

Educational Administrators' Perceptions about Critical Pedagogy

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ABSTRACT It has now become clear to all that the divergence of educational methods and goals are becoming widespread. Therefore, having sustained attention as an institution of culture by some anthropologists, the educational institution should become involved in emancipation practices. The aim of this paper is to analyze educational administrators' perceptions about critical pedagogy, which advocates emancipation in education practices, along with considering of some demographic variables. The present study applies a screening model. The study group includes 204 educational administrators work at public schools in Beylikduzu (Istanbul) during the 2014-2015 academic year. The study aimed at determining educational administrators' perceptions in three subdimensions, that is, "Education System", "Functions of School" and "Emancipator School". Educational administrators agree with the following item the most, that is, "*Teachers must question themselves when students criticize*" and with the following item the least, that is, "*The mission of the school is to prepare children for the community*".