



Roles of Physical, Pedagogical Environment and Leadership Practices toward Humanizing Education: *Teachers' Views*¹

Fiziksel, Pedagojik Çevre ve Liderlik Uygulamalarının Eğitimin İnsancillaştırılmasındaki Rollerini: Öğretmen Görüşleri

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Abstract. It is considered that modern education is designed to shape students like lifeless physical objects. It is also accepted that the art of teaching as filling students with knowledge like filling a bottle from a tap. Ultimately, this kind of education ignores basic human values and solidarity among them, whereas students need to determine their own ways in their nature. In this respect, during educational practices; physical, pedagogical environment and leadership practices may play important roles to settle values among students. Therefore, this qualitative study purposed to explore teachers' views on roles of physical and pedagogical environment and administrators' leadership practices toward humanizing education. Results revealed that physical and pedagogical learning environments were not designed to make educational processes more humanized. Also, administrators' leadership practices do not serve education to become more humanized. It is recommended that while designing and managing educational processes, human factor should be in the center.

Keywords: Education, humanizing education, educational leaders, teachers.

Öz. Modern eğitimin öğrencileri cansız nesnelere gibi biçimlendirdiği söylenebilir. Hatta öğretim sanatının öğrencileri akan bir muslukta bir şişeyi doldurma gibi bilgiyle doldurma gayretinde olduğu uzmanlarca da kabul edilmektedir. Sonuçta, öğrenciler arasında insani değerler ve dayanışma ihmal edilmektedir. Hâlbuki öğrenciler kendi yollarını kendi doğalarına göre belirlemek ihtiyacındadırlar. Bu bağlamda, eğitim uygulamaları öğrenciler arasında insani değerler ve dayanışma duygusunu yerleştirme konusunda önemli roller oynayabilir. Bu nedenle, mevcut nitel araştırma fiziksel öğrenme çevresi, pedagojik öğrenme çevresi ve yöneticilerin yönetsel uygulamalarının eğitimin insancillaştırılması sürecindeki rollerine dair öğretmenlerin görüşlerini ortaya çıkartmayı amaçlamaktadır. Araştırmanın sonuçları fiziksel öğrenme ve pedagojik öğrenme çevresinin eğitimin insancillaştırılması amacıyla uygun bir şekilde düzenlenmediğini ortaya koymaktadır. Yine yöneticilerin yönetsel uygulamalarının eğitimin insancillaştırılmasına hizmet etmemektedir. Eğitimin planlanması ve uygulanması süreçlerinde insan faktörünün merkezde olması gerektiği önerilmektedir.

Anahtar Sözcükler: Eğitim, eğitimin insancillaştırılması, eğitim liderleri, öğretmenler.

INTRODUCTION

Nowadays, schools focus on encouraging memorization and conformity ignoring pedagogical aspects of education. Salazar (2013) argues that mechanistic approaches in educational settings decontextualize educational facilities from students' needs. According to Giroux (2013), Darling-Hammond (2012) and many other educational scholars, pedagogical focus on generic materials and delivery methods prevent students' access from a humanizing education. Therefore, it is a necessity for educational scholars to make education a human-oriented process. With consideration of pedagogical shifts toward humanizing factors like co-constructed learning, collaboration, growth mindset, the educational policies related to the basic goals of the

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education can have greater effects on students and schools. Indeed, physical learning environment, pedagogical environment design and administrators' leadership practices can lead to an autonomous and humanizing pedagogy in education. In this regard, teachers may play important roles in this process by supporting students with a humanizing and culturally relevant pedagogy and according to Law (2015), by implementing these roles, teachers can influence on educational change.

WHAT IS HUMANIZING EDUCATION PEDAGOGY?

It is considered that teachers' human-oriented behaviors can make a difference in educational processes. Fránquiz and Salazar (2004) argue that a humanizing pedagogy is essential for building academic and social development of students. For this reason, a humanizing pedagogy is centered on students, highly contextualized, relevant and socially driven, and ambiguous and versatile instead of measuring them by standardized test scores. Darder and Torres (2004) emphasize that standardized tests abates teacher autonomy and student creativity, fail to measure students' humanizing abilities such as critical thinking, and provides continuance a dominating culture. Similarly, Rodriguez and Smith (2011) underline that pedagogical of dehumanized education detaches students from the values of the society, expels teachers from the culture, values, and voice that give students their humanity. Therefore; Law (2015) puts that it is crucial for both scholars and practitioners to understand humanizing education and empowering pedagogical practices.

Research suggests that a humanizing educational pedagogy supports a transformation within public schooling. The influence of teachers is considered to have an important effect. This requires a three-fold aspects, like physical environment, pedagogical learning environment and administrators' administrative practices.

The physical environment

The literature proves that the quality of the physical environment significantly affects student achievement. In this regard, Earthman (2004) found that the building in which students spend a good deal of their time learning influences how well they learn. There are some other studies which show that the space within a classroom or workshop should be capable of being used flexibly to promote pupils' creativity, especially themed role-play areas and props (Addison, Burgess, Steers & Trowell, 2010; Bancroft, Fawcett & Hay, 2008; Jeffrey, 2006).

Bancroft et al., (2008) underline that since physical environment can give children's imagination greater freedom, children, their parents and especially teachers should be involved in planning these spaces. The physical environment should enable students to move around the space, making use of different areas to support the growth of ideas (Gandini, Hill, Cadwell & Schwall, 2005; Jeffrey, 2006). Moreover, Vecchi (2010) demonstrated the importance of sensory qualities in physical learning environments such as light, color, sound, micro-climate. Another important feature of the physical environment to stimulate pupils' creativity is displays of work in progress (Addison et al., 2010).

The pedagogical learning environment

The pedagogical learning environment is known as learning environment at the same time. Besancon and Lubart (2008) found evidence that learning environment of a school can make significant difference especially in creative performance scores. Similarly, Gkolia, Brundett and Switzer, (2009), Rutland and Barlex, (2008) presented evidence that in order to stimulate creative responses from pupils, activities need an element of novelty. They also pointed to the need for interesting, motivating and relevant projects with exciting starting points and stimulus materials to develop and open the students' minds. In this educational philosophy, teachers are considered to have facilitating and supporting roles. The figure shows how a teachers can influence a humanized education.

Figure 1. 1 illustrates learning environment from the perspective of teachers. They have little or no control over some components, such as learner characteristics or resources. However, they have full control over other components such as choice of content, how learners will be supported and facilitated. Within each of the main components, there are a set of sub-components that should be considered. In fact, they are content structure, practical activities, feedback, use of technology and assessment methods. In this regard, teachers have tremendous roles to take quality decisions for students.

Contemporary pedagogical studies claimed that a humanizing education is necessary to influence the society (Giroux, 2011; McLaren, 2005; Salazar, 2013). In this context, Bartolomé (1994) identified two approaches for creating a humanizing pedagogy. The first approach involves a culturally relevant education avoiding generic teaching methods that often objectify students and strip them of their own values and ideals. The second approach discusses strategic teaching practices involved in the relationship teachers' form with students through sharing and co-creating knowledge.

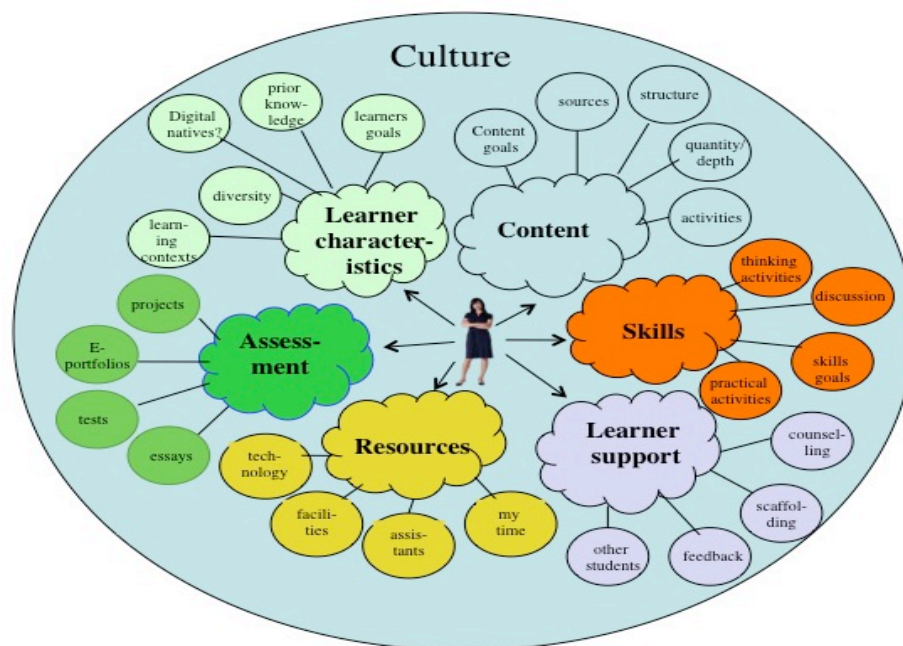


FIGURE 1. *A learning environment from a teacher's perspective*

Currently, educational practices reveal a hegemonic, dehumanizing, and oppressive system in most of educational system in the world. They claim that curriculum often ignore humanizing and cultural features of learning such as the community, the larger social background, and the immediate classroom situation (Apple, 1995; Darder & Torres, 2004).

Both students and teachers create understanding through dialogue, form the foundation for critical literacy practices. Teachers and students' roles in constructing a social reality are crucial to this foundation. In this context, they become active parts of the curriculum by living within the educational process of socially constructing the world (Freire, 1970; Westerman, 2005).

Aspects of humanizing pedagogy are as followed (Law, 2015).

- **A humanizing pedagogy is centered on humans.** A humanizing education focuses on the human elements in the pedagogical process. Darder (1998) believes that as part of a humanizing education, students have capacity for reconstructing themselves and transforming, reinventing, and becoming is what makes them human.
- **A humanizing pedagogy is highly contextualized, relevant and socially driven.** It is believed that the social reality of students is best communicated through a dialogic

process. With this education, students can emancipate and liberate themselves from society's oppressive nature.

- **A humanizing pedagogy is ambiguous and versatile.** Humanizing pedagogy cannot be measured by standardized test scores. Darder and Torres (2004) reported that standard testing, along with the prescribed curriculum kills creativity. It also erodes teacher autonomy, creativity and authority in their classrooms. They add that if these tests are used as a single measure of progress, they fail in critical thought.

It is the teachers' responsibility to create a humanized pedagogy in educational environments. As human values expand a student's critical and emotional capacity, it is very important to humanize educational processes. For that reason, the main purpose of this study is to explore teachers' views of their roles and influence on a humanized education at schools. Through this study, physical environment, pedagogical learning environment and leadership practices are highlighted as influences on the characteristics of a humanizing education. The findings of this study may shed a light on some difficulties and problems that policy makers, administrators and teachers face.

METHOD

The main purpose of this research was to explore teachers' views of their roles and influence on a humanized education at schools. For this purpose, a qualitative phenomenological research design was employed. These kinds of researches provide in-depth knowledge about a topic (Creswell, 2002; Denzin & Lincoln, 2005; Marshall & Rossman, 2006). By using the procedures of qualitative research, it was also intended to describe, analyze, and interpret the group's shared patterns of behavior, beliefs, and language that develop over time." As such, by using this research design and utilizing in-depth interviews, the study discovered "culture-sharing" behaviors, beliefs, and language among teachers in Turkey.

Study Group

The study group consisted of 23 teachers working in Gaziosmanpaşa, Esenler, Beşiktaş, Kadıköy, Maltepe and Sarıyer townships in İstanbul, Turkey in the 2017-2018 academic year. Of these teachers, 4 of them work at primary school, 7 of them work at Teachers' Anatolian High School, 3 of them work at Vocational High School, 2 of them work at Religious High School, and 1 of them work at Science High School. The participant teachers' branches range from Classroom Teacher, Mathematics, Physics, Turkish, Religious Culture and Moral Knowledge, Chemistry to Social Sciences Teaching. The study group was chosen by the purposeful criterion sampling method. This type of sampling is useful in explaining and discovering the facts and phenomena in many cases. In the case of the criterion sampling method, all conditions are studied within the criteria previously prepared by the researcher (Yıldırım & Şimşek, 2006). The teachers' demographics' are presented in Table 1:

Table 1. *Teacher demographics*

Age	n	Gender	n	Education	n	Institution Type	
25-35	9	Male	10	Graduate	11	Public	14
						Private	9
36-46	12	Female	13	Masters	11		
47-57	2			PhD	1		
58+	-						
Total	23		23		23		23

As shown in Table 1, most teachers are between 25-46 years old (n=21). While 10 participants were male, 13 of them were female. When their education is considered, while the number of teachers with graduate and masters' degree is 22, there is only one teacher has a PhD degree. While 14 teachers were working at a public school, 9 teachers were working in a private school. The total number of participants of the study group is 23. The average age range of teachers is 38.

Data Collection and Analysis

The data were collected by using the "repertory grid" technique. This technique is called as a constructed interview method which is characterized as a semi-structured interview. In this study, 23 teachers were interviewed. During these interviews, the respondents were confronted with a triad of elements, and then asked to specify some important ways in which two of the elements are alike and, thereby, different from the third (Bailey, 1994; Kerkhof, 2006). Teachers' views were gathered through interviews with semi-structured questions. As the subjects could express their opinions and thoughts freely around particular topics, this method was preferred.

In this study, the data were collected by using the following procedure. Firstly, the teachers were informed about the purpose of the study in a meeting, and they were asked if they could participate in this research voluntarily. They were consented about the confidentiality of the data that will be obtained from them. The participants were promised that their identities, the names of their institutions and their names would be kept in secret and would not be mentioned in any part of the study or shared with anyone else. Secondly, the interview was planned on an agreed-upon day with those who accepted the invitation, and they were visited on that date. The interviews were written with their permission and each interview took approximately 30-40 minutes. The main research questions that were raised were as followed:

- *How do teacher leaders influence pedagogical change toward a humanizing education?*
- *What kind of influences do physical learning environment, pedagogical learning environment and the administrators' leadership practices have on the characteristics of a humanizing education?*

The data were analyzed with the "content analysis" technique. This type of analysis usually aims to analyze similar data on a topic and comment on it (Mayring, 2014). Content analysis is a systematic and renewable technique in which inferences are made by determining the message to be given objectively and where the coding is done following certain rules (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2009). With content analysis, new ideas are provided and specific events which are given meaning by the researcher are increased (Krippenorff, 2004). With the content analysis, it was aimed to reach the conceptions and relations that can explain the collected data. In content analysis, documents are analyzed in 4 steps:

- 1) Data coding
- 2) Finding themes
- 3) Arrangement of codes and themes
- 4) The identification and interpretation of findings (Bogdan & Biklen, 1998; Yıldırım and Şimşek, 2006).

The first step taken in the data analysis process was the data organization procedures recommended by Bogdan and Biklen (1998). In process of organizing the data, the researcher revisited each written form to ensure the accuracy of the data. Each interview was later analyzed according to the data analysis procedures described by Bogdan and Biklen (1998), which call for development of coding categories, mechanical sorting of the data, and analysis of the data within each coding category. In this respect, each participant's interview was coded separately according to the teacher' opinions on the teachers' roles and influences on pedagogical change toward a humanizing education. Though this research, the influence of physical learning environment, pedagogical learning environment and administrators' administrative practices were questioned as characteristics of a humanizing education in Turkey.

In the second step, the conceptualized statements were brought together. In the third step, it was intended to avoid repetition. In the last phase, the identified results were explained and

related to each other. It was also intended to build a cause-and-effect relationship among the separate parts. In this sense, the teachers' views were coded as T1, T2, T3, and T4...

Validity and reliability (Trustworthiness and Rigor)

For providing trustworthiness and rigor, some precautions were taken. Firstly, the interviewer played the role of facilitator and listener by just asking questions and recording the answers without leading the respondents. Secondly, the questions were reviewed by four field experts to provide content validity. While preparing the interview form, the related literature was reexamined to establish a contextual frame to enhance the internal validity. Member checking was also done. Under the experts' opinions, the final forms of the questions were developed. Thirdly, the respondents were content enough with the confidentiality of the research to obtain in-depth answers without any hesitation. The interview places were determined especially out of the schools to avoid being influenced by some power relations.

Moreover, the participants were able to explain their opinions freely and sincerely since their identities were promised to keep secret. Furthermore, research process was described in detail to increase external validity. Here, the design, working group, data collection, and data analysis were described in detail. The raw data and coded data were preserved by the researcher for the other researchers' research demand. The data were all transcribed as they were without any interpretation to provide internal reliability. Also, coded data were stored in case the other researchers may experience. The coded data were compared with that of the researcher and the consistency was calculated as 88% (Miles & Huberman, 1994).

Limitations

There are a number of limitations of this research regarding transferability of the data to the population. Firstly, the sample was composed of volunteer teachers, and they were not necessarily representatives of other teachers within or other institutions. Therefore, the results are limited to this group, and while inferring the results, more caution should be exercised. Secondly, the researcher was the main instrument of the data analysis process. The analyses and comments are a product of the researcher's interpretation of the data, and a different researcher may identify different features within the same data sets (Bogdan & Biklen, 2007; Creswell, 2012).

FINDINGS

The main objective of this qualitative study was to explore teachers' views on how physical learning environment, pedagogical learning environment and their administrators' leadership practices influence educational facilities towards a humanizing education. In this regard, their views were highlighted in this study. Within this context, some findings were obtained, and these findings were given below each main theme.

1. Teachers' Views on the Influence of Physical Learning Environment on Humanizing Education

The physical learning environment refers to the diverse physical locations, contexts, and cultures in which students experience through their learning process. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations-room with rows of desks and a chalkboard. It is considered that physical learning environments have important effects on students' social and academic achievement. In this manner, most teachers of this study group consider that having a positive physical learning environment design has tremendous effects on student achievement. In such an environment, students' humanistic needs are met and each student is cared for as a human being. In this regard, most teachers claimed ($n=15$), *"Physical learning environment is crucial for educational process. Our school culture, physical learning environment design is not mostly human-based. We are unlucky to work in a school in which physical settings*

are inadequate and bad.” On the other hand some other teachers put (n=8), “There are serious problems at schools in general in terms physical learning environments in Turkey. For example, regarding physical education lesson, at most schools the dressing rooms and sports areas are really bad, and students have no privacy. They are not valued in this context. Working at a school in which basic physical features are bad makes teachers lose their motivation”. However, some teachers indicated (n=9), “The physical learning environment at our school is good or comparatively better.” Two teachers underlined, “We have laboratories, but there are not equipment there, so we cannot do experiments (T6/T13).” Some teachers argued; “Even in teaching materials, there are still aspects which accelerates humanism among people. For this reason, school management display photos and stories on the walls consisting brotherhood. We have a human friendly environments (T1/T2).”

Some teachers added, “Classrooms are so plain. In general, our classes are designed with column seating arrangement which limits student interactions. In such a physical learning environment, student cannot engage in learning activity directly (T10/T3/T12/T13/T1/T2/T5).” Some teachers indicated “Physical environments should be designed according to art facilities. If these environments do not allow students to explain themselves freely, it does not make any sense. There should be multi-purpose learning environments (such as workshops) (T23 /T14 /T16 /T17 /T18 /T22).

When the influence of physical learning environment design on humanizing education is concerned, teachers indicate that learning environment is one of the most important factors in educational process. It should motivate students instead of distracting them from doing instructional and other activities. At a school, physical learning environment should be equipped according to the level of student by asking teachers and parents. The physical learning environment is vital for students to develop their physical, social and cognitive development. These environments should let students participate in lessons and activities actively. Teachers stressed that classrooms are crowded and students cannot reflect their personalities in such classroom settings. Surprisingly, all participants claimed that in such a physical classroom and school environment, even constructivist approach does not allow educational services become more humanistic.

2. Teachers’ Views on the Influence of Pedagogical Learning Environment on Humanizing Education

When pedagogical learning environment is concerned, it was claimed by most teachers that in the current system academic issues are prioritized and human factor is generally neglected. Some teachers stated, “Cognitive development is more important than emotional development of students. The pedagogical issues are human-based in theory, but it does not work in practice, because teachers do not participate in decisions. They are considered as practitioners. This means that pedagogical policies are centrally determined, and teachers are just asked to practice them. Unfortunately, the policy makers may not be aware of the real problems of both schools and students (T2/T5/T6/T16/T22).”

Similarly, some others emphasized, “This era is mechanization of students rather than humanizing. Technology replaced human effect. It is thought that for a humanized education, teachers should have such a philosophy. Schools and classrooms should be learning stations (T1/T2/T10/T4/T11).” In this regard, three teachers said, “We should follow the change, renew ourselves and meet our students’ pedagogical expectations and needs. We can emerge individual talents and guide them. In this process, teacher can play tremendous roles on their lives (T5/T14/T6).”

Some teachers think that human factors are prioritized in some private schools. In this respect, a teacher underlined, “Educational services are steered by business sector. As these schools try to provide student satisfaction, their priority is to have a good pedagogical learning

environment (T16). Some teacher leaders claimed, *“Our influence on humanizing education is great especially in primary schools. However, we have had less effects on humanizing education less in recent years, because students are under influence of the internet and the media. Ethical values are ignored in pedagogical process (T17/T18/T19)”*. Three teachers argued, *“Our humanistic values such as respect, sharing, empathy are not taught properly. As our system is under the philosophy of Durkheim’s sociological pattern, it is not possible to humanize education. Here, the main aim is to control the society in general (T21/T22/T23).”*

As far as pedagogical learning environment is concerned, for the most teachers of this sample academic issues are prioritized, and human factor is generally neglected these days. Hence, democratic, objective, humanistic attitudes are as important as academic achievement. Educational services have so many variables like physical, pedagogical, geographic, humanistic and sociologic conditions. By focusing on human in educational processes, it is possible to make education more humanistic.

3. Teachers’ Views on the Influence of Their Administrators’ Leadership Practices on Humanizing Education

As far as the influence of administrators’ leadership practices are concerned, most teachers of this study group claimed that their administrators’ leadership practices have a great role in humanizing education. In this regard, some teachers emphasized, *“Our leaders do not care about humanistic aspects of education, because they do not want to face any problems at school. They have a tendency to use a classical management style, which is out of date today. These days, they prefer working with those who are politically close to them. Hence, their fair behaviors, their way of communication can influence daily practices at school and affect human relations there. (T1/T2/T3/T5/T6/T20/T21).”* Similarly, some teachers underlined, *“Our administrators ignore us as human beings and do not respect students, teachers and parents. How can we realize ourselves under such an administration? Our administrators communicate us through WhatsApp or e-mail groups instead of communicating directly (T9/T10/T11/T12/T17/T18/T19/T22/T23)”*. However, another teacher claimed, *“My manager is an ideal one. He creates a school climate. My students and me feel completely free, and feel valued. I would like to be a manager like him (T7).”*

As can be understood from the teachers’ evaluations, most teachers experience bad management practices. Under these management practices, it is not easy support humanized education. Leaders can start humanizing education by allowing teachers and students to feel free, behave freely and participate in decisions. In fact, these are the administrators who are responsible for school development. However, they generally prefer using their formal authority instead of humanistic factors, which can provide a humanizing education throughout the school. By creating a better and human-oriented school climate, education processes can be made more humanized.

CONCLUSION and DISCUSSION

The current study investigated teachers’ views of the roles and the influences of physical environment, pedagogical learning environment and leadership practices on humanizing education. Through this study, physical learning environment, pedagogical learning environment and leadership practices are highlighted as influences on the characteristics of a humanizing education. Through this research, some results were obtained.

Results showed that as far as teachers’ teaching journey is considered, most teachers started their careers in the eastern part of Turkey, and they are happy with their work. They believe that they are conducting a very important work for the society, because only through this work the foundations of a society can be laid. In this context, teaching work is accepted as a social task which requires emotions and a great responsibility. Despite facing some administrative problems, political interventions and loss of status in the society, they still have a high level of self-satisfaction and motivation. In fact, teachers can be good role models for their students in

respect with sharing, solidarity, cooperation, and way of speaking, guiding and empathy. Teachers consider that motivation is also vital in humanizing process of education and teachers have tremendous influences on students toward a humanizing education. According to them all of these constitute a positive school culture. The findings of a study conducted by MacNeil, Prater and Busch (2009) suggest that focusing on development of the school's culture is fundamental to improve social development, teacher morale and student achievement.

As far as physical environment is concerned, most teachers do not find physical environments human-friendly. They also feel unlucky to work in such school atmospheres in which basic physical needs are not met (n=15).” Moreover, surprisingly, all participants claim that constructivist approach does not allow educational services to become more humanistic. Because classrooms are crowded, and in such physical environments students cannot reflect their personalities. However, some participants were satisfied with the physical environments at their schools (n=9). Most of these satisfied teachers work at private institutions. At these schools, school facilities and environments are designed according to student needs and wishes to meet their satisfaction.

When the pedagogical learning environment is taken into consideration, results showed that currently, academic achievement is generally prioritized and human factor is neglected at schools. In Turkey, there is an exam-based educational system, and students can get to a higher educational level only if they achieve some tests. Therefore, they focus on these exams and they cannot spend time on other facilities. What is more, pedagogical policies are determined centrally and teachers are just asked to practise them without questioning in the Turkish educational system. Unfortunately, these policies are usually determined by neglecting human values, which is mechanization of students rather than humanizing. For a humanized education, teachers and administrators should have a philosophy of humanizing education, and their democratic, objective and humanistic attitudes become more important. In this sense, their openness to criticizing can make education more humanistic. Educational services have so many variables like physical conditions, geographic conditions, and sociologic conditions. It is evaluated that humanistic values such as respect, solidarity, sharing and empathy are not taught properly at schools. Academic achievement and humanizing education are parallel to each other. Students are human beings and they have their emotions in learning process as well. Therefore, programs should let students express their feelings as well. Consequently, according to teachers pedagogical learning environment has a great influence on humanizing education. Similarly, Salazar (2013) discovered that when schools have a strong pedagogical focus on beliefs, practices and human aspects, education becomes more humanized.

As far as leadership practices on humanizing education is concerned, teachers think that administrators' administrative practices have tremendous roles in humanizing education. Indeed, with fair, considerate, respectful behaviors, they can be good role models for the teachers and students. In addition, motivation is also vital in humanizing process of education. Administrators may motivate teachers and students with their supportive and participative behaviors. It is considered that by allowing teachers and students to participate in decisions, their contribution to a humanized education can be provided. However, teachers indicate that they are not asked to participate in decisions. With this management practice, it is difficult to help educational processes to become humanized. It was understood that the administrators of this sample usually preferred using formal authority in their daily management practices. Hence, a better school climate can be created by using informal relations which may led to a humanized education. Managing a school requires leadership capacity, and it has been harshly criticized by educational environments that most of school leaders in Turkey do not have capacity to manage a school in a democratic way recently. In fact, those who give importance to humanistic values can be successful regarding humanizing education. Lynch, Lerner, and Leventhal (2013) found that leaders can use school culture as a tool to influence and lead by establishing coordination

among employees, having a direct impact on student achievement (Lewis, Asberry, DeJarnett & King, 2016). In practice, schools are administered mostly with the classical management approach. Darroch (2006) emphasizes that administrators are expected to know how to determine students' needs, develop and implement projects to improve students learning. In this regard, their high-performance expectations, leadership practices that they demonstrate are signals of excellence, quality, and/or high performance on the part of the followers and students (Leithwood, Jantzi, & Steinbach, 1999).

As a result of this research, it can be concluded that in order to humanize education, physical environment, pedagogical learning environment and administrative practices should contain humanistic aspects. For this reason, a humanized education seems as a utopia, because political concerns are more influential in order to be appointed as a school administrator instead of experience in administration, leadership qualifications and qualities in educational administration. Some recommendations for policy makers and future research are as follows:

- Physical environments should be designed according to students' basic humanistic needs.
- While course contents are prepared, values, sharing and solidarity themes should be in the center of programs as well as academic concerns.
- School leaders should prioritize human relations while managing a school.

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