



The Theory of Magnetism in Educational Administration

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Abstract

In this study, it was set out thinking that theories specific to educational administration that is independent from the field of administration could be developed. Using analogy method, similarity was sought between the basic principles of magnetism theory in Physics and the behavior of administrator who has the position of a subject of administrative activities. Every similarity found has been turned into a principle of "The Theory of Magnetism in Educational Administration" that can be constructed in the field of educational administration. It is thought that "The Theory of Magnetism in Educational Administration" can contribute to the field of educational administration both in terms of the aspects that should be taken into consideration within the process of bringing up an administrator and the behavior of the administrator following this period in a more scientific way and it is expected that it can hold light to studies that will be carried out for the field of education to have new theories in its own context.

Keywords: The theories of educational administration, Magnetism theory, Educational administrator's education, Manyetic educational administrator

INTRODUCTION

Education is the process to shape and improve the secret power in the individual by taking the individual as the essence for the individual himself/herself, society and the whole world/universe. (Toprakçı, 2011, p.44). This process's moving in a scientific way will make education more scientific. The science of education is a branch of science that aims to find out the laws and principles as how to change and improve human behavior in a planned way for the individual, society and international society and tries to develop theories for the sake of this purpose (Toprakçı, 2011, p.72). The field of education is in interaction with other sciences. Various sciences of education are brought forth by this interaction, one of which is "Educational Administration". Educational administration aims to plan and administer educational system and the institutions formed to administer these systems in accordance with scientific knowledge (Toprakçı, 2011, p.83). Every science uses a set of methods that could be accepted as scientific and develops by becoming more meaningful through theories. A theory can be defined as the framework of knowledge that has the aim of explaining part or whole of a reality, withdrawing general conclusions from the regular relations between events, phenomena and objects and making predictions concerning future and whose validity is limited to



the assumptions it takes as its basis (Demir & Acar, 1997). The dominance of Educational Administration Science literature that has been formed by the application of theories developed in the science of administration to education catches attention. This dominance may also lead to the thought that Educational Administration is a practical field of Administration. An important reason for this is that specific theories cannot be formed in the field of Educational Administration as uttered by the scientists of the related field. In other words, it is clear that the field of Educational Administration has to form theories within its own context which are independent from the Administration Science. This study can be evaluated as one of the steps to meet this demand. The theory of magnetism which has an important place in the science of Physics can be turned into a theory that could be used also in educational administration (field) by way of analogy.

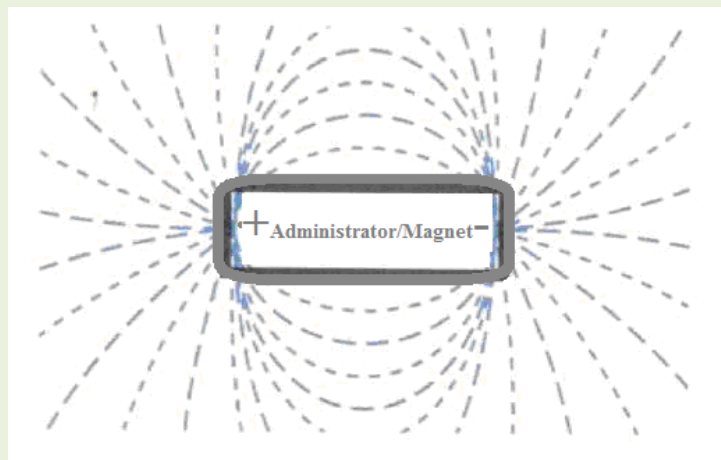


Figure 1:

The Effect Field of Administrator (Magnet)

Administration is the process in which the contributions by human and material resources prevalent in an organization focus on the aims of the organization. The person who actualizes this focus, that is, the one who focuses the contributions on the objective is called the administrator. Magnetism is defined as the “entire magnetic qualities” in Turkish dictionary (TDK, 2012). The root of magnetism theory is based on an iron ore with the structure Fe_3O_4 called magnet and also known as lodestone and maghemite and some pure platinum and pyrrhotite formations (even little) that get formed out of its decomposition. Magnetism probably occurs during the induction of the magnetic field of the globe (Şahin, 2012). Lodestone (artificial magnetite) is the name given to the “magnetized objects” that behave like magnetite. The metals that behave as magnetites are defined as magnetic (Bayrak, 2002, p.14). The magnetic field of magnets cannot be seen through eye but through the grinding of materials affected by the waves it spreads around itself, the image of the waves and their effect field can be clearly seen (See: Figure1). When a magnet is placed near an electron beam, the beam diverts and changes route. In other words, the magnet, just as an administrator does, manages the electrons or the elements that are affected



by the waves it spreads around (Woodford, 2011). The science of administration holds the belief that within the context of close relationship between being a leader and administrator though some people do not have education about “managing”, they can affect and manage some people (which is natural magnet) and some people may acquire this quality through education (artificial magnet). As seen, administration and magnet combine in the activity of “administering”. Based on this similarity, the processes and principles of magnetism indicate qualities that could be applied in educational administration.

METHOD

Several strategies, methods and techniques can be mentioned so as to develop knowledge and theories in science. One of them is analogy. There are findings and suggestions implying that analogy can be used as a method in science. To mention a few, analogy and metaphors can be used to form creative designs in researches (Hey, Linsey, Agogino & Wood, 2008, p.291). Social phenomena can be understood better through analogies based on physical realities (Givigliano, 2000, p.13). On the other side, it is seen that several theories in psychology (Hummel & Holyoak, 1997; Gentner, Holyoak & Kokinov 2001; Blanchette & Dunbar, 2001) are developed this way. Similarly, it can be understood at a glance at related literature that analogy is used as a method in sociology, anthropology, and other social sciences and science. This glance becomes more concrete in System Theory from which almost all the sciences benefit. Another concrete example can be given from famous historian Toynbee’s “The Death and Birth of Nations” which he formulated based on individual and the society analogy (Colin, 1978, p.21). Moreover, as an up-to-date example in the science of administration, Quantum Theory and Chaos Theory, from the science of Physics, have become theories in the field of administration.

In this study, similarity was sought between the basic principles of magnetism theory in Physics and the behavior of the administrator who has the position of a subject of administration activities. Every similarity found has been turned into a principle of “The Theory of Magnetism in Educational Administration” that can be constructed in the field of educational administration. For every principle, examples have been given from the administration practice.

FINDINGS AND THEORY

1-The Process of Education for Educational Administrators

It is required that people who are to be educational administrators be chosen among ones equipped with a capacity to manage just like the iron ores (or others) found in nature and show magnetic qualities. It can highly probably be assumed that people actually having these qualities manage educational events in times when the population does not increase as much as it currently does and societies do not have





such complex qualities. However, expecting such a coincidence today brings forth a serious loss of time and effort and nevertheless, it will be in vain to expect such an administrator for any educational organization within the context of increasing knowledge, number of people and institutions/ organizations, changing human quality and complexity. Therefore, people who want to carry out this task can be made to acquire this attribute.

1.1. The attribute of educational administratorship can be acquired through education

An object which is not actually a magnet but has the quality to be a magnet has (-) and (+) poles. The poles within the object are in the form of molecules (or particles) and an irregular group before the object turns into a magnet. The molecules (or particles) within the object are rearranged when the object acquires magnetic quality. (+) poles (north) and (-) poles (south) gather in opposite directions (Türkçebilgi, 2012). Cobalt, nickel and other alloyed hard steel can be turned into a magnet (artificial magnet) through one or some of the methods described below (Filedin, 2012): to hit these sharply and violently after locating them parallel to the magnetic meridian of the earth, to contact these with a magnet or rub them to the poles of a magnet, to induce electricity current by locating an object that can be magnetized in an electromagnetic field, heat the object and turn it towards the magnetic field of the earth while it is cooling. Evaluated in the context of administration, the act to magnetize is to arrange the candidate administrator's knowledge, skills and practice using various methods and techniques in the light of a program and within the framework of knowledge and practice of administration and make him acquire the attribute of being an administrator (having magnetism).

In choosing who will be undergoing education for being an administrator, the theory of magnetism can be resorted to because it is known that natural magnets are known to protect their qualities apart from extraordinary situations (high temperature, fission). Therefore, a natural tendency can be sought for in people who will be administrators and moreover it is necessary to seek ownership of or tendency to these qualities in people who will undergo administratorship education. For instance educating a candidate who lives irregularly (in other words does not have even minimum magnetism) may lead to loss of time and effort. In physics, conductive objects which are not actually magnets such as iron, steel, nickel, cobalt and some their alloys which have the quality to attract toward themselves are called "magnetic objects". Contrary to this, objects such as copper and aluminum which do not have the quality to attract when they are in a magnetic field are called "non-magnetic objects" (Bayrak, 2002: 14). In other words, candidates to undergo administratorship education must be chosen among "magnetic objects" analogically (that can be magnetized). Even if they are not naturally complete, they should be prone to knowledge and practice of administration.

When administration education is handled as a process of magnetization (being exposed to magnetic field, the individual is expected to acquire qualities of administratorship (magnetic quality). (See: Table 1 and Figure 3). This acquisition





will change according to the qualities the individual will bring to the setting in which he is educated Just as every item is not magnetized when exposed to magnetic field or does not acquire magnetic quality, we cannot expect every individual who undergo administratorship education to acquire managing qualities. Administratorship education lasts for a period of time and it impossible to acquire all the qualities permanently in such a limited duration. Therefore, the individual is expected to come to the educational setting individually equipped and qualified for education to be effective.

Table 1

Administration Competencies the to-be administrator should acquire

Competencies for Administration	<p>1-Educational Competence: The administrators should have ascendance concerning the administration literature, have working experience in the organization he is trying to manage and go through similar educations in regular intervals. It is possible to allege that the periods the administrator spends for education will affect the organization.</p> <p>2-Technological Competence: The administrator should have three competencies in this respect. These know all the possible technologies so as to make reasoning about when and under which conditions to utilize them, to make the duties easier and make them more entertaining and effective and finally know more, use more effectively and learn from technologies so as to create new ones. The administrator should also be able to apply all the technologies that seem to support learning in the organization.</p> <p>3-Economic Competence: For the administration concept to be applied in the workplace, budget needs to be spared for the organizations. An organization budget which is supported mostly by the state and the rich parents to be used in cases such as meeting the common expenditures of the organization, purchasing tools for quality education, supporting organization members who are in need should be formed.</p> <p>4-Social Competence: The content of social competence is developing positive relations with family, relatives, friends and the other sections of society, loving collaboration, being moral and polite, being away from harmful habits, being emphatic, being happy and joking, being honest, loving sharing, being peaceful, being a member of legal organizations, resolving problems, being entrepreneur, taking responsibilities, having environmental sensibility, being effective in time administration, abiding by the rules, having social values, being supportive, holding social benefits over individual ones, being civilized, watching the world and similar things.</p>
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Source: Toprakçı (2013, p. 89-149)

1.2. The Education of Administration should be supported with individual competencies

Administration and individual competencies an effective administrator should have are a complementary whole. The administrator should both have administration competencies o (educational competence, technological competence, social competence) and individual competencies (physical, cognitive, emotional-psychological competence). In terms of magnetism, individual competencies refer to the quality of the object(whether it has natural or artificial magnetic quality) In other words, if there is a problem with the to-be administrator candidate in terms of emotional(psychological) qualities, it will be a low possibility expectation for him to be a successful (good magnetic) administrator.



Table 2

Individual Competencies the to-be administrator should have

Individual Competencies	<p>1-Physical Competence: The to-be administrator should have a physical competence that is suitable to the qualities of the organization he is going to work for. Physical and physiologic health could be cited as examples herein.</p> <p>2-Cognitive Competence: It involves the competencies the individual should have concerning understanding, learning and living. The mind's fulfilling these activities can be defined as cognitive competence. The to-be administrator should have intelligence and that suits the qualities of the organization he is going to work for and be mentally healthy.</p> <p>3-Emotional (Spiritual) Competence: This involves the competencies that can be related to the individual's physical and mental competence but is essentially related to the competencies the individual should have psychologically and emotionally (rage, hatred, love etc.). What needs to be mentioned about the to-be administrator is that these feelings should arise according to time and conditions at a normal rate and frequency. The to-be administrator should have regulated the amount and frequency of these feelings as required by the conditions.</p>
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Source: Toprakçı (2013, p. 89-149)

These qualities that an administrator should have can be associated with the atom model in Physics: This association will be more meaningful when it is thought that the atom is a whole with its positive and negative poles.

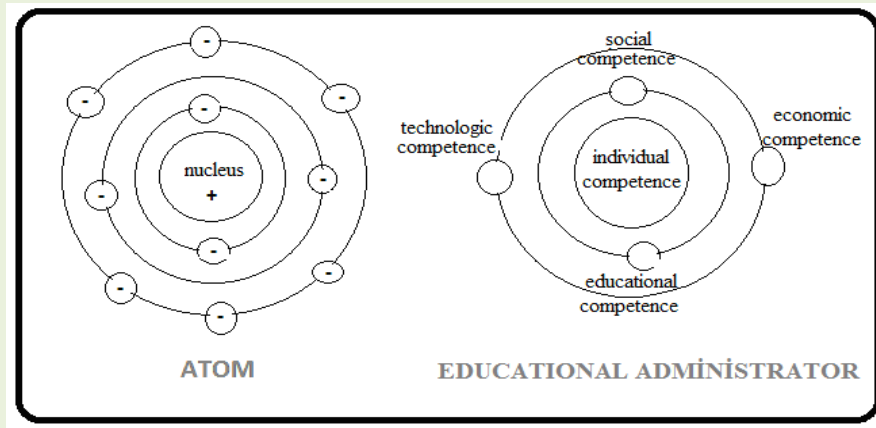


Figure 2:

The Balance of Individual Competencies in Administration Education

As seen in Figure 2, the nucleus is positively charged in the atom model in Physics and by posing an attraction force against the negative charges within its orbits, it protects the entirety of the atom. If the administrator is to be shown on an atom model, we can talk about an effective administrator when the individual competencies at the nucleus are combined with the educational, social, technological and economic ones.

Some metals, for instance pure iron, are easily magnetized. However, they lose their magnetic quality quickly. But, steel is magnetized more slowly and has magnetic quality for a longer period (Adamczyk & Law, 2007, p.11). In a to-be administrator who has individual competence, it will not be easy to achieve change (to magnetize) during administratorship education; however, the qualities once acquired are expected to last long. On the contrary when the individuals are given

administration education, though all the given qualities are irresistibly acquired, the quality of being an administrator decreases upon getting far away from the magnetic field because the education has not been built upon sound individual qualities. To put it another way, the one easily acquired (magnetized) is prone to be easily lost and the one obtained in a more difficult way is more resistive against loss. Of course what is aimed is the administrator's acquisition of the qualities in a permanent way.

2. Educational Administrator within the activity of administration

2.1. An educational Administrator channelizes the behavior of organization members towards the objectives of the organization

The electrons of atoms that comprise the materials are randomly charged and in every direction. In other words, they have irregular patterns. They are not ordered in a sequence. [See: Figure 3 (N: North, S: South poles)]. The same case is valid for the administrator and the employees within the organization who have not gone through administration education. However qualified behavior the employees may have as a result of a certain education and experience process, they still are disheveled as everybody will behave according to their tasks/branches. However, the electrons of the magnets (the task/duty/branch of administrators) are charged in one direction (in the direction of the purpose) (Özçep, 2011). In other words, because the administrator is a magnet, his behavior is collected in one direction which is the targets of the institution. The electrons of items within the magnetic field are saved from randomness and become regular. According to this, it should be known by the administrator that the organization members' behavior that are not or have not been able to enter in the administration (magnetic field) is out of order and random and need coordination. One another fact the administrator should know is that the same formula cannot be applied on all the members while ensuring coordination because each will have a different understanding of duty and motivation (due to their differences in entering in the magnetic field) and therefore he should develop different methods and channelize their behavior as expected.

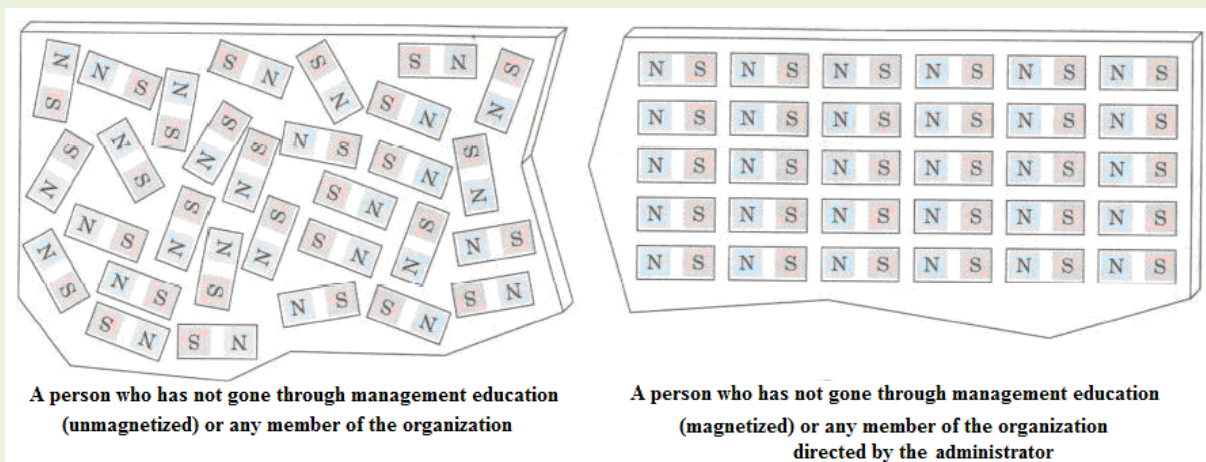


Figure 3

The Education Administrator's Managing Organization Members Suitably to the Objectives

2.2. The educational administrator always and in every case behaves according to the objectives of the organization.

One another feature of the magnet is that it always shows the north and south when it is afloat in water or hung up in air. The two poles of the magnet are named as the north and south poles (Adamczyk & Law, 2007, p.10). The behavior of the educational administrator is always related to organizational objectives. Whatever the cases are, the direction of the behaviors (the pole) is always towards the basic objectives (See: Figure 3/1). Magnetic field lines complete their route from the easiest and shortest route (See: Figure 3/2) or it should be like this. On the other hand, the power lines of the magnet do not intersect. The power that will be brought forth by the educational administrator's behavior towards a certain objective does not or should not prevent his other behavior from going towards the objective (See: Figure 3/3).

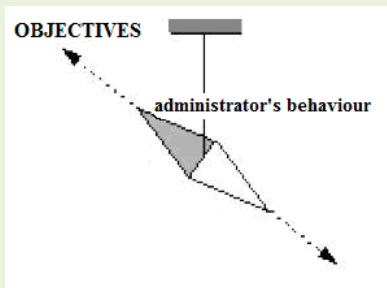


Figure 3/1:
The direction of the education administrator's behavior

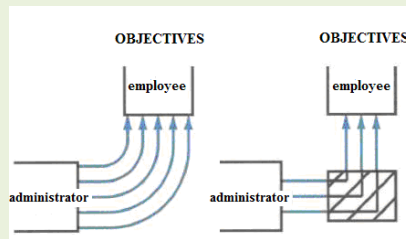


Figure 3/2:
The direction of the education administrator's behavior

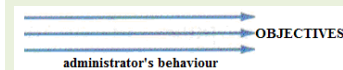


Figure 3/3:
The direction of the education administrator's different behavior

2.3. The quality and quantity of the educational administrator are suitable to his organization and superior to other members

The field around a magnet is called the magnetic field. The objects within this field are exposed to a magnetic power and the degree of this power is proportional to the size of the magnetic field (Bayrak, 2002, p.15). The effect field of the administrator depends upon factors such as the size of the institution, number of members and their qualities etc. While it is easier to coordinate (magnetize) a smaller organization, it is difficult to achieve this in bigger institutions. Here the administrator's competence in administration is important. For an effective administration; the bigger the institution is, the more members there are and the higher qualities they have, the more powerful the administrator's managing qualities should be.

As known, magnetic power is inversely proportional to distance. That is, as the distance between the magnet and the item to be magnetized gets further, the effect of the magnetic power decreases. The less is the distance, the more is the power (Woodford, 2011). Based on this, a successful educational administrator never ends

communication with any of the members or sulks them because he then loses the ability to manage an employee who is out of or does not exist in the field of administration. One another point is related to the qualitative and quantitative competence of the magnet (the administrator) and the objects within the magnetic field (organization members). For example, a magnetizable object whose mass is big can attract a small magnet. If you locate a magnet that has pulled a needle towards the radiator, it is seen that the radiator attracts the magnet.

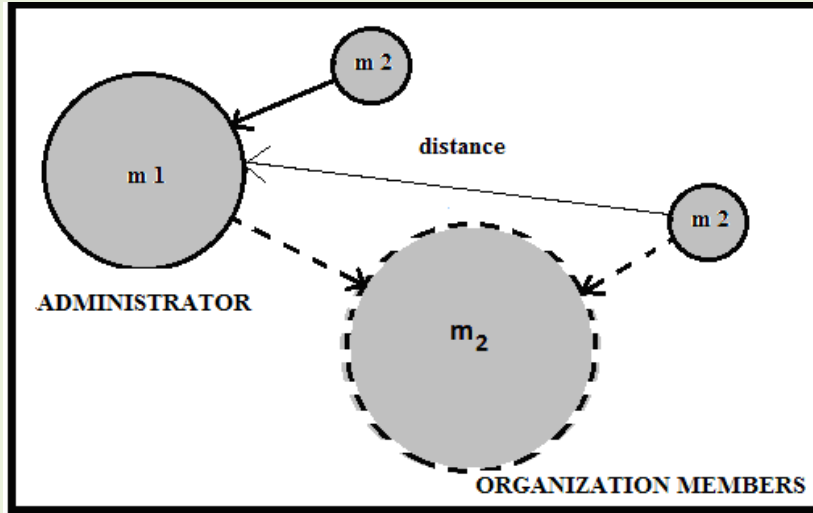


Figure 4

The Direction of the Attraction between the Educational Administrator and the Organization Members

When m_1 mass seen on Figure 4 is replaced with the educational administrator's qualities and m_2 mass is replaced with the organization member's qualities, it will be seen that the one with more quality and quantity will attract the other one towards itself. According to this, we can infer that the qualitative and quantitative competence of the administrator should always be more than those of the members, which is an important condition for the administration to be effective. Otherwise, if the member's qualities are more superior to the administrator, the administrator and the other members will enter into the effect field of that member. An important point that needs to be emphasized here is the fact that we cannot expect an educational administrator to know every issue in detail which requires being a professional. However, it is clear that the administrator should have at least minimum knowledge of every contribution made to the organization.

Briefly, the administrator should be the one that is the most qualified, knowledgeable, best in establishing communication and managing. When he is lacking in one these aspects, any member of the organization or another body out of the organization (or an institution, unit etc.) attracts the administrator to himself/itself and the administrator leaves the essential objectives and begins to serve the objectives of an individual.

2.4. Authority turnovers are made according to the size of the educational organization or the administration is divided into autonomous units

Magnetic items within the field of a magnet are exposed to either pulling or pushing power. This means that there is a magnetic field in that field. The more powerful the magnet is, the bigger the area is. If you divide a magnet into two, two complete magnetic fields emerge (Adamczyk & Law 2007, p.10). If the task of division goes on till the atomic level, magnetic quality still goes on. However, each new area is less powerful than the previous ones. When we think this in terms of the organization, the administrator will perhaps not be smaller but the organization may get bigger. Therefore, however powerful administration qualities an administrator may have, he may be incompetent to manage in a big organization. In this case, it is obligatory to form a "team of administrators" for that administrators and assign authorized assistants or a administrator for each.

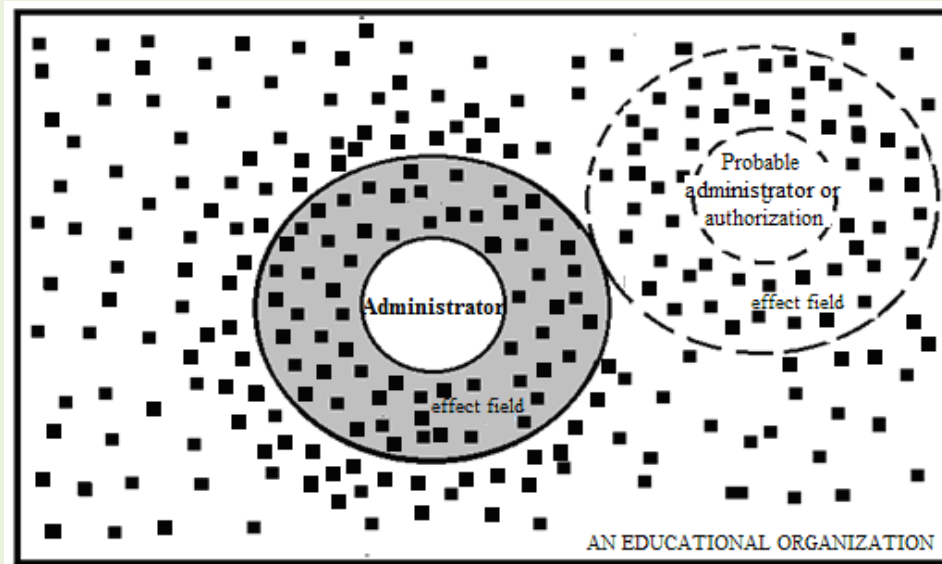


Figure 5

Probable Administration Authorizations or Autonomies When the Organization Enlarges

Each member of the team will form an administration (magnetic) field in the small unit possessed by him. What is important here is that every administrator in the team of administrators has qualitative and quantitative competence.

2.5. Each member under the effect of educational administrator will form small circles of administration around themselves after a certain while

The magnets are formed of tiny units which are named as tiny regions. Every unit behaves as a miniature magnet. Because these units are not arranged in an ordinary metal, their magnetic fields eliminate one another. However, if a metal is brought closer to a magnet so that it can be affected from the magnetic field, all the

tiny regions are aligned. Therefore the metal is magnetized. (Adamczyk & Law, 2007, p.11). When the administrator is thought as the magnet in the organization, the other members of the organization (for the school; assistant administrators, teachers, assistant personnel, students) under his effect take the form of a tiny magnet that sustain magnetic quality and form their own magnetic fields.

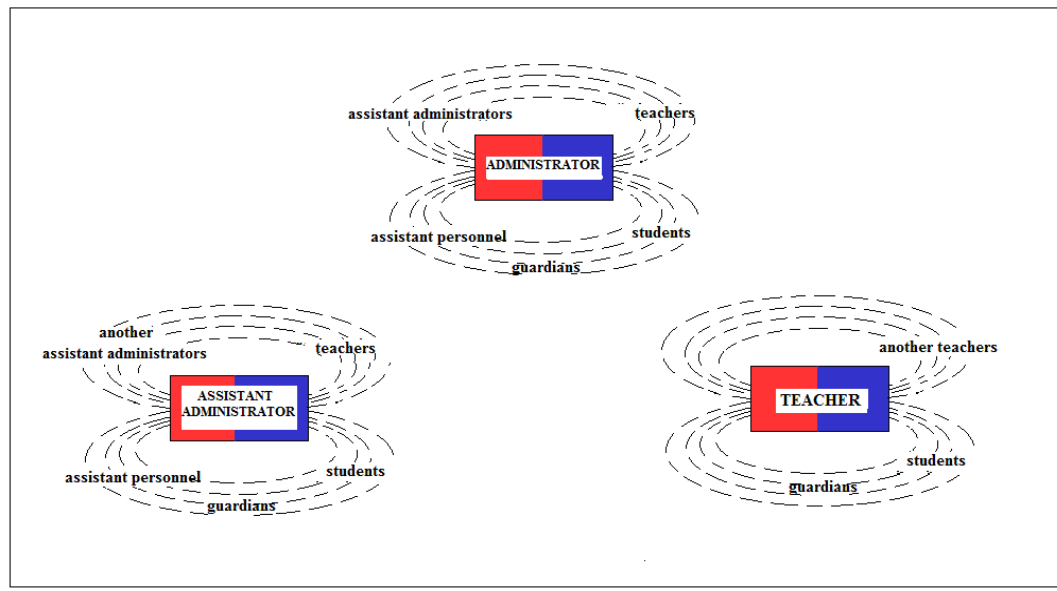


Figure 6

Magnetic Fields at School as a Magnetic Field

As seen on Figure 6, while the school administrator has the biggest magnetic field by having all the personnel under his effect, his effect field gets smaller towards the sub categories. For example, assistant administrators form an effect field that involves other assistant administrators, teachers, assistant personnel and the teacher forms an effect field that involves other teachers and students. Based on this, it is clear that educational administrators are required to have organization members they can affect more and these members should be able to affect others. It is also a reality that members who do not have magnetic quality and will never (be able to) enter in the effect field exist. Different measures can be taken for the ensuring these members' contribution to and the sustainability of organizational objectives.

Some metals for instance pure iron is easily magnetized. However, it also easily loses its magnetic easily. On the other hand steel is magnetized more difficultly but has the magnetic quality longer (Adamczyk & Law, 2007, p.11). That is, while it is easy to manage some members in educational organizations easy, it can be difficult to manage others. It is the at the hands of the administrator to turn these qualities of the members into an advantage. For instance he may need to spend huge effort to persuade a qualified teacher to work at the school or it may be difficult to persuade this teacher. Just as the steel is not easily magnetized and has the magnetic quality for a long time when it is magnetized, it is enough to tell that teacher what to do once he

is persuaded. There is no need to follow him to see whether he is doing his job or not because the teacher is permanently magnetized. Some teachers who do not have this quality are easily persuaded (magnetized) but the school administrator constantly has to follow them and sustain their interaction with the magnetic field. Because they are easily persuaded, they may not (be able to) fulfill their duties when far from the school administrator.

2.6. The Educational Administrator gathers different opinions together

In magnets or objects with magnetic quality, while similar poles push one another, opposite poles attract one another. If you try to separate two different poles, you will feel this power (Adamczyk & Law, 2007, p.10). The educational administrator pays/should pay attention to the fact that the members close to him (in his magnetic field) be from different poles. The administrator should comply with the alignment rule (See: Figure 6) not only in his own magnetic field but also in the magnetic field formed by everybody. If the things are carried out with individuals having similar opinions-qualities, the quality of the works may get lower (the same poles push one another). An example for this principle (the same poles' pushing one another) can be given from category teachers. Teachers having the same quality are common only under the name of that category and each of them secretly holds the idea that he is the best and none of them truly want one another (push one another), which can make them far from the objective that keeps them together.

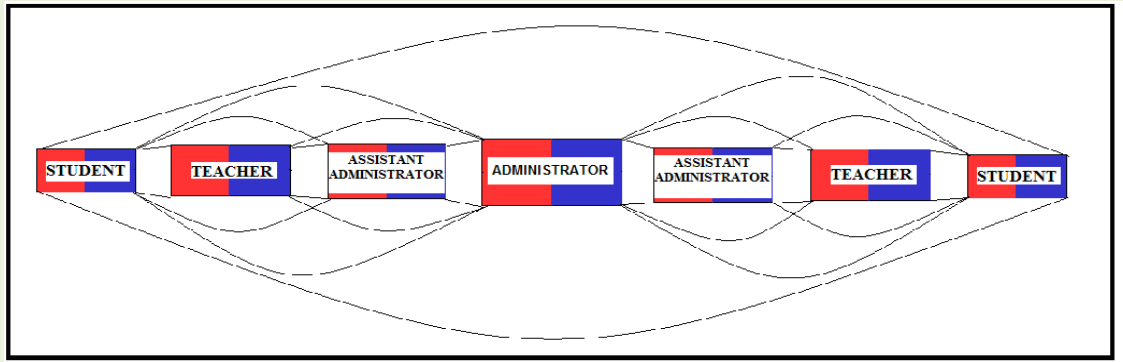


Figure 7

A School whose Administration Field is shaped (magnetized)

In the magnetized school model seen in Figure 7, interaction among all the school personnel takes place with a critical perspective. As a result of this case which is expressed as the attraction between the opposite poles of the magnet, it can be expected that more quality studies to come out. More than one administrators in an institution (magnets with the same quality and quantity within the same field) or individuals with the same qualities at the same place may mean an unwanted rivalry (because same poles push one another). Individuals with same qualities will try to be superior to others and get further from the others and will try to form his effect

field. Therefore, groupings will emerge within the organization and the entirety of the organization will be disrupted.

2.7. Educational Administrator is balancing in his relations with the powers in his organization (same paleness, probable administrator etc.) and senior administrators and the powers out of the organization

Number of people that can affect the educational organizations is relatively high. These can be classified as those having same pole qualities with the administrator or administrators particularly within the organization (those who have different objectives from the organization); those having the potential and probability to be a administrator within the same organization; senior administrators (another magnet) that the organization could depend upon or people (another magnet) who have the power or potential to affect the organization. The bigger (in qualitative and quantitative terms) the magnetic qualities of these people (magnets), the more inevitable it is for the organization (or any event, phenomena, object etc.) concerning the objectives of the organization, to enter into his power. On the other hand, the case at stake may need the effect of that power. In other words, if the effect of that power does not exist, the case at stake will not have a quality that serves the organizational objective. In such a case, the principle of magnetism concerning the balance of same poles (magnets having similar quality and quantity) may be resorted to. That is, in case a magnetic setting in which two magnets push one another but protect their positions (as in the example of trains that can move without contact with the ground) (Yüksek, 2011), the administrator of our organization has the administrative effects of the senior administrator or a person out of the organization in a ratio that will be positive for the organization and he will keep the rest away (the part that harms the organization) and thus plays or should play a balancing role. (See: Figure 8).

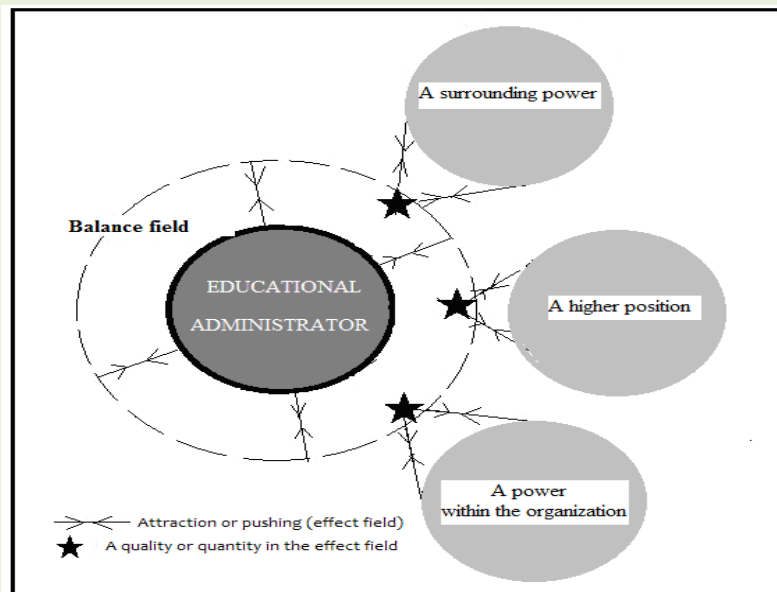


Figure 8

Educational Administrator's keeping Other Powers in Balance on Behalf of the Organization



An example to the balancing role of the educational administrator can be given concerning the school administration. It is a natural expectation that the school administrator accepts the contributions by parents or tradesmen. But it should be kept in mind that the person who does this contribution is trying to realize his own objective. This objective may hinder the contribution made to the school from serving the school's objectives. Every effort to prevent this possibility can be evaluated as an example that explains the balance mentioned here.

CONCLUSION AND SUGGESTIONS

It is possible to find the reference of "Magnetism Theory in Educational Administration" and its principles briefly expressed below in the theory of magnetism explained with its details and examples above. It is possible to evaluate the principles of "Magnetism Theory in Educational Administration" formed based on these similarities in two dimensions, which are educational process for being an educational administrator and the administrative activities of the educational administrator. According to the theory, just as a non-magnet object is magnetized by being subject to a magnetic field, "educational administratorship" is a quality that can be acquired through education. However, educating individuals who do not have certain individual competencies (physical, mental and spiritual) may lead to loss of time and effort. Therefore, in order to achieve the maximum effectiveness, it is necessary to choose candidates to undergo administrative education among individuals who are at least prone to administration knowledge and practice. Only this candidate can acquire qualities to be a good administrator with educational, technologic, economic, and social competencies to be acquired through education. -

The educational administrator assigned after this administratorship education is responsible for directing the behavior of organization members towards the objectives of the organization. He knows that the behaviors of organization members who are not exposed to administration are disheveled and needs coordination. What is expected from the administrator is to direct the organization members' behavior towards wanted fields knowing that each member of the organization has a different understanding of duty and motivation and adopting a different method for each when necessary.

One another role expected from the educational administrator is that he behaves suitably to the objectives of the organization whatever the circumstances are. The educational administrator should know that the objectives of the organization are superior to the subjective objectives of him, organization members and other environmental factors. In this sense, he needs to focus on the essential objectives of the organization without being affected by the ethnic or political structure in which the organization is or any person/institution and he has to direct the members to realize these objectives. Educational administrator's fulfilling this duty requires that he have enough quality and quantity suitable to his organization and have better qualities than other members.





The size of the organization is a factor that directly affects the responsibility of the administration. Because communication routes in small organizations are shorter and establishing communication much easier, the organization administrator can fulfill his duty more easily, while it becomes more difficult for the educational administrator to fulfill his duty fully as the organization becomes bigger. In this case, it may be necessary to form a administrator team by dividing administration department into autonomous unit within itself. Each members of this team may perpetuate the role of administration that includes the whole organization for the department he is responsible for. This way, the administrative structure formed by the autonomous units may ensure the administrator's effect to reach up to the bottom levels.

While the educational administrator is ensuring coordination among the members of the organization for something to be done, he should pay attention to the fact that the study group consists of members with different qualities and opinions and the more he can achieve to bring together different members to achieve a goal and manage the process, the more quality he knows the thing done will be. It is again the administrator's responsibility to prevent this atmosphere from turning into one of rivalry and fulfill the given duty in its best form. In other words he has to direct everything towards focusing on the objective. Similarly, if support is needed for something to be done from either an institution or an individual out of the organization, the educational administrator should be careful about the fact that this support contributes to the realization of the organization's objective, and does not pose an opportunity to realize individual objectives. In short, the educational administrator should have a balancing role while coordinating all the powers within and out of the organization.

Within the context of similarities, it is possible to state that the theory of magnetism in physics is applicable in the field of education administration. The principles of magnetism theory can contribute to educational administration both in terms of the points that should be taken into consideration while bringing up administrators and its aftermath. On the other hand the researchers may study about turning theories in both physics and other sciences into applicable theories in the field of educational administration. Therefore, the field of educational administration may be helped to reach new theories within its own context.

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Eğitim Yönetiminde Manyetizma Kuramı

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Genişletilmiş Özet

Problem: Bu çalışmada eğitim yönetimi alanında, yönetim bilim dalından bağımsız bir biçimde kendine özgü kuramların geliştirilebileceği düşüncesinden hareketle, fizikteki manyetizma kuramı ile eğitim yönetimi alanındaki benzerliklerden yola çıkarak “Eğitim Yönetiminde Manyetizma Kuramı” oluşturulmaya çalışılmıştır.

Yöntem: Amaç doğrultusunda öncelikle fizikteki manyetizma kuramının temel ilkeleri ve işleyişi ile yönetim faaliyetinin öznesi konumundaki yöneticinin yönetme adına işlettiği sürecin özellikleri gözden geçirilmiş, ardından analogi metodu kullanılarak ilke ve özelliklerin benzerlikleri ortaya konulmuştur. Bulunan her bir benzerlik, özellikle eğitim yönetimi alanına özgü biçimde inşa edilebilecek “Eğitim Yönetiminde Manyetizma Kuramı”nın birer ilkesi haline dönüştürülmüştür. Manyetizma kuramı ilkeleri ve eğitim yönetimi alanına yansımaları ayrı ayrı şematize edilerek izah edilmiş, ayrıca her bir ilke için de yönetim uygulamalarından örnekler sunulmuştur.

Bulgular: İdeal bir eğitim yöneticisinde beklenen istendik davranışları, manyetizmanın temel ilkeleri bazında benzerlikleriyle değerlendirerek ilkeleştiren kuram ile; gerek yönetici yetiştirme süreci gerekse süreç sonrasındaki yönetici tutumları daha bilimsel biçimde açıklanmaya çalışılmıştır. Kurama göre, bir maddenin manyetik özelliği ile bir bireyin yönetsel niteliği eşdeğer tutulmuş; tıpkı manyetizma kuramında sonradan manyetik özellik kazandırılabilen maddeler olduğu gibi; eğitim yöneticisi yetiştirme sürecinde de “yöneticiliğin eğitimle kazandırılabilirliği” fakat bunun yanında, doğal manyetik özelliğe sahip maddelerin de varlığı göz önüne alınarak, süreç sonunda ideal ve tam anlamıyla yetkin bir yöneticiye ulaşılabilmesi için “yönetici adayının eğitim sürecine birtakım bireysel yeterliklere sahip olarak katılması gerekliliği” vurgulanmıştır. Kuram, yönetim süreci içerisinde eğitim yöneticisini tarif ederken; manyetik alana giren maddelerin elektronlarının rasgelelikten kurtularak bir düzene girmesindeki gibi “üyelerin davranışlarını örgütün amaçları doğrultusunda yönlendirme”, bir mıknaşın suya da atılsa havada asılı da tutulsa kutuplarının aynı doğrultuyu korumasındaki gibi “her koşulda örgütün amaçlarına uygun davranma”, manyetik kuvvetin şiddetinin manyetik alanın büyüklüğü ile orantılı olmasındaki gibi “örgüte uygun nicelik ve niteliklere sahip olma”, kütlesi büyük olan cismin manyetik kuvvetinin daha fazla olmasındaki gibi “nicelik ve nitelikler konusunda diğer üyelere üstün ve donanımlı olma”, manyetik nitelikli cisimlerde benzer kutuplar birbirini iterken karşı





kutupların birbirini çekmesindeki gibi “nitelikli işler ortaya koyabilmek için farklı görüşleri bir araya getirebilme”, iki mıknatısın aynı kutuplarının birbirini iterken pozisyonlarını da korudukları bir manyetik ortam oluşturmasındaki gibi “örgütün içindeki ve dışındaki güçleri örgütün amaçları doğrultusunda eşgüdümleyerek dengeleyebilme” ilkelerini sunmuştur. Bunun yanında nitelikli bir yönetim organizasyonuna sahip örgüt için; bir mıknatıs ikiye bölündüğünde her iki parçanın da etrafında tam bir manyetik alan ortaya çıkmasındaki gibi “örgütün büyüklüğü oranında yönetsel yetki devirleri yapılabileceği ve yönetimin özerk bölümlere ayrılabilceği”, mıknatısların bölgecik adı verilen milyonlarca minik birimden oluşması ve her birimin minyatür bir mıknatıs gibi davranmasındaki gibi “her bir üyenin bir süre sonra kendi çevresinde yönetsel ortamlar oluşturabileceği” gibi ilkeler ortaya koymuştur. Her bir ilkesini manyetizmanın temel ilkeleriyle bağdaştırarak sunan kuram, eğitim yöneticisini sahip olması gereken farklı yönleriyle bir bütün olarak nitelerken, bir eğitim yöneticisinin eğitim sürecinden başlayarak yönetim süreci içerisindeki rollerini ve yönetsel özelliklerinin gerek örgüt gerekse diğer örgüt üyeleri üzerindeki yansımalarını da ortaya koymuştur.

Sonuç ve Öneriler: Kuram eğitim yönetiminde yöneticilik eğitimi ve yönetim süreci ilkelerini, fizikteki manyetizma kuramı penceresinden gözlemleyerek daha somut ve bilimsel bir biçimde ortaya koymuştur. Uygulama alanından örneklerle desteklenen “Eğitim Yönetiminde Manyetizma Kuramı”nın, eğitim yönetimi alanına katkı sağlayabileceği düşünülmekte ve benzer şekilde eğitim yönetimi alanının, kendi kavramsalında yeni kuramlara kavuşması için yapılacak çalışmalara ışık tutması beklenmektedir.

Anahtar Sözcükler: Eğitim yönetimi kuramları, Manyetizma kuramı, Eğitim yöneticisi eğitimi, Manyetik eğitim yöneticisi

