gained if we try to define some schools as open background with a very vast areas of court where in accordance with different facilities of science principles, and educative fields happen, and on the other side, the opposite of this field can take place as well: close-knit schools all in all so small surrounded by iron-made fences not with wide areas of court and educative area probably making us recall the architecture of a prison built only for the purpose of controlling and manipulating students as Foucault explains in his power relation works.

The second category by which Schein draws attention to some common values accepted, probably totally unconscious by people of a country or an organization, is *espoused values*. Simply enough, every school following its own supported values can be fallen into two broad classification of flexible and inflexible. To clarify this element of school culture, here, I try to collect all the elements which might go through each category.

Flexible School make an effort to follow:

- Creativity either in terms of pedagogy or management
- Team work
- Avoidance of dismissal of both students and teachers as much as possible
- Security
- Democratic atmosphere
- Management of crisis

Inflexible schools have a focus on:

- Unchangeable values
- Authority
- Competitive logic
- Manipulation of teachers and students
- Strict supervision
- Frightening situation

Another and one of the biggest players in cultural field of education is globalism and its visible and inevitable effect on all the schools around world. The One model, one *mondial* value, first, causing the eradication of subcultures, next causing the resistance of these subcultures, led mostly to three basic topics as technology-based learning, democracy, and creativity. Nonetheless and needless to say that this global world has to a great extent forgotten to consider that it has only made more consumerist-exploitive culture rather than having a focus on ecological crisis and has finally guided nations toward collecting degrees and absolute relativism in terms of creativity.

Here I make an effort to draw attention to the elements affecting school so as to understand its culture in a more vivid format:

- values remained from the past discourse of management and pedagogy
- political decisions
- Family structures and parents' education level
- Bureaucracy
- Economy
- Dexterousness of teachers

Moreover, I have tried to illustrate some relational models of how school cultures can be formed:

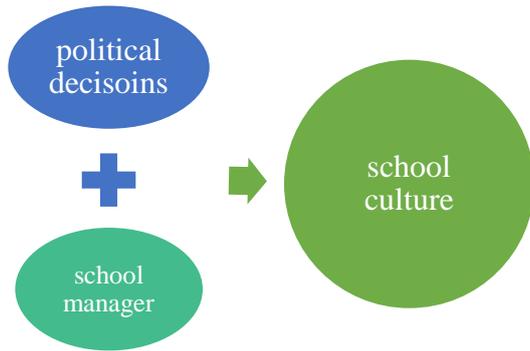


Figure 1. Macro-look on how school cultures start to form.

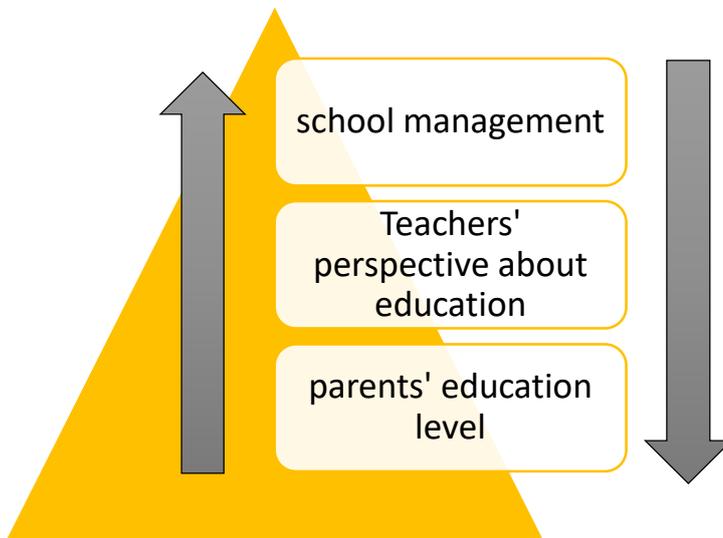


Figure 2. Affective relations between and among elements forming a school culture.

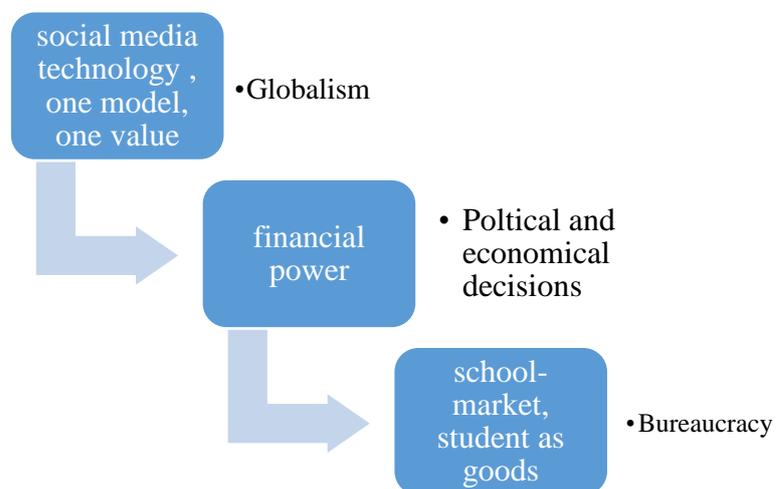


Figure 3. From globalism to bureaucracy at schools.



Photograph 1. A school village in Eastern part of Turkey (photographer: David Turnley). As it is clear from the photograph, there is a girl, probably aged 7-9, standing all in all alone right in the middle of an earthly classroom. No team work is seen.



Photograph 2. Istanbul Bilgi University, photographed by Frederic Soltan . a teamwork in a quite modern setting is obvious here.

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Photographs

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