



On Teachers' Perception of the Principles of Critical Pedagogy: the Case of Iranian Primary, Secondary and High School Teachers

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Abstract

As a post modern approach and a relatively new paradigm in thinking about education, Critical Pedagogy (CP) derives its interest from critical theory. Critical theory began with the assumption that social relations are infused with injustices and it is the responsibility of intellectuals to recognize and address power relations. Accordingly, CP provides principles, inspirations and recommendations to improve human education and to direct it to democratic and oppression –free direction. This study was an attempt to survey 200 Iranian school teachers' views concerning CP at elementary, secondary, and high school levels. Adopting "the Principles of Critical Pedagogy Scale" developed by Yilmaz (2009), as the instrument, differences in teachers' views on CP by age, gender, and the level they teach at were examined. Data analysis was done by utilizing descriptive statistics, t-test, and ANOVA. The results indicated for no significant difference between teachers' views concerning the given variables except for gender. Moreover, in spite of teachers' agreement and approval of CP and its principles, the results obtained from the study indicate for the absence of critical pedagogy in Iranian educational system which can be attributed to the centralized top-down educational management.