



## Genealogical Analysis of Theorizing in Educational Administration Studies

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### Abstract

The main question of the present research was theorizing controversies and their reason in educational administration studies. The search for the answer to this question was done by genealogical method. In the present thesis, an attempt was made to investigate the end and method of theorizing and its supposed reasons as the two main topics of discussion in this controversy, by Foucaultian genealogy. Following the search for the roots, this study led to the discovery of the sources of theorizing, including scientific power and governmentality, three conflicting discourses of theorizing, and two major ruptures in the theorizing process of educational administration studies. The discourses were identified and divided into three categories: "conventionalism", "sanctification of science" and "evolution", and the ruptures were categorized as "methodological rupture" and "teleological rupture". According to the findings of this study, it can be concluded that educational administration studies are on the one hand considered by experts in the fields of education and social sciences, and on the other hand, are favored by politicians and rulers as a political tool for governments. Contrary to the claims of many competing theories, the emergence of theory in educational administration studies in its global origin has been a tool of political governance rather than seeking to achieve ideal goals such as awareness, welfare, educational justice, democracy, freedom and education. Following the expansion of colonial territories in the European and American governments, facing the huge population of colonized countries such as India and China and the ineffectiveness of previous models of governance, technological tools of discipline from authoritarian and force-based governance are changed to governance based on the education and training of individuals in accordance with the demands of the ruler systems. In other words, according to the conflicting discourses and double ruptures, theorizing in educational administration studies from Foucault's point of view as a technology of discipline in the modern era, where it has followed political purposes, has had no advantage for this field of study, and every theory with a new claim has increased the ambiguity and confusion in its theoretical nature.

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## Introduction

Since the beginning of the 20th century, educational administration intellectuals and experts have been concerned with regulating and theorizing in this field of study. A lot of effort for organizing, modeling, regularizing and producing theory has not only been unsuccessful but has also caused intellectual confusion and methodological, paradigmatic and subject pluralism in this field (Gunter, 2012; Heck & Hallinger, 2005; Orucu, 2006; Oplatka, 2009). A systematic review of researches during different periods of time and space is indicative of the lack of agreement on the goals, methods, topics and identity of educational administration (Oplatka, 2008). This crisis has arisen while education and its administration as a cultural action and social function have existed and continued as long as the history of mankind on the globe (Alvani, 2008). The reason or intentions of a group of pragmatists in the last century to order the practice of educational administration on the one hand, and the concern or intention of scientists to theorize and cover a garment of universal 'discipline' on it, on the other hand, are still ambiguous. The current state of this field, which indicates the confusion and inability of theories to solve its problems (Oplatka, 2008; Orucu, 2006; Greenfield, 1986), raises questions such as what, why and how to 'theorize' in educational administration studies in the minds of contemporary intellectuals.

The birth of the concept of 'discipline' as the legitimizing child of the modern age (Foucault, 1979; Carnoy & Levin, 2007), was proposed as a necessary condition for achieving economic growth, equal opportunities and a desirable society (Carnoy & Levin, 2007: 242). But critics call for these disciplinary methods in educational fields, such as using theories to turn the school into a custodial organization (Ilich, 1926) and the existence of strict rules and evaluation systems (Bogotch, 2015:2; Gorard, 2011:745; Filer, 1995) to some extent prevented it to be completely and perfectly appeared as holy. Freire (1358) considers these methods to be the cause of marginalization of various voices and the promotion of the culture of silence.

'Discipline' emerged with modernity. The modernity that announced its presence under the umbrella of the industrial revolution and at the same time with the expansion of the capitalist and liberal society by putting a high emphasis on human prosperity and welfare with

an emphasis on rationality (Ahanchian, 2006). The desire to achieve welfare and liberation and removing obstacles to progress, only through accepting 'discipline' to enter the cycle of production and consumption (Ahanchian, 2005; Hursh, 2005) was so attractive that not only teachers and school principals but also parents were attracted to accept this culture of silence and domination over children (Ferireh, 1358; Marshall, 2003: 65). The subject of modern domination through the humanities became the focus of Michel Foucault's studies in the 1970s.

From Foucault's point of view, theories in modern science are considered as knowledge that is influenced by the political-economic discourses of the era of the emergence of such sciences, and contrary to the slogan and claim of awareness, truth-seeking and liberation of mankind from ignorance and tyranny, contribute to disciplinary actions and domination over humans. Critics of educational systems mostly criticize educational theories to realize the rights of students and the danger of their subjugation, and this is a proof of this claim (Ilich, 1926; Ferireh, 1998; Goodman; Roszak; Reimer; quoted by Ferireh, 1999). In the same line and amid theoretical conflicts, Hare (1996) and Eisner (2002) remind us that it has been a long time since we have forgotten that the purpose of education is not to make the student do well in school, but to make them do well in real life.

It is valuable for every educational administration researcher to know the history and nature of theorizing in the studies of this field. It is necessary for researchers to think about these questions including, how are the ruptures, systems of knowledge and discourse formulation formed in theorizing? How have power-knowledge relations in these discourses led to the emergence of regimes of truth? Was the theorizing process capable of the emergence of a theory, and if so, what were the intentions behind it? Have these intentions been realized or not?

Genealogical analysis of theorizing is a suitable strategy to find answers to such questions. Genealogy is a strategy that Foucault uses by exploring the relations of power and knowledge within each system of knowledge and the discourse formulation of each period, to show the hidden face of seemingly obvious phenomena in human sciences. The ultimate goal of the current research is to reveal the hidden aspects of

theorizing process in educational administration studies by using this strategy.

According to Foucault, classification of episteme based on the index of being 'scientific' has led to the ignorance of its non-scientific types. Also, general and totalitarian theories have dominated over other types of episteme. In opposition to this indifference, genealogy seeks to find an opportunity to show the hidden types of epistemes and ideas that have remained in the shadows due to the dominance of science. Therefore, genealogy seeks to decentralize theorizing on the basis of being 'scientific' in order to allow hidden epistemes to shine. Also, genealogy seeks to revive experiences that have been buried under general theories. The meaning of genealogy is not to reject episteme, but to open up the scopes and boundaries of knowledge beyond the formal sciences. This is possible by fighting the effects of concentrated power associated with common sciences (the power of scientific discourse). The critical analysis of genealogy will lead to shattering the accepted perceptions of affairs and objects (Dreyfus & Rabinow, 1379: 38).

Due to the multidimensional nature of theorizing, genealogical investigation of its various aspects is possible. Among these aspects, one can consider the genealogy of theorizing from the perspective of the meaning and concept of theory in the field of educational administration studies (Burgess & Newton, 2014), the method of generating theory from the perspective of dominant paradigms and assumed propositions in it (Miller, 2007; Gioia & Pitre, 1990; Hallinger & Kovačević, 2019), the concepts and semantic codes that make up theory and how to connect them (Weick, 1995), how to apply it in practice (Sergiovanni, 1992; English, 1994; Eacott, 2017; Gunter, 2017), the motivation and purpose of theorists to theorize (Bogotch, 2015 and 2021), the degree of adherence to theorizing criteria (Cramer, 2013) and above all, context, origins, and driving factors towards theorizing (Bogotch, 2015 and 2021; Weick, 1995). These are a small part of the various dimensions of theorizing in educational administration studies. The present researchers conduct a genealogical analysis of the origins of theorizing phenomenon by focusing upon the two dimensions of 'theorizing teleology' and 'theorizing methods'.

Expressing various and sometimes seemingly contradictory purposes for educational administration

theories such as financial efficiency, student attendance, student enjoyment of education, future student participation in education, student aspiration, preparation for citizenship, academic achievement and within-school learning (Bogotch, 2015: 2; Gorard, 2011: 745), creation of equal opportunities, justice, effectiveness, responsibility, leadership and participation (Bogotch, 2015, Niesche, 2016) are multiple aspects of teleological dimension of theorizing phenomenon in the field of educational administration studies.

In terms of theorizing methods, scholars and scientists have been influenced by academic and non-academic developments since the 1910s in order to provide grounds for theorizing in this field (Gunter, 2016). Among the manifestations of this dimension, the following can be mentioned: the efforts made for theorizing by positivist social science researchers in North America; Logical empiricist ideas about knowledge and its use as a basis for the development of scientific theory (Willower & Forsyth; Evers, 2003) and its criticism by Thomas Greenfield (Eacott and Evers, 2015); making the most effective efforts in the theory movement for theorizing by natural and social science methods (Evers, 2003; Gunter, 2016, Bates, 2009, Hare, 1997, Ikat and Evers, 2015) or proposing basic criticisms to the theorizing in positivist methods by experts such as Bates (1999 and 2009), Greenfield (1970), Bush (1995), Gunter (2012), Eacott (2016), Bates and Foster (1980) and Hallinger (2019).

To ensure the validity and authenticity of this research, after studying related books, articles and theses and determining the present topic, the researchers communicated with educational administration experts and professionals in top global universities, including the University of Manchester, University of New South Wales, Deakin University, and University of Florida by correspondence and face-to-face communication using virtual social networks. In these communications and during the initial interview, discussions were held specifically about the possibility of genealogy of theorizing in educational administration studies, authenticity of research and reliable sources for conducting research. The answers of the experts indicated the possibility and value of conducting the present research. As Bates stated: "due to the novelty of the present research, its findings will have the ability to expand the boundaries of knowledge in educational

administration in terms of the relationship between power, knowledge, and the truth which impacts theories". Bogotch also asserted that "paying attention to the context, cultural and native differences, and temporal and spatial differences in this study will clarify important aspects of theorizing in the cultural and social aspects of educational administration". Eacott considered the value of this study and its results to be important for the development of the field and suggested to pay attention to the archeological analysis of ideas as well. Nietzsche found the method of genealogy highly suitable for the field of educational administration because of the dependent nature of this field upon power and politics.

Genealogy, following historical analysis, needs to return to the roots and the past. Scientometric researches indicates that the roots of the formation and expansion of the field of educational administration were mainly from the West, particularly America and England (Rose, 1977; Donmoyer et al., 1995; Gunter, 2015). Most of the published researches originate from the mentioned countries (Thomas, 2010; Hess et al., 2007; Donmoyer, Imber & Schuerich 1995; Eidel & Kitchel, 1968; Gunter & Ribbins, 2003). Hence, the geographical scope of this study is limited to these two countries and their dominant discourses.

In the current research, 'theory' is not a conceptual tool that should be taken into consideration, but the problem is 'theorizing' and why and how this phenomenon became the common understanding of educational administration discourses. The specific features of 'theorizing', including its dependence on the context, its close connection with power and political lobbies, and high cultural and social sensitivity, made the research require a method beyond the common research methods. In this regard, the present study uses Foucault's genealogical approach to analyze the theorization in educational administration studies. The main purpose of this research is 'theoretical analysis in educational administration studies with a genealogical approach' and the questions related to it include:

1. What is the source of theorizing in educational administration studies?

2. Where are the ruptures in theorizing systems of knowledge and what kind of analysis do they have?

3. How are the dominant theorizing discourses formulated?

### Methodology

In this study, the method and theory of genealogy was used as the research method and strategy. Foucault's genealogical strategy is not explained by himself, and other experts and researchers have presented steps for this method with their impressions of his works. Different method of internal and external researchers in the application of this approach led us to examine various samples and patterns of research reports related to genealogy in the field of theorizing and methodology in the field of educational administration from a genealogical point of view. Then, in order to achieve a true understanding of Foucault's genealogical method, the analysis and interpretation of Foucault's genealogical by researchers after him such as Dreyfus & Rabinow and the works of researchers whose genealogy was the main research strategy were discussed.

The result of this reflection was the identification of ten steps of genealogy that were used in this study. In addition, governmentality was also used as a key tool in the analysis of educational policies. Dean has used three operational indicators of political and social rationalities, technologies and subjects resulting from rationalities to objectify governmentality. In the present study the conceptual analysis tool of 'governmentality' and the ten steps of genealogy are applied not in a linear way but in a back and forth way to formulate theorizing discourses in educational administration studies. The researchers use four components of Foucault's genealogy including linguistic and logical analysis, structuralism, hermeneutics and pragmatic interests to analyze, interpret and reflect during the study, but to show the results of these mental reflections objectively and operationally, three operational indicators of governmentality are used as indicators of theorizing in educational administration studies. Table (1.2) demonstrates a brief description of these three indicators.



**Table 1.2. Theorizing indicators in educational administration studies with a genealogical approach**

Indicator	Indicator Definition	Questions
Socio-Political Rationalities	Intellectual instruments that make reality thinkable, calculable and governable. In other words, a way or a system of thinking about the nature of the way of governance and making it practical for agents and those who are governed (Gordon, 1991).	What is called truth? Who has the power to define the truth? What is the role of organizations in producing truth? How is theorizing formulated as a problem in the mentioned truth regime?
Technologies	Techniques through which government goals are achieved. According to Foucault, the most important technology is technology of self, which allows a person to influence himself through his desires in the fields of body, mind, soul and lifestyle, with personal tools. The ways in which individuals become certain kinds of subjects (Rose, 1996).	Test, assessment, classification and categorization methods, standardization tactics in education and forms of architecture such as classroom architecture and professional vocabulary Forms and types of discipline and their instruments
Subjects	Various types of individual and collective identity and forms of subjectivity and agency that are created by rationalities and technologies	Forms of identity and people created by the government The capabilities, attitudes and orientations of two significant groups of governors (from politicians and bureaucrats to professionals and educational specialists) and the governed (principals, teachers, students, schools, etc.) How to produce particular agencies, selves and identities and how to deal with these constructed identities (accepting or rejecting them)

## Findings

In this section, the findings and answers to the questions are reported in line with the main research purpose as “Genealogical analysis of theorizing in educational administration studies”.

### 4.1. Answer to the First Research Question

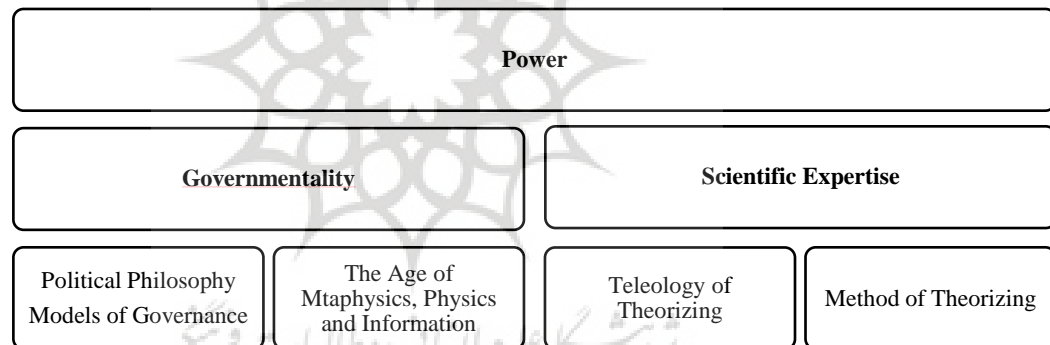
What is the source of theorizing in educational administration studies?

Until a science knows its history and sources, it cannot grow in a balanced way. Educational administration, like any other scientific field of study, has faced fluctuations

in the course of history and has determined its destiny in connection with its historical background. Therefore, historical studies in the field of educational administration and how it was understood and practiced in the past, particularly identifying the origins, are important. Without this knowledge, a true and authentic perception of its current situation cannot be achieved. According to figure 4.1, the findings in this section indicate that power was the main source of theorizing in educational administration studies. Foucault considers power differently, as a ‘relationship between forces’ and unlike other theorists, he doesn’t limit power to the relationship between master and slave, or something

reflected in centralized and limited structures and institutions such as the government and various political parties. According to Foucault, power is a type of network strategy that is neither in the hands of the dominant class nor possessed by an individual, but is dynamic and distributed. Considering this point of view, Foucault suggests that in the analysis of power, we should focus not on the basis of conscious intention but on the point of its application. In other words, he diverts attention from issues such as “Who is powerful?” or “What are the goals and intentions of those in power?” to processes in which subjects are formed as effects of power. From Sarap’s (1993) point of view, Foucault’s frequent emphasis on power and discourse creates a kind of unifying central core in Foucault’s work. Foucault points out that power no longer operates through a direct ‘top-down’ mechanism, where they are exercised in governing various forms of repressive control over more or less protesting submissive masses. Foucault moved the scope of his research towards the new formulation of episteme in his book, *Discipline and Punish*. He believes that discipline was formed and developed in the course

of history by two groups that are representatives of power and knowledge. First, the philosophers and doctors, at the head of whom, Descartes, who created the metaphysical analysis, and the other, the political technocrats, who created a complete set of military rules and institutions such as schools, hospitals, and experimental methods and measures to control or modify body reactions (Deakin, 2002). The questions that Foucault raised in the analysis of power are, first of all, “How is power exercised and by what means?” and second; “What is power and where does it come from?”. The answer to these questions in theorizing educational administration studies is that power in one part comes from the scientific and specialized power of researchers and scholars in this field and in the other part, comes from the political philosophy of western countries and the governance patterns of those countries. These two parts are not separate from each other in practice, but are related to each other interactively and rotationally. As Foucault stated, knowledge brings power, and since there is a circular process between the two concepts of power and knowledge, power increases knowledge.



**Figure 1.4. The source of theorizing in educational management studies**

#### 4.2. Answer to the Second Research Question

Where are the ruptures in theorizing systems of knowledge and what kind of analysis do they have?

According to figure 1.4, the findings in this section included two major ruptures as ‘methodological rupture’ and ‘teleological rupture’. ‘Methodological rupture’ has some characteristics such as the lack of an interdisciplinary approach; dominance of positivistic approach; the power struggle to gain academic legitimacy with a discipline-oriented approach; and

‘teleological rupture’ has some characteristics such as changing the goal with the dominance of political and economic schools, including liberalism and neoliberalism schools; neglecting the difference between countries with emphasis on the three indexes of culture, value, and context including conceptual and value disputes. While changing goals, the role of various actors with multiple motivations in the field of educational administration and their impact on theorizing process was identified. Each of these ruptures is described in the following.

Methodological Rupture	Teleological Rupture
<ul style="list-style-type: none"> <li>- Dominance of positivistic approach</li> <li>- Power struggle to gain academic legitimacy with a discipline-oriented approach</li> <li>- Lack of an interdisciplinary approach</li> </ul>	<ul style="list-style-type: none"> <li>- Influence of liberal, neoliberal political-economic schools</li> <li>- Cultural, conceptual and value differences</li> <li>- Influence of actors and claimants with multiple goals</li> </ul>

#### 4.3. Answer to the Third Research Question

##### How are dominant theorizing discourses in educational administration studies formulated?

In this section, according to figure 1.4 and identified ruptures, and by gathering the propositions and sentences formed around the theorizing axis in educational administration studies, we present the second part of the findings, which are the discourse formulations. This discourse formulation is presented based on three objective indicators of governmentality. Dean (1999) analyzes governmentality with three indicators of rationalities, technologies and subjects of governance. The rationality of government is the way or system of thinking about the nature of the way of governance regarding who can govern, what is governing and what and who are governed; in other words, the ability to make governance thinkable and applicable both for the agents and for those who are governed (Gordon, 1991). Technologies are techniques to realize the government's goals, the most important of which, according to Foucault, are the technologies of self. Self-technologies allow people to influence themselves through their desires in the realms of spirit, mind, body, and lifestyle with personal tools and become certain types of subjects (i.e., liberal subjects) (Rose, 1996). Subjects are types of individual and collective identity and forms of subjectivity and agency that are

constructed by the rationalities and technologies of government (Dean, 1999). According to what was mentioned, three discourse formations titled 'conventionalism', 'sanctification of science' and 'evolution' were identified and described below.

##### 4.3.1. Discourse of conventionalism

Renaissance systems of knowledge with feudal political philosophy is a model of metaphysical governance. The type of discipline is repressive and tormenting. Its tools are coercion, force and threat. In this era, educational administration is defined as an art based on the lived experiences of empirical administrators (Hare, 1996). There is no theory in its modern and scientific sense, but the opinions, suggestions and advices of teachers, experts, practitioners and some philosophers in the field of education have led to the presentation of some principles and hypotheses in written form, of course these hypotheses are not empirically tested and confirmed. Payne and Robb are among the first empiricist pioneers. Robb believed that educational administration is the basis of classroom administration, and Payne and Harris believed that administration is distinguished from teaching and the classroom. Payne and Harris defined administration based on supervision (Hosseingholizadeh et al., 2015). Moral principles were the focus of education in this period (Boyan, 1988); and the source of these

laws is from divine, theological teachings such as Catholic, Protestant and their holy books. The leaders of this era are Christian clergy and in the field of educational administration, pragmatists and educational philosophers in European and American countries. In terms of methodology, educational administration in this period did not yet enter the systematic and scientific stage. Therefore, we are faced with a kind of lack of method in knowing the truth. Only imitating religious people and clerics, pragmatists' experiences and taking advantage of their advices and suggestions were recognized as valid. Based on this, the subjects in this period included students, teachers and administrators

who adjusted their behavior and actions according to the moral and religious propositions issued by justified people and were known as competent, moral and good people. This period is important as a document about the presence of educational administration before becoming scientific and its emergence in the form of science and theorizing in genealogical study.

As a result, according to table 4.2 the discourse of 'conventionalism' can be generally summarized in three objective indicators of governmentality based on the propositions and principles that shape the discourse.

**Table 4.2. Genealogical indicators of theorizing in the era of conventionalism (1650-1900)**

Political and Social Rationality	Technologies	Subjects
<ul style="list-style-type: none"> <li>• System of knowledge: Renaissance</li> <li>• Political philosophy: Feudalism</li> <li>• Governance: Metaphysics</li> <li>• The goal of discipline: other-governmentality</li> <li>• Dominant Power: Repressive</li> </ul>	<ul style="list-style-type: none"> <li>• Force and torture</li> <li>• Creating tame bodies</li> <li>• The art of distributing and controlling activities</li> <li>• Planning and segregation</li> </ul>	<ul style="list-style-type: none"> <li>• A good and moral student</li> <li>• A competent, good and ethical teacher and principal</li> </ul>

#### 4.3.2. Discourse of Sanctification of Science

Attention to the development of theory based on scientific principles and systematic methods occurs in the discourse of 'sanctification of science'. At this time, Dewey's thought about using scientific methods to solve social problems had a deep impact upon the progress of social sciences, which were the foundation of public administration (Hosseingholizadeh et al., 2015). The use of theorizing principles in social sciences for similar action in educational administration studies was the result of this discourse. According to table 4.3, the propositions and principles of this discourse coincide with the dominance of modern and liberal rationality in the form of explanatory and perceptual approaches to theorizing and seek to realize the ideal of awareness, progress, freedom, welfare and justice. Theory in modern educational administration has a role similar to theory in physics, chemistry, biology or psychology, that is, it guides the field of research and practice to provide general explanations. From this point of view, the goal of all sciences is to understand the world in which we live and work. Scientists describe what they see and they discover and formulate rules. Organizational science

tries to describe and explain principles in the behavior of individuals and groups in the organization. Organizational scientists seek basic principles that provide a general understanding of the structure and dynamics of organizational life. Therefore, science has two faces; First, it is precise and systematic, as well as creative and innovative (Hoy and Miskel, 2012). Hoy and Miskel (2012) consider science as a dynamic process that creates a set of interrelated propositions through experiment and observation and in turn, produces more experiment and observation. That is, the major goal of science is to find general explanations that are called theories. From the point of view of Zucker (1987), the norms of science and theory are directed towards open attitude, general communication of results and impersonal evaluation criteria. Theorizing in educational administration with this concept was formed for the first time during the annual meetings of the National Conference of Educational Administration Professors. At the same time, Griffith considers prescribing to administrators to be outside the rule of science and emphasizes the scientific theory that is capable of describing organizational and administrative phenomena. The origin of this concept goes back to the



theory of logical positivism (Culbertson, 1981). Due to the establishment of logical positivism in the middle of the 20th century, educational administration was also affected by this school of thought at that time. Based on that, an administrative theory is a kind of logical hypothetical-deductive structure, which is justified by confirming empirical evidence, accepting all theoretical terms and operational definitions, and considering the elimination of ethics. In fact, the structure of administration science was completely consistent with the structures and trends of empirical sciences and logical interpretations (Evers and Lakomski, 2015). In this period, survey was used as the first scientific method in the field of educational administration (Boyan, 1988). The most important achievement of theorizing in this period can be considered 'the theory of school as a social system'. The systems approach was first used by Getzels and Goba (1957) in educational administration under the title 'theory of school as a social system'.

From the point of view of social system theory, these sociologists consider human beings as psycho-social creatures. Accordingly, the behavior of each person is considered to be affected by two psychological and social dimensions. The first dimension is the specialized field of psychologists and the second dimension is the specialized field of sociologists, anthropologists and social psychologists (Shirazi, 2016). This model did not include all social dimensions. Getzels and Thielen (1960) helped to develop and remove its limitations by adding cultural, biological and psycho-social dimensions.

Then Hoy and Miskel (1982) completed the initial model by considering the three elements of formal organization, informal organization, and individual nature. Finally, the general model of the school's social system was recorded in a book format by Hoy and Miskel. The authors of this book, which has been edited several times so far, have first reviewed the process of thinking and the history of organizational theories in detail, and then by accepting the basic assumption that the systemic-social model is a realistic and useful conceptual framework for theoretical and practical analysis of school work. Then they proposed new theories and researches of educational administration in a logical connection and fourteen chapters in order to explain the key components of the school as a social system (individuals, structure, culture, power and

politics, technical core, effectiveness and external environment) on the one hand and the main processes of school administration (communication, decision making and leadership) and on the other hand (quoted by Shirazi, 2016). Relying on the model of the school as a social system (Hoy and Miskel, 1996 and 2009, quoted by Shirazi 2016), the organization of the school and consequently the organizational behavior is subject to the function of individual, structural, cultural and political elements that interact dynamically with each other and affect the teaching-learning process as the technical core and the main mission of the school. Hence, the effectiveness of the school can be attributed to the independent and interactive function of each element (Miskel, 2012).

The governance model in this era was physics. Some of the examples of this period in educational administration theorizing include the application of Taylor's classic theories by Babbitt in educational organizations, theory movement, and currents and associations influencing the formation of the concept of theory and theorizing in educational administration studies. Also, this period was full of fundamental criticisms to the theory movement and theory development methods under dominant exploratory paradigms, especially positivism. The common aspects of theorizing axioms in this period were the possibility of rationalizing the administration and management methods, the possibility of controlling the behavior of human resources within the framework of rational methods, and the possibility of generalizing the rational principles of management to other organizations and conditions. This rationality led to the creation of modern technology and discipline in the form of systematic scientific norms, rules and principles. Therefore, the application of scientific principles in educational administration based on planning, measuring motion and timing, and classification and separation as normative discipline tools became common.

Specifically, theorizing in the form of the concepts of effectiveness, improvement, excellence and leadership based on standards led to the production of normal and abnormal subjects. It was from this time that good and bad students, capable and efficient and inefficient teachers, and effective and ineffective principals and leaders emerged. In this period, educational administration distanced from its origin, which was the

philosophy of education, and moved towards social sciences, management, and business, in order to use the scientific principles of these fields to produce theory. The change of moral goals towards economic goals emerged from this period onwards. Emphasis on rationality as a way for human freedom and progress

became the Achilles' heel of this age and caused the emergence of the next era.

As a result, according to table 4.3 the discourse of 'sanctification of science' can be generally summarized in three objective indicators of governmentality based on the propositions and principles that shape the discourse.

**Table 4.3. Genealogical indicators of theorizing in the era of sanctification of science (1900-1980)**

Political and Social Rationality	Technologies	Subjects
<ul style="list-style-type: none"> <li>• System of knowledge: classic and modern</li> <li>• Political philosophy: liberal and neoliberal</li> <li>• Governance: The Age of Physics</li> <li>• The goal of discipline: Normalization and self-governmentality</li> <li>• Dominant power: power over life and institutional power</li> </ul>	<ul style="list-style-type: none"> <li>• Rule and principle, law and norm</li> <li>• Good training methods and panoptic system</li> <li>• Permanent care, punishment and normalization</li> <li>• Planning, time and motion measurement and test</li> </ul>	<ul style="list-style-type: none"> <li>• Good and bad students are recognized according to the degree of compliance with pre-defined plans and goals</li> <li>• Effective teacher is recognized according to the level of compliance with specified expectations</li> <li>• Efficient and effective principal is recognized according to the level of compliance with specified expectations</li> </ul>

#### 4.3.3. Discourse of Evolution

In the middle of the 20th century, with the entry into the post-modern world and the fundamental rethinking of the theoretical foundations of social sciences in general and educational administration in particular, the discourse of 'evolution' was formulated with the propositions and principles shown in figure 7. The postmodern system of knowledge as neoliberal political philosophy and the age of information governance with the goal of self-regulation discipline and the power of networks resulting from information and communication technologies led to the creation of electronic panoptic systems and subtle control of people. Due to the existence and continuation of some propositions and principles of the previous discourse, the panoptic disciplinary system and self-regulation subjects can be still observed in this period. But the wave of transformative criticism caused the subjects of the previous discourse, including teachers, administrators and students, to introduce fundamental criticisms to these subjugator disciplines. In this regard, Johnston and Yighi (2016) stated that it is necessary to emphasize the best educational leaders regardless of their dark side. In other words, the leader should try to distribute and share power and knowledge among the stakeholders regardless of the regimes of truth and with the participation of all groups. Along with postmodernism

and the consensus of critical view points, this period appeared with a multifaceted approach and emphasis on streamlining and discourse under trans-disciplinary approaches to face the changing world.

Subjects such as new micro-powers hidden in language and sexuality, new movements such as women, ethnicities, virtual organizations, growing information diplomacy, virtual wars, soft revolutions, political genetic engineering, democracy and cyber civil society, controlling and disciplinary states are new ways of governing and controlling human behavior in the political arena and evolutionary discourse that have been researched (Keith Nash, 2008). Entering into interdisciplinary discussions and research regarding the movement from discipline-oriented species to trans-disciplinary species is highlighted in this discourse. Because scientists believe that the trans-disciplinary type of theorizing and science has the necessary comprehensiveness to investigate a cultural-social phenomenon such as educational administration, which is multifaceted. In addition, by moving towards discourse creation and streamlining regarding the important issues and problems of the field instead of theorizing, leads to the hearing of everyone's voice, rejecting the dominance of centralized powers and special groups and eliminating racial, gender, ethnic and religious discrimination, and with the participation of all

stakeholders and beneficiaries, it moves towards truth instead of truth regimes.

As a result, according to table 4.4 the discourse of 'evolution' can be generally summarized in three objective indicators of governmentality based on the propositions and principles that shape the discourse.

**Table (4-4): Genealogical indicators of theorizing in the era of evolution (1980 to contemporary)**

Political and Social Rationality	Technologies	Subjects
<ul style="list-style-type: none"> <li>• System of knowledge: Postmodern</li> <li>• Political philosophy: Neoliberal</li> <li>• Governance: the Age of Information</li> <li>• The goal of discipline: Self-Regulation</li> <li>• Dominant power: Network Power</li> </ul>	<ul style="list-style-type: none"> <li>• Information and communication technologies</li> <li>• Electronic panoptic systems</li> <li>• Subtle control of the individual</li> <li>• Individual planning</li> </ul>	<ul style="list-style-type: none"> <li>• Self-regulated subjects like successful student, capable and efficient teacher and effective principal</li> <li>• principals, teachers and students are critical of self-regulating systems</li> </ul>

## Conclusion

Changing the power diagram from the pragmatists in the field of education, school principals and experienced teachers in the era of conventionalism to the power of theory and scientific methods in the era of sanctification of science, contributed to the change of regimes of truth from the purpose of nurturing moral and civil human beings to the purpose of nurturing the best human resources for the cycle of production and consumption in the capital market. This change in the power diagram was at the end of the nineteenth century and coincided with the arrival of social science experts on the one hand and the application of management and business theories on the other hand in educational administration studies. The continuous efforts of specialists in other scientific fields, especially social sciences, to test their theories in the dynamic and complex field of educational administration on the one hand, and on the other hand, the use of political leaders under the influence of liberal and neoliberal systems, from the effective power of educational administrators on the production and upbringing of the future generation in accordance with their capitalistic interests drew the educational administrators, who were eager to gain scientific fame and academic position, more and more towards theory and theorizing. The social system based on the power of science and its sanctification led to the ignorance of educational views of previous philosophers and scientists and the advice of pragmatists, administrators and teachers with experience in the field of education. The power of theorizing based on scientific methods and derived from the field of organization, management and

business replaced the views and philosophical schools and experiences of pragmatists. After that, the object of the theorizing developed in the educational administration associations. The change in discourse structure from conventionalism to the sanctification of scientific also led to the deviation of the theorizing path from the two dimensions of teleology and epistemology in this field. This deviation in the dimension of epistemology led to the predominance of explanatory and to some extent perceptual approaches, and in teleology dimension, it led to a change in the focal point of educational systems from education, ethics and human excellence to development and mass production.

Therefore, formulating an evolution of theorizing discourses by presenting serious criticisms to explanatory and perceptual approaches and paying attention to a trans-disciplinary type of science production seeks to eliminate numerous scientific, ideological, political, cultural and social hegemony. Entering into interdisciplinary discussions and research regarding the movement from discipline-oriented species to trans-disciplinary species is highlighted in this discourse. Because scientists believe that the trans-disciplinary type of discourse creation has the necessary comprehensiveness to investigate a cultural-social phenomenon such as educational administration, which is multifaceted. But since the discourse propositions of the previous period such as positivism, liberalism, neoliberalism, and panoptic disciplines are still evident in the evolution discourse propositions, the realization of this discourse has not yet happened completely.

It is believed that with the realization of the evolution discourse, the challenge of universality in theorizing the field of educational administration based on the expectation that theory will have the power to describe, explain and predict like natural sciences or mathematics will be ruled out. With the help of evolution discourse, we can universally specify that it is important to pay attention to general elements such as economic, cultural, political, social and individual aspects to solve educational problems, but the considerations and effective factors in any part of the world regarding these elements for theorizing are completely contextual and context-dependent. Streamlining and discourse creation along with trans-disciplinary species will provide the possibility to identify and count these elements in any place. In addition, by moving towards discourse creation and streamlining regarding the important issues and problems of the field instead of theorizing, leads to the hearing of everyone's voice, rejecting the dominance of centralized powers and special groups and eliminating racial, gender, ethnic and religious discrimination, and with the participation of all stakeholders and beneficiaries, it moves towards truth instead of truth regimes. Leaders should free themselves and then their organization from subjugation and domination by resisting multiple hegemonies, regardless of nominalism and subversion, and by criticizing the present situation (the position of school leadership in the current situation). Maybe in this way they can partially remove truth regimes and replace the truth. Perhaps it would be useful to use a Foucauldian perspective as restorative practices, even if only to reveal the many insidious ways that dominant groups can continue to maintain their power over marginalized people.

### Recommendations

- Identifying effective factors for discourse creation and stream creation in theorizing educational administration studies in order to hear all voices;
- Identifying factors affecting the creation of scientific and specialized communities and networks in theorizing educational administration studies.

### Research Limitations

- One of the genealogical conditions of a phenomenon is being indigenous and living in the context in which the phenomenon emerged and flourished. Since the origin of theorizing was in the educational administration studies

in America and England and the present researchers did not live in that context, they had the limitation of deep cultural and social understanding in the interpretation and analysis.

- The philosophical and theoretical nature of the research, the limitation of Persian sources and the urgent need to use English sources that were mainly translated from French to English, the difficulty of understanding and translating theoretical and philosophical texts, was another limitation that was deeply perceived during the research process.
- The genealogical nature of science or theorizing in a discipline requires a comprehensive and broad view of all borrowed disciplines. This type of research will reach the desired result with teamwork and the use of different specialties such as sociology, political science, economics, philosophy, and management
- Another limitation regarding Foucault's change of perspective and method in his works, without obliging himself to explain the details of the method, caused multiple interpretations of genealogy by experts and researchers, and this adds to the ambiguity and complexity of the genealogy method.
- Knowing the 'truth' and distinguishing true from false statements in educational administration studies was another difficulty that was faced in identifying gaps and formulating discourses due to its complex textual nature that was intertwined with multiple micro and macro powers.

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