IETC 2014

Democratic Education and Administration

Dr. Muneera Alshurman[*]

Irbid 21163, Jordan

Abstract.

In any society education is assumed to be a basic welfare pillar. The society, culture and politics of a country greatly influence education in schools. On the other hand, the education also influences the society. Therefore, in order to turn in a well developed society it is essential to strengthen the foundation of education in schools, colleges and Universities .Almost the citizens of each country across the globe believes in democracy. However, for achieving a democratic society it is necessary to create awareness among people about democracy and its benefits. The best way to educate people about democracy is to incorporate democratic education and administration in schools. This research paper is an effort to develop an understanding of democratic education and administration and its significance in today's era. This research has focused on historical overview of democratic education and administration and recognized its importance in today's era. A mixed study design including primary research and secondary research was incorporated to conclude the results.

Keywords: Democratic Education ；Administration

1. Introduction

Democracy as a respected system greatly influences the structure of societies as it provides an opportunity to place the individual person on a subject position of life. Moreover, democracy helps to transform the ideologies of many areas from law to economy and from reorganization of government to a routine life of a person. This attribute of democracy has led many societies to adopt a democratic environment. The main features of democracy include equality, social and political participation, freedom of decision via voting, the demise of violence method in the realization of social and political goals, the practice of compromise. In addition to includes the elementary value of human as a human being and a free atmosphere to ensure this value. Tolerance to cultural differences and the value of free thought also forms the democratic values. However, the democracy that has to be perceived as basic principles and way of life can only be achieved by effective education. Implementing the fundamental democracy values can only be achievable in educational institutes that incorporates democratic education practices and with a democratic administration. In this term, the management style of educational administrators in managing their organization plays a crucial role. It is vital that people who involved in the administration of any organization follow democratic principles because the implementation of these principals plays a major role in the success of an educational institute.

* Corresponding Dr. Muneera Alshurman. Tel +96277284483.
  E-mail address: muneera_alshurman@yahoo.com

In order to achieve a democratic society it is crucial that students should be encouraged to practice their rights and be aware of their responsibilities. Democratic education helps to achieve the stated goals(Loflin, J. 2005) Democratic education is characterized by democratic policies, organizational structures, curriculum, and teaching methodologies that incorporate relevant content and present various opportunities to students to practice the concepts they taught carfully. Moreover, this type of education system is concerned with the purpose of education that what people wish to achieve from their education sector. There are several questions raised by researchers and people to understand the fundamental goal of education. Some of these questions are: education simply a strategy to earn wealth or maintain a healthy economy? Is it simply a bridge that guides us towards our future profession? It is note worthy that these questions only highlight the sarcastic view about education. In the contrast, questions such as: Is education a mode to develop awareness about the importance of knowledge? Is it an approach that helps to build a realistic view of the world? and helps to understand the need of democracy in education.

2. Problem Statement

Democratic education and administration in educational institutes plays a significant role in building a democratic society. However, most of the educational institutes lack in incorporating democratic administration and providing democratic education to students. This paper aims to develop an understanding of democratic education and administration. It also creates an awareness of the importance of democratic education and administration in era today.

3. Research Aim

The aim of this research is to develop an understanding of democratic education administration and create awareness about its importance in today's era

4. Research Objectives

The objectives of this research are:

- Identify the building blocks of a democratic society
- Understand what democratic education and administration is?
- Create an awareness of the importance of democratic education and administration in today's era

5. Research Questions

Keep in mind the final goal of this research is to create an understanding of democratic education and administration in the era today, this study has focused on the following questions:

- What is democracy?
- What is democratic education?
- What role does a democratic education plays in creating a democratic society?
- What are various teaching methods used in most of the schools and up to what extent these methods fulfill the requirements of democratic education?
- What type of mode of communication is adopted between students and teachers in schools?
- What is the role of administration in an educational institute?
- How can a democratic administration contribute in the success of an organization?

6. Significance of Research

This research is tended to be equally imperative for the management of educational institutes and academic region since it has furnished an understanding of democratic education and administration and its importance. The comprehensive literature review on democratic education and administration will lead the educational institute to adopt democratic practices in education process and administration. Moreover, this research will also create awareness in students for their democratic rights. It will help them to understand the importance of studying in a democratic environment.

7. Literature Review

7.1 What is Democracy?

The word democracy might be familiar to the most people. However, the concept of democracy is still not clearly understood and often misused by single party regimes, military leaders or dictators in order to get large support of people which in turn leads them to a strong a political position (Biesta, 2007). Nevertheless, the power of democracy has succeeded to survive a long and turbulent history. Regardless of prevailing challenges, democratic government in many countries continues to grow and flourish. The word democracy was derived from a Greek word demos which means people. Democracy is defined as the existence of government that has been chosen by people. In some societies democracy can be practices by the citizens directly. On the other hand, nations with huge population democracy are practiced by people who are elected by the public (Parker, 2003). According to President Abraham Lincoln, democracy is the government of people, by people and for people. Frequently the words

democracy and freedom are used interchangeably; however, these words are not synonymous. Democracy is certainly a set of principles and concepts about freedom. In other words democracy is the institutionalization of freedom. In addition, the democracy also includes the processes and practices that have been transformed throughout a long and turbulent history. It is essential for people who are living in a democratic environment to be the decisive guardian of their freedom. Freedom is characterized by recognizing one's intrinsic dignity and absolute rights in a society (Crick, 2002).

7.2 Importance of Democracy

As stated in the previous paragraph, democracy indicates the existence of the government that has been chosen by people, it provides numerous benefits to its citizens. A democratic government provides its citizens the best opportunities, maximum freedom and a happy life with greatest prosperity. So far it is considered as the most stable form of government. In a democratic environment the individual person is free to practice religion of his choice. Woman is free to choose spouse of her choice and even student are free to select the form of education they wish to achieve. In a democratic society a person has complete freedom, he can freely move around without getting anyone's permission, he is free to watch any movie or listening to any type of music. Moreover, in a democratic society   minorities are given equal right of participating in politics and influence society as anyone else. They are provided with complete protection against violation and assault. In democracy, woman is presented with equal rights and opportunities as a man. They have equal right to get education, they were allowed to work in offices and they can enjoy maximum freedom as men do. Every person in a society desires for freedom and security and both of these are only possible in a democratic environment. Therefore, democracy should be encouraged everywhere and the best way to create awareness about democracy is to incorporate democratic education and administration in educational institutes (Lappé,2006).

8. Characteristics of Democratic Education

Democratic education plays a vital role in creating awareness about democracy therefore it should be open for all citizens of a democratic society. Apart from being open to everyone it is essential for a democratic education to make maximum efforts for providing best education to children. It helps to build healthy relationship between teacher and student (SIDA, 2001).An education system with democratic education should help increase freedom as power to select and in achieving satisfactory life. It should also encourage the intensification of individuality. Democratic education should extend the scope of student's interest. It should involve comprehensive knowledge on history, painting, literature, music and sciences as these are the basic tools that help in diminishing the barriers among classing and in turn developing a form for wider shared interests. Nevertheless, democratic education plays a major part in the development of habits that involves caring for others and notifying others needs before making any personal decisions. Democratic practice is characterized by the habit of taking into account other people's views and considering the consequences of an action and its impact on others beyond its advantage to the agent. In order to establish a flourishing educational system of personalized learning it is essential to consider the fact that providing each student with the opportunity to prove their talent is not the disloyalty towards excellence instead it is the accomplishment of it(Colville,Hall, 2000) .The phrase personalized learning indicates high teaching quality which is approachable to various ways that can facilitate students in accomplishing their best. It involves responding to individual students by establishing a mode of education and realizes the needs of the students and focuses on their interests, this type of approach has acquires strong moral and educational support.

9. Democratic Education's Historical Background

In order to understand , to prepare or to produce anything properly it is necessary to know about its ups and down, its future aspects as well as the little historical background of that particular thing that we are going to prepare or make, In other words we can say that happenings of today or future are directly dependent upon past. So due to this reason it is mandatory to have a brief discussion on historical background of democratic education. For the very first time in the world, the philosopher named "Plato and Socrates" made links between education and democracy. The idea of democratic education was alluded without precedent for Rousseau's and Dewey's writings(Dewey,1938).Rousseau belongs to the "romantics" of education (18th century) whose thought was to completely educate and instruct all citizens so that effective integration of individual in society is effectively achieved.. He had introduced the thought of 'social contracting' that ensures ones' opportunity and the right of others. According to him if everybody is included in the society, there is a state of accurate majority rules system or democracy. Rousseau's and Plato's analysis were putting all their efforts on policies, rules and regulations of education and politics in the education sector. Rousseau was inspired by Plato however; Rousseau's status contradicts Plato's perspective. Plato exerts pressure on thought that the principle point of education is to discover the skills of each person and spot them in a profession and in a position in society that everyone deserves. Thusly, he seems to be energetic about meritocracy, stratified groups as per the way of every person and stability in society. It was the opinion of Plato that

each member of society should be completely provided with all the knowledge and information that is useful for an individual and in benefit of community. On the other hand, Rousseau believed that education should be fair for all because this would be helpful in the creation of a rigid and developed society. Moreover, it would also contribute in development of personality of each individual equally. There should be equal opportunity for everyone in the community or society. Everyone should be free from all limitation in order to explore his /her abilities and capabilities.

Democracy in any society is reflected by social freedom, while social freedom is considered as a warning element for a society because according to Plato, social freedom and mobility may alarm the disturbance in social order due to the human selfish nature. This unwanted disturbance may put a mark on discipline and respects of authorities of a community. Hence Rousseau and Plato both held conflicts in their view about contribution of social freedom in a society (Curren, 2007) in any perspective; democratic education adopts and takes in record both of the philosophies specified previously. The provision of elements of the philosophy of democratic education in a grade schools aims to join and pass democratic values to its students by using two ways. First, that the authorities responsible for education ensure that syllabus for students includes such subjects that diverges interests of students towards citizenship affairs and towards the role that an individual is responsible for in a society. In addition the curriculum should be designed in such a manner that students put interest in public matters and problems and in finding solutions to those problems. Secondly, by reflecting democratic system and environment in every process such as admissions, teaching, documentation and every other process involved in schooling of a student. School plays a role of micro society for young generation, so it should reflect democratic system. Therefore, this micro-society (school) should help the students to learn, practice and get them familiarized about the way of living in a democratic society. Obviously, this does not imply that there should be no discipline in educational institutes or the instructors should play a role of a carefree member letting the students to perform experiments without any direction.

Proceeding onward to Dewey, the father of the American theory of education and a logician that depicted a finished idea of democratic education and in continuation connected these democratic plans and hypotheses in educating in practice with great success. Deway's ideas have thrown light on various aspects of education and learning along with the importance of fair education which have been discussed previously. The philosopher focuses on two aspects of constitution of democracy in a community. First, he give opinion to authorities to put efforts on the things which are mutually beneficial for all members of society rather for a certain group or special classes of people ,in order to maintain social order. And second, to establish interactions among social groups. He explained the links between political democracy and democracy in education, and also explained how political democracy effects democracy of education in various aspects.. Deway has explained the meaning of democracy more clearly than its definition, he explained democracy in its simplest form as thy way of living in a society peacefully ,according to him we cannot establish a real democratic education system unless and until we understand that in which type of society or social system we would like to establish. He also applied his views of democratic education practically by establishing "John Deway's Laboratory School" at Chicago University. Amy Gutmann, a theorist expressed her view that educational democracy is reciprocal to political democracy. She also supported theories of Deway and expressed her views that aims of democratic education is to make student ,a democratic citizen and that the student should understand the democratic perspectives, which they used to follow in their lives, while behaving as a good citizen. Amy felt that education must include such syllabus that creates sense of respect, love cooperation tolerance and peace and responsibility in a student. There are some other famous theorists who also concentrated their efforts on democracy in education such as Paulo Freire. He analyzed the relationship between student and teacher and concluded that course teachers are giving knowledge to students in an old and traditional manner without creating motivation and interests. Teachers should show some creativity and should change the methodology of giving education. They should give lectures according to level of an average student rather on their own level. Authorities should try to create friendly relation between teachers and students. Steps should be taken in order to improve communication between student and teacher because relationship between teacher and student is very important in order to establish a good and successful democratic education system in a society.

9.1 What is Democratic Education?

The definition of democratic education is bounded by three perspectives:

- Freedom to choose learning without any obligations.
- Democratic processes, civic values, citizenship and school governance.
- Global aspects and self-actualization.

Democratic Processes, Classroom/School Governance, Civic Education

Democratic education refers to the fact that all the individuals regardless of their economic status should get hold of civic values, knowledge and skills that are required to establish democracy in a society. In order to fulfill these requirements the educational institutes should incorporate a kind of education that actively engages students in activities that helps to build their personalities and develop skills. (ASCD, 2002). In a democratic education process students are allowed to participate actively in making decisions regarding the classrooms. These decisions involve making rules of a class, curriculums and assessment rubrics. Other features of democratic education include a bill of rights and responsibilities, daily or weekly class meetings (Gathercoal, 2000) and classroom constitutions. And all of these features encourage student's participation. In democratic educational institutes, participation of students can go ahead of traditions students' council where involvement in classroom decisions restricted to decisions regarding party menus, picnic arrangements or academic status. In contrast to traditional schools systems in the democratic schools the students are encouraged to participate in making school rules, in design effective core curriculum, in scheduling, in hiring decisions and in budgeting(Grandmont's ,2002)

Freedom to Choose, Learning Without Compulsion

In democratic education system in today's era students were given equal rights to make decisions regarding how, what, where, when and with whom they study. They were presented with equal right to decide how their education should run and which sanctions and rules are essential. This type of approach provides experiences to students who are unable to make their own decisions. Thus making decision themselves (Styles, 2001). Moreover, democratic education promotes the progressive development from a more dependant stage towards a self-directed learning stage (IDEC Resolution, 2005)

Aspects Emphasize Self-Actualization, Human Rights, And Environmental Awareness According to the ideology of democratic education, the primary purpose of education is to create a continuous learning process that accompanies person all over his lifetime. This ideology of democratic education is appreciated globally because such a process helps in multi-facet development of an individual's personality. It promotes freedom and legitimacy and encourages respect for human rights and increases environmental and social responsibility (Hecht, 2002).

9.2 Characteristics of Teaching for Democracy

In 2008, Sleeter has described a number of principal characteristics of teaching for democracy (Sleeter, 2008).These key characteristics include creating awareness in students regarding social issues for achieving public include. Allowing students to make democratic decisions related to class issues. Instructors engaging the students in different perceptions about a topic and in various sources of knowledge, instructors embedding content in critical thinking about factual issues (Perry, 2009).

9.3 Education for Democracy Is Education Freed from Authoritarian Relationships

The concept of democratic education fails if it does not take into account the actual purpose of schooling that is to form a community life and if it does not considers education as a social process .Schools should be considered more as a place that promotes learning (Cimer et al , 2010). On contrary the democratic system views educational institute as a community where deliberation and communication is flourished, according to Winch and Gingell in 1999, if an educational institute wants to encourage democratic values, they need to eliminate hierarchy. Education for democracy thus becomes education freed from authoritarian relationships (Winch, Gingell, 1999).

10. Pros and Cons of Democratic Education

Criticisms play a crucial role in determining the pros and cons of anything. Therefore in order to visualize and compare the pros and cons of democratic education it is necessary to state and analyze the criticism on this type of education system. The first criticism is regarding the absence of discipline in democratic education institutes. This criticism is based on the fact that students are studying in a democratic education system and they are not interested in their course and doing homework; instead they are more fascinated towards games. In the context of democratic education ideology that is being practiced today by several schools, the students are free to play. Keeping in view this ideology of democratic education the questions arise that Is freedom to play not a social dander for students? Will not these students regret the time which they have spent in playing instead of studying and in turn are not able to accomplish the goals and achieve the skill that other children of their age posses. Is it not the primary responsibility of the educational institutes to assure that all their students' progress with the same pace rather leaving on students to decide the time they wish to start studying? (Barlett, 2007).Furthermore other critic argue that the progressive approach adopted by the democratic educational institutes globally results in the decline of academic standards. Dyson and Cox had claimed that this type of situation was observed in the 60s era and it must not be repeated (1969, cited in Bartlett, 2007).This period was assumed to be the era of full employment in which majority of the individuals were only interested in enhancing their wealth. This increasing affluence showed a way of

pleasure to individuals and resulted in the formation of laissez-faire society. However, it has led to the occurrence of many economic and social problems in 1970s.

11. Democratic Schools

At present there are 208 schools across 29 countries and 85 schools were listed in 33U.S states and Puerto that practice democratic education and administration in their management (Education Revolution, 2000a). The characteristics that these schools exhibit include a student centered teaching approach that is characterized by maximum involvement of student in the learning process. In democratic schools there are communities that organize various activities to encourage student's participation. Moreover democratic schools also provide students equal share in decision making (Education Revolution, 2000b).

11.1 Democratic Administration

In the era today individuals are more concerned with getting rights, responsibilities and freedom at their work place similar to what they enjoy outside the work environment. This highlights the fact that workers of an organization must be treated as citizens. A person comes to his work place not only with his skills and knowledge but also with his feelings and social necessitates. And for this reason managers of today's era are obliged to manage the whole organization in a framework of values of democracy. Therefore it is essential to create a work space where workers are considered as a part of organization and free to exercise their view points. This type of work environment should also be practiced in educational institutes to promote democracy (Manville, Ober, 2003).In any type of organization; leaders have to make numerous decisions on daily basis. However, these decisions are not always subjected to choose between good and bad. Occasionally the decisions are subjected to select one of the two bad choices. In the view of the fact that solutions of these issues were not stated in policies, laws or any other guide lines, decision making can be really tough task (Duignan,2006).In such circumstances democracy plays a crucial role and indeed democratization of educational administration becomes essential. A robust management style in educational institute's management can be attained if the administrator takes into account other view points at the time of making decisions. This in turn promotes a democratic environment in schools.

. Establishment of democratic administration will be possible in school only if the head of school follows the rules and regulation of democracy in the management activities. A true democratic head will take all decisions with justice and distribute the work equally according to everyone's ability and capability and distribute responsibilities according to it among student's workers parents in order to form the successful education system in school. He will consider every person related with school management equally important for and would provide equal opportunities for everyone working in school. Nowadays, it is very difficult to survive and maintain a reputable position in a society for an antidemocratic organization. Managements have to take some effective steps in order to influence human resources successfully, to achieve organizational objectives. These steps include development of the organizational structure, teamwork, beneficial use of information and technologies, leadership and involvement of employees into decision-making. This new organizational structure is more clearly open and simplest for innovations (Lawler, 2001). According to Lawler (2001) for organizations to be more productive, high officials and boss of the organization reflect elements of democratic leadership in their attitude with subordinates a brief and necessary behavior for a democratic school management are as follows:

- Employees should have rights to free express their views and share their thoughts with management with comfort.
- Environment should be provided in which management consider the appropriate ideas of employees, in benefit of both employees and management.
- Staff should be encouraged for taking initiatives, responsibility and risk issues.
- Rejecting the wrong rules and orders which accuses students, employees and parents,5)
- Establishing a cooperative culture, where the responsibilities are shared, support should be provided to staff in their hard times

Management should take effective steps to create a working environment in which respect, cooperation, and all possible assistance is provided within the organization, where the responsibility is shared, where the failure and success is not the responsibility and not depend upon any individual, where teamwork is appreciated, such steps will enhance the solidarity between the organizations' employees. Such steps will motivate employees even in difficult situations. As understood, certain conditions must be fulfilled in order to implement a democratic management approach educational organizations as implemented in the ancient Greek city-states where all of the citizens participate administration actively. The most important of them is the simplification of organizational structure, as bureaucracy-free as possible. The other most important need is to state a democratic leadership behavior in management department. Such educational environments in which elements and principles of democracy are fulfilled and every individual can survive successfully in today's competitive environment.

12. Methodology

This research is based on both primary resources and secondary resources. The primary data is obtained through semi structured question whereas; the secondary data is obtained through extensive literature review. The methodology that is used in the primary research to achieve the defined aim is qualitative data collection method that comprises of semi-structured questions which are used while interviewing teachers of randomly selected schools. Moreover, the framework of the selected educational institutes was analyzed deeply to support the results of the interviews. Semi-structured method was considered as the most appropriate method for tracing the democratic values in educational institutes. The questions of the interview are categorized into three sections:

12.1 Section 1

The first section includes the questions commencing the discussion regarding the topic:
- According to you what does democratic education mean?
- What are the pros and cons of democratic education?
- What is the importance of democratic administration in any organization?
- Do you categorize your school as an institute with a democratic character?

12.2 Section 2

In this section the judgmental form of questions are included in order to identify how well democratic values are integrated within classroom:
- According to you what academic method or practices are considered as democratic?
- According to you which democratic practices should not be exercised within a classroom? Why?
- How would you describe your relationship with your students?
- Is democracy practiced in your school's administration?
- What role is your institute's management playing in managing a democratic administration?
- In your point of view up to what extent does a democratic administration contributes in the success of an organization?

12.3 Section 3

This section comprises of general questions regarding democratic education and administration in today's era:
- Do you believe that globalization influence democratic education and administration? And if yes then up to what extent it does?
- What is your point view about the concept of democratic education and administration today?
- Why it is more important to incorporate democratic education and administration in educational institutes in this era?

A random sample of 10 teachers from each of the three schools was selected for interviewing. The interview was continued for 15 days and three different schools were chosen to assess that up to what extent people are educated about democratic education and administration and understand their importance in today's era.

12.4 Reliability

The reliability of data denotes that same methodology can be used for repeated results. However, the results and interviews are not considered as reliable if different results are obtained every time the research is conducted to trace the democratic values in the same schools. According to Barlett et al optimistic perceive reliability as repeatable outcomes to huge number of people interviewed (Barlett , Burton, 2007).On the other hand interpretivists view it on whether the explanatory data of each person interviewed is reoccurring or not. It is noteworthy that a reliable data does not necessary have to accurate. According to Bryman the concept of reliability is more concerned with qualitative research as compare to quantitative one (Bryman,2008)

12.5 Validity

It highlights the accuracy of the research outcomes. It is essential for the research methodology to measure exactly what the researcher had claimed to be measured in his research design (Beach D. et al, 2003). As per the optimistic view consistency of data must occur using pilot test. Some interpretivists argue that validity of data is evident while observing the strength of the research power to guard the elucidation of the data. In order to achieve high validity, the research paper should provide extensive explanation about the methodology used to obtain the desired data. The second method that can be used to enhance the validity of results is triangulation method. The validity of this research greatly depends on the extensive literature incorporated and the detailed explanation of the research methodology.

13. Ethical Considerations

It is crucial that every action-research should carry out within moral framework of the respect of participant (BERA, 2003a). One significant ethical issue that different action researchers cannot avoid is the use they make of knowledge that has been generated throughout the analysis. For this essential moral excuse the principal of any

study but particularly those carried out by action research should be transparent. The interviews that were conducted in the educational institutes are completely anonymous and neither the names of the education institutes nor the names of the participants are revealed in this research paper. All the draft notes, research diary and data that was collected is protected by the researcher .The results of the study are handled in such a manner that aim of the research and results are patent and cannot be utilized in different manner. Moreover, the researcher has ensured that impacts of this research on the respondents are null.

14. Data Analysis and Discussion

Thematic analysis method was used to analyze the data collected by semi-structured interviews. In thematic analysis the data is categorized according the research question, themes of topic and the content of the data. Thematic analysis supports the division of the most important parts of the data (Seidman, 2006).After the data was divided thematically it was analyzed and interpreted in the light of the literature discussed. The results interpret that democratic values are embedded in the schools visited. The results also highlighted that educational institutes are aware of the importance of democratic education and administration .They are effectively practicing democratic educational processes. The answers of the interview questions also perceived that a healthy relationship exist between teachers and students. Furthermore, the environment of the educational institutes and facilities were promoting the democratic education and presenting the students freedom to choose and be creative. Moving on to the negative aspects of integrating democratic education in educational institutes, this criticism was also supported by the answers of respondents. They claimed the democratic values are often misused by the students, teachers and parents. These stakeholders often take advantage of the democratic values and try to enforce their preferences in a non-democratic manner. Another negative consequence of democratic values was represented by the difficulties faced by the teachers while explaining the concept of democracy to young children .It was also argued by the teachers that democratic education leads to lack of discipline and decline in academic standards. Most of the respondents agreed to the fact that rights presented to the students must be limited to avoid violation of basic rules and regulations.

15. Conclusion

The aim of this research paper was to develop an understanding of democratic education and administration and its significance in today's era. It has focused on historical overview of democratic education and administration and recognized its importance in today's era. Democratic education plays a significant role in building the personal characteristics of an individual and its way of learning. In this context, education is assumed to be an approach that leads to the development of self determination in an individual. It is also considered as the mean of encouraging self learning and creating self awareness in an individual which in turn helps an individual to recognize his values, personal needs and responsibilities. Democratic education also results in healthy minds and satisfaction with life. Furthermore, a democratic education system encourages the integration of a person in a society. Moving on to the importance of democratic administration, democratic administration promotes a human centered management approach in an organization. In terms of management, a democratic school should pay attention to participation of all associates to the important decisions. According to Bellingham (2003: 6), to create a democratic climate in the organization, the school leaders should be consistent, create trust, think in a long-term manner, be fair, respect for different thoughts, ensure the solidarity, share the power, be honest, give value to people and consider the issues in a broader perspective. It is clear that school administrators have a greater responsibility in creation of a democratic climate in schools. Democratic attitudes of school administrators will create a sense of confidence in school staff and students. This will increase the power of school administrator on influencing and binding people around a specific purpose. A mixed study design including primary research and secondary research was incorporated to conclude the results. The primary research was based on qualitative method; the qualitative method used for this research was semi structured interviews. A random sample of three educational institutes was selected for conducted interviews. The results of the interview show that educational institutes are practicing democratic values and promoting democracy.

References

ASCD. (2002). A Lexicon of Learning: What Educators Mean When They Say…Alexandria, VA: Association for Supervision and Curriculum Development.
Bartlett S. & Burton D. (2007). "Introduction to education studies" Sage Publications: UK.
Beach D. et al. (2003). "Democratic education: ethnographic challenges" The Tufnell.
Biesta, G. (2007). Education and the Democratic Person: Towards a Political Conception of British Educational Research Association (BERA, 2003) " Ethical Guidelines for Educational Research.
Bryman A. (2008). "Social research methods". Oxford University Press: USA.
Cimer et al. (2010). "Teachers' view on the effectiveness of the in-service courses on.
Colville-Hall, S. (2000). Building a Democratic Learning Community. Growing safe schools—it takes a community! University of Akron, OH

Crick, B. (2002) Democracy A Very Short Introduction Oxford: OUP.

Curren R. (2007). "Philosophy of education: an anthology" Blackwell publications:UK Democratic Education. Teachers College Record, 109(3), 740-769.

Duignan, P. (2006).Educational Leadership: Key Challenges and Ethical Tension.

Education Revolution. (2000a). A list of democratic schools. Roslyn Heights, NY: AERO.

Education Revolution. (2000b). Democratic schools defined Educational Policy, Vol.23, no3, 423-450.

Flutter, J. (2007). Teacher Development and Pupil Voice. Curriculum Journal, 18(3), 343-354.

Gathercoal, J. (2000). Conducting democratic class meetings.

Grandmont, R. (2002). The implementation and utilization of democratic discipline as an approach to classroom management: A case study. Amherst, MA: University of Massachusetts.

Hecht, Y. (2002). Educational Innovativeness from a Democratic Point of View. Tel Aviv, Israel: The Institute for Democratic Education.

IDEC Resolution. (2005).Data retrieved from http://en.idec2005.org/documentation/resolution/ John Dewey,(1938) Experience and Education New York.

Lappé, F. (2006). Democracy's Edge: Choosing to Save Our Country by Bringing Democracy to Life. Jossey-Bass.

Lawler, E.E. (2001)The Future of Leadership.San Francisco: Jossey-Bass.

Loflin, J. (2005). The Power of Democratic Public Schools to Bring Peace and Justice.

Manville, B. & Ober, J. (2003) Ceocracy: Human-Centered Enterprise Management. New York: Cambridge University Press.

Parker, W. (2003). Teaching Democracy. New York, NY: Teachers College Press.

Perry L. (2009). "Conceptualizing education policy on democratic societies"Press: UK.

Seidman I. (2006). "Interviewing as qualitative research: a guide for researchers in education and the social sciences". Teachers college press: Columbia university SIDA, 2001.

Sleeter, C. (2008). Teaching for Democracy in an Age of Corporatocracy. Teachers College Record, 110(1), 139-159.

Society. The Peace & Justice Journal. Indianapolis, IN: The Indianapolis Peace and Justice Center. 23(7), 7-9.

Styles, D. (2001). Class Meetings: Building Leadership, Problem-Solving and Decision-Making Skills in the Respectful Classroom. Markham, ON, Canada: Pembroke Publishers, Ltd the new curriculum in Turkey". European Journal of Teacher Education, Vol.33, no1, Trans. Nesrin Eruysal,İstanbul: Mediacat Book.

Winch, C. & Gingell, J. (1999). Key Concepts in the Philosophy of Education. New York, NY: Routledge.