

Post Modernity Theory and Its Educational Applications in School Fields

Maaly Bent Mohamed Saleh El-Baz
King Saud University, Faculty of Education, Educational Policy Department

Abstract

This paper aims to identify the fundamental principles on which the post modernity theory is based and to notice this in the field of Education, since this theory deals with two basic rules on which the postmodernist orientation is based, one of them denies on the absolute truth on Ontology level (related to the existence nature), and the other denies on the Objectivity and Rationality on Epistemology (related to Knowledge theory). A set of rules branch off from these two rules, which have a great effect on the educational institutions and its relationships. The relationships of the educational institutions with families and different community institutions form various areas of interferential effective operations, which represent the most effective social units, and this would be reflected on the Education and its quality.

Keywords: key words, orkforce sizing, job-shop production, holonic model

1. Introduction

In the name of Allah, Praise to Allah Who has guided us to Islam, who lit our minds with the light of Revelation, so they illuminate our way, guide us to our Creator and increase our obedience to Him and a bondage which gives us the honor that many of his creation don't have. All Prayers and Blessings of Allah be upon our prophet Muhammed.

Human activities, which is based on the co-existence, is governed by a set of relationships because its conception and behavior are working on finding appropriate formulas to make these activities more positive. The educational activity including all its institutions (family, school, ...) sets in the core of these relationships, as its success is linked to the establishment of sound relationships among a number of parties for the provision of educational work conditions, which its principles are based on justice, fairness and equality to achieve the quality of educational work which is characterized by research and innovation (Mohamed, 2014, page 4).

The relationships in the educational institutions, at the end of the eighties of the 18th century, have been exposed to rapid and great changes after information explosion associated with the phenomenon of Globalization (El-Amry, 2012, page 43). These changes have led to a set of changes in dealing with others, the human relationships generally and educational relationships particularly became more complex, so the educational field, since the winds of Globalization, has witnessed great changes that left a clear mark on the educational relationships. The revolution of knowledge in the field of information and communication technologies, which is involved under the concept of Globalization, has helped in the transition of thought from modernity to postmodernity, and this means the transition from the physical gratification stage to the moral gratification stage, so this encouraged some researchers to say that the thought of modernity has come to an end and we will move on to a new phase of thinking which is called postmodernism (Hijazy, 1999, page 295).

The topic of the relationships in the educational field is important as it won the attention of a number of researchers and scholars in the fields of Education, but it involves many difficulties, including the Methodology, including the Academy. Relationships within the educational institutions are not typical and don't subject to specific criteria to be classified, they are also affected by set of variables and conditions, in addition to the scarcity of studies and researches on this topic in the educational field. Therefore, this study was for identifying the theory of postmodernity and its applications.

2. The Problem of the Study

The current era is based on the idea of "Western Modernity End", which started with the beginning of Enlightenment age, which continued until the 20th century, as it was built on several principles such as individuality, rationality and reliance on technology and science. After this age, the age of postmodernity comes, which is based on different principles and rules such as intellectual pluralism, traditional political collapse and inevitable collapse in history, etc., and all this will lead to the emergence of new forms in all fields such as art, literature, etc. in order to express the modern spirit of the age (El-Sayed, 1996, page 192,120).

This thought has influenced all institutions including the educational institution. Therefore, the effect of postmodernity thought on Education was great, despite there are a number of postmodernity trends that criticized the field of education, but there was not a well-defined philosophy related to the educational system. Therefore, this paper is to talk about the effect of post modernity thought on the educational institutions and the relation between them.

3. Questions of the Study

In this study, which is concerned with the post modernity theory and its educational applications especially in the schools, we will, if Allah wills, observe it through introducing this experience standing on some of the involved meanings, by the following main question:

What is the theory of post modernity and its educational applications in the schools?

Several sub-questions branch off from this main question, namely:

- What is the theory of postmodernity?
- What is effect of the postmodernity theory and its applications on the educational institutions?

4. The importance of the Study

This study derives its importance from the importance of postmodernity theory and its effect on all aspects of life, as the sociological theories has varied and differed, so the postmodernity theory has come to resolve a number of problems of the current society, an attention has been paid to it after the failure of a large number of classical sociological theories due to the criticism directed at them. The basic idea of the postmodernity theory is that Western world methods of knowledge has undergone changes in recent years, and this radical changes have resulted from the progress in the means of communication and the development of information systems in the world. This is what entail a number of changes in the Western world, the emergence of a new pattern of life and the emergence of a culture and a society of another kind (Ahmed, 2001, page 18). The postmodernity theory is a philosophy trend which has a great effect on several aspects of life, especially Education and the educational institutions, as they see that science is the base of the postmodernity, since it led to the collapse of modernity and the emergence of postmodernity (Yafout, 1999, page91).

5. Study Approach

The descriptive approach has been adopted to achieve the objectives of the study and its main targets depending on reviewing previous studies and literatures, which are highly related to the topic of the study, in addition to the use of interview and observation tools to collect the study data, and to identify the effect of the postmodernity theory on the school field by distributing the interview on a sample of teachers, the number of general interviews has reached 4, in addition to some classes for this sample, we have used the content analysis technique to extract accurate results for the study.

6. Theoretical framework

This part of study is to show the most important theoretical perspectives and subjective impressions of philosophers and researcher on the postmodernity theory. Thus, we will focus on identifying the postmodernity theory and its principles, we will also discuss its effects on the educational institutions, as well as mention of the most important applications of this theory in the educational institutions especially the schools field.

6.1 *The concept of postmodernity theory*

The term of postmodernity is considered one of the ambiguous and complex terminology, since there was a disagreement on its concept among a lot of philosophers, critics and researcher, because of its several meanings and indications, as we find that the concepts which was presented to the postmodernity term are contradictory, different and overlapping with each other, and the most prominent of these concepts are:

- It is a status of the civilized situations which aims to create a certain type of culture and knowledge that is incompatible with modernity, as it has the characteristics of glorifying the indeterminacy concept, pluralism, non-meaning and the relativity in looking at reality, it also increases the value of culture and knowledge in the community (Abdel-Aal, 2009).
- It is a style of life which regulates the social overlapping systems that are based on complexity, uncertainty and blurry appearances, etc. (Talat, 2003, page 160).
- It is a cultural pluralism, as well as a multiplicity of life styles (El-Amry and Al-Orabi, 2002, page 99).
- It is a status that describes the knowledge which prevails the developed countries, and describes the status of the world after the major transitions, which led to changes in science, art and literature (Lyotard, 1984).
- It is an intellectual trend which includes a number of trends that are consistent in refusal fundamentals of Ontology, Cognitive and Methodology on which the modernity based (Abdel-Kareem, 2015).

Through these definitions, we could make a general definition of postmodernity theory which is an intellectual trend talking about pluralism in all aspects of life that resulted from changes brought by Globalization.

A number of pioneers, philosophers and critics has emerged to this theory, the most prominent are:

- Jean Baudillard (1929-2007)
- Jean Francois Lyotard (1924-1998)

- Jacques Derrida
- Michal Foucault
- Gilles Deleuze

6.2 *The principles of postmodernity theory*

A number of intellectuals and critics has made set of principles on which the postmodernity theory is based in resolving problems and currents issues, these principles are: (Al-Qahtani, 2007).

- Promoting the ethical and relative values, as there is no theory in the field of ethics and values, as the lack of values in the light of modernity and the denial of truth, history and objectivity are the internal sense of the principle of postmodernity theory.
- Work with different issues through letters and language, because the texts analysis process occupies the first place in the theoretical effort to the postmodernity thinker.
- Work on questioning the capabilities of the human mind, and directing many criticisms to the achievements of postmodernity age, in addition to criticizing the attitude of postmodernity theory in all aspects of life.

In addition to: (Abdel-Kareem, 2005) who said:

- Work on the rejection of all form of representations, which included elimination of party systems as a picture of the Assembly perceptions.
- All the thoughts which are generated in the human mind are social and cultural synthetic structure, there is no absolute truth, and all the facts are ideas generated from social structures.

6.3 *The effect of Postmodernity on educational institutions*

The postmodernity theory has worked on influencing all aspects of life including the educational institutions, it has built a comprehensive educational philosophy but it wasn't clear, so the attitude postmodernity theory emerges through a review of its attitude toward all aspects of the educational process, and it is as follows:

The postmodernity theory for the teacher: This theory see that the teacher does not has the right to report the facts to students as he sees them, but he should help the students build self-realities which is formed by the society and the environment. (Doll, 1993, page 4), the teacher could do this by: (Sami, 2005, page 130)

- Help students be aware that they part of a knowledge society, and this is through deepening the other cultures they have.
- Help students give their different opinions according their beliefs.
- Help students understand the nature of knowledge from different aspects such as social and historical aspects.
- Wok on prevailing recognition of lack of knowledge.

The postmodernity theory for the learner: This theory emphasizes that the student shouldn't follow the objectivity presented by the modernity theory (Chambliss, 1996), as the learning process happens when the learner builds his own learning methods which are based on his skills and experience, and this will necessarily lead to change of the relationship nature between the teacher and the learner. (Talaat, 2003, page 196). This is applied through making problems and prepared in advance questions in front of the students in order to motivate them to think and discover knowledge on their own.

The postmodernity theory for the methodology: This theory emphasizes that the methodology as a transformational methodology, this means that it changes according to the requirements and needs of the learner, the methodology is concerned with helping the student build knowledge using different learning methods, it firstly gives activities to the learners in order to understand the surroundings then move on to self-understanding (Caine & Cane, 1997). The supporters of postmodernity theory see that metaphysics shouldn't be rejected or despised in the methodology, because these assumptions have been formed from social systems and principles, the methodology make the student understand that there are no external facts to the mind, the facts is based on the language basis and these facts are relative topic. (Abdel-Kareem, 2015).

7. **Analyzing and discussing the results of the Study**

The interview, which was designed for the purpose of the study, has included four key questions, each one aims to detect the effect of postmodernity theory on a particular aspect of the educational process, either the teacher or the student or the curriculum or the even the used educational method, so that the interview consisted of four teachers of the school under study, after giving them a profile of this theory, recognizing their backgrounds about it and its applications and providing them with an overview of the theory to make sure that they know about it and to measure the extent of this knowledge, the dimensional questions included what follows, these questions came after an observation of classrooms by attending about two sessions for each sample (teacher) during the semester at a rate of one day for each teacher, which means one visit per week and 4 during month, the

researcher was keen to attend in different classes taking into account different stage age and identifying the target group in general which was the primary stage, she was also keen on the variation when choosing the teachers from different disciplines in order to guarantee inclusiveness and opinion poll on codified and diverse slice at the same time, so that we could answer the following questions:

First Question: Does the postmodernity theory highly affect the teacher? (If the answer is yes, please show how?)

The answer of the four teachers on this question as in table (1).

Table (1): The answer of the teachers on the first question “Does the post modernity theory highly affect the teacher?”

Teacher	The answer of the teacher – the note of the researcher
Teacher 1 (Mathematics Teacher)	Yes, postmodernity theory consider the teacher as not just a transformer of information, but engine and activator for the mind of the recipient (student) – It was already noted during the lesson, as the teacher has given a problem in a form of interested problem by an interesting style which demanded more thinking to find the exact solution and exclude the wrong answers in their own.
Teacher 2 (Sciences Teacher)	Yes, the teacher helps, during applying this theory, the students build their own facts according to their cultures and thinking and not based on what they hear – The teacher started the experiment with the story of Archimedes in the shower path and how he screamed loud and jogged naked saying “found it ... found it”, the students was very interested in the story in laughter, and how he discovered the principle of buoyancy for a body submerged in the water, the students started in doing the experiment with different tools such as nail, piece of wood, plastic cup, etc. then they gave some explanation for some facts and applications such as using iron in submarines, the reason for using wood in ships and the merger between iron and wood to make modern ships.
Teacher 3 (Arabic Language Teacher)	No – The teacher didn’t agree with that, and this may be due to lack of deeply familiarity with this theory, and she also thinks that the theory doesn’t affect the teacher for other considerations such as the effect of other theories on him.
Teacher 4 (Religion Teacher)	Yes, the postmodernity theory considers that the memorization is not the teacher’ task as in traditional teaching – the teacher has pointed out, during the interview, that the memorization of religious matters especially may make the students not convinced, so we should provide an open dialogue, introduce the proofs and asking the students to detect them.

It is clear from the above table that the vast majority of teacher have agreed that the postmodernity theory has a great effect on the teacher, as all of them agreed this phrase except the teacher No. 3, while the teacher No. 2 pointed out that the teacher helps the student build his culture and thinking, and this a new role of the roles which the teacher do, the teachers of numbers 1 and 4 have also agreed that the teacher job is not the memorization or just the carrier of information, through these results we find that the majority emphasized that the postmodernity theory affects the nature of the wok of the teacher.

Second question: Does the postmodernity theory highly affects the student?

The answers of the four teachers was as in table (2)

Table (2): The answers of the teachers on the second question “Does the postmodernity theory highly affects the student?”

Teacher	The teacher’s answer – The researcher’s note
Teacher 1 (Mathematics teacher)	Yes, the postmodernity theory increases the interaction between the students and the teacher – the class became like an active cell of bees after the presentation of the problem by introducing proposals between students, categorizing them to choose the best quickly and presenting the inquiries and dilemmas to the teacher.
Teacher 2 (Sciences teacher)	Yes, the postmodernity theory increases self-dependence of the students, so that they don’t entirely depend on the teacher to acquire information – The owner of the proposal of combining iron and wood for making modern ships has asked the students to expand their research to include home research in order to answer more questions on their minds.
Teacher 3 (Arabic Language teacher)	Yes, the postmodernity theory increases the sense of exploration to the student, love to learn and acquiring knowledge on his own – The students searched for external phrases trying to detect and extract concepts and examples.
Teacher 4 (Religion teacher)	Yes, the postmodernity theory motivates the students to interact with the teacher and other sources of information, so it motivates them to explore on their own – The teacher presented a doctrinal issue which has different views, the students began to analyze and consult based on the evidences, and this dialogue was followed by a homework to detect, research and clarify the circumstances of the issue and the agreements and differences in views of scientists to support and justify his opinion.

It is clear from the above table that all teachers have agreed that the postmodernity theory affects the student, the teachers No. 2 and 3 agreed that the ability of the student to depend on himself in education by exploration and research increases, the teachers No 1 and 4 agreed that postmodernity theory affects the student

as it increases the percentage of his interaction with the teacher, so that we conclude from the above table that the postmodernity theory has a great effect on the educational process concerning the student and the method of learning and interaction with the surroundings.

Third question: Does the postmodernity theory affects the curriculum used in the schools?

The interview was held with four teachers to answer this question, and the answer was as in table (3)

Table (3): The answer of the teachers on the third question “Does the postmodernity theory affects nature used in the schools?”

Teacher	Teacher’s answer – researcher’s note
Teacher 1 (Mathematics teacher)	Yes, the curriculum focuses more on the necessity of its relevance and adopting to the student – We note that the mathematics curriculum in the modern series depends heavily on problems of real life, as we find problems related to means of technology, and others related to art, and third related to sweets, gifts and number of friends and so on.
Teacher 2 (Sciences teacher)	Yes, the curriculum uses modern educational techniques which motivates multiple intelligences of students – The evidence for this, the presentation of Archimedes experiment and buoyancy principle and adding it to primary school curriculum.
Teacher 3 (Arabic language teacher)	Yes, the postmodernity theory sheds the light on the individual interests of students and practical activities, and reduces the theoretical facts and information taught to the students – The teacher said that grammar is no longer rigid taught to the student in form of rules, but the modern curriculum has removed them to make students discover and search for them, the teacher present the rule during the lesson, and students should record and summarize it in the notebook, so that they can remember it easily, they also apply and extract these rules through different phrase and texts they meet.
Teacher 4 (Religion teacher)	Yes, the used curriculum, when applying the postmodernity theory, encourages metaphysics and is heavily relevant to the student – She dead so directly in the metaphysical issues and assured judgements

It is clear from the above table that all the teachers have agreed that the postmodernity theory affects the nature of the curriculum used in teaching, the teachers No. 1 and 3 agreed that the effect is clear as the curriculum becomes more appropriate for the needs of the student and his individual abilities, while the teacher No. 2 said that the effect is clear through using several educational techniques which enrich the several intelligences of students, while the teacher No. 4 has agreed explaining this by the encouragement of curriculum to metaphysics, so that we conclude from the above table that the postmodernity theory affects the nature of used curriculum.

Fourth question: Does the postmodernity theory affects the teaching method?

The answer of this question was as shown in table (4)

Table (4): The answer of the teachers on the fourth question “Does the postmodernity theory affects the teaching methods?”

Teacher	Teacher’s answer – Researcher’s note
Teacher 1 (Mathematics teacher)	Yes, the used teaching methods in this theory promote the ability of self-regulation for the student through increasing his self-dependence – The teacher used, during the lesson, the cooperative learning and the computer for learning, and emphasizes the necessity of variation between teaching methods, as mini learning and project-based learning and other different methods are implemented in the schools.
Teacher 2 (Sciences teacher)	Yes, the teaching methods encourage the teacher to use different and disorganized teaching methods which encourage exploration – It is clear in the discovery of students to the dismissed amounts of water and their trial to measure them in the experiment of Archimedes.
Teacher 3 (Arabic language teacher)	No – The teacher does not agree, as the teaching methods are mostly better in some subjects than others, she thinks that there is no domain for expanding the teaching methods in her subject.
Teacher 4 (Religion teacher)	Yes, the teaching methods reduces the dependency on the teacher through encouraging dialogue and exploration – The teacher was open-minded and has the ability to persuasion through the promotion of dialogue and hearing the viewpoints of the students about the various doctrinal issues.

It is clear from the above table that 3 of the teacher agreed that the nature of the teacher’s work has been affected by the postmodernity theory, the teachers No. 1 and 2 said that the teaching methods motivate the teacher in different ways, as they encourage him to organize and use various teaching techniques, the teacher No. 2 and 4 agreed that the postmodernity theory motivates the teacher to use the exploration technique for the students. Only one teacher has disagreed with them, since he doesn’t see any effect of postmodernity theory on

teaching methods. Through these results, we find that the majority agreed that the postmodernity theory affects the teaching methods.

8. Conclusions and Recommendations

Through seeing the results of analysis and previous studies, we conclude the following:

- The postmodernity theory affects the nature of the teacher's work, so the it is based on the principle of student's self-dependence in building self-knowledge which based on their beliefs.
- The postmodernity theory affects the student, as it made him more self-dependent in acquiring information by research and detection, and changed the relationship between him and the teacher, as it became more effective.
- The postmodernity affects the school curriculum, as it becomes more relevant to the needs of students and increased their ability to self-exploration.
- The postmodernity has affected the teaching methods, so that the methods encourage the students to creativity and self-detection, and it also reduces the dependency on the teacher.

Recommendations:

After seeing the results of current and previous studies, our study has concluded a number of recommendations as follows:

- Doing more studies related to the postmodernity theory on all educational institutions such as universities and faculties due to the great focus on conflict and job theories in these institutions.
- Increasing attention to this theory in various educational fields and different social institutions because of the seriousness of the role of this theory in the field and its relation to many other concepts and theories.
- Encouraging the teachers to read about the theory, activating of its role in educational processes and educational institutions, and taking advantage of its concepts.

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