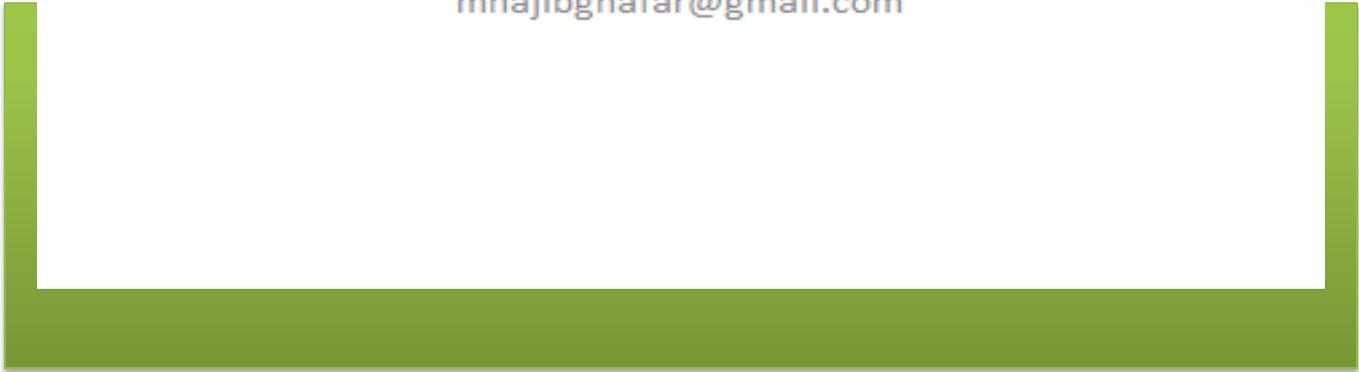


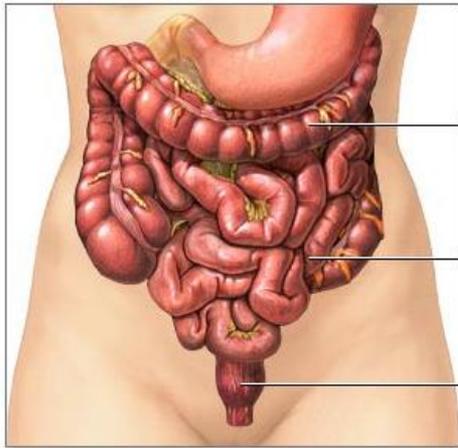
# **The Objectivism and Subjectivism within Educational Studies**

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# Definition

## SUBJECTIVE INTERPRETATION



*Cravings*

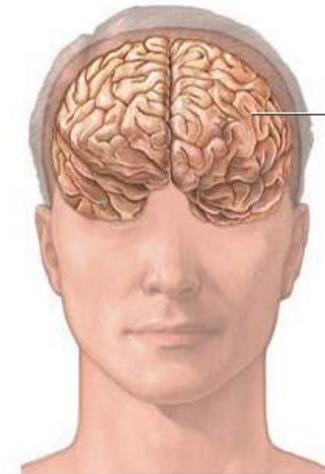
*Decomposition*

*Shit*

*I am what I eat*

Gut feelings

## OBJECTIVE REALITY



*I think  
therefore  
I am*

Brains

# agenda

- Ontology/epistemology→concepts→ methodology-→techniques
- Epistemology=> Objective/Subjective Framework=>concepts of utilitarian/intuitionis-pluralis=>quantitative/qualitative methods=>diverse techniques within educational studies system approach

# Epistemology

- Epistemology is the study of knowledge and justified belief.
- Concerned with the following questions:
- What are the necessary and sufficient conditions of knowledge?
- What are its **sources**?
- What is its structure, and what are its limits?
- As the study of justified belief: How we are to understand the concept of justification? What makes justified beliefs justified? Is justification internal or external to one's own mind?
- is about issues having to do with the creation and dissemination of knowledge in particular areas of inquiry.

# Ontology

- “the science or study of being” and it deals with the nature of reality.
- Ontology is a system of belief that reflects an interpretation of an individual about what constitutes a fact.
- Associated with a central question of whether social entities need to be perceived as objective or subjective.

# Objectivism vs Subjectivism

- Objectivism “portrays the position that social entities exist in reality **external to social actors concerned with their existence**” (Saunders et. al., 2009).
- Objectivism “is an ontological position that asserts that social phenomena and their meanings have an **existence that is independent of social actors**” (Bryman, 2003, p.22).
- Subjectivism (constructionism or [interpretivism](#)) perceives that social phenomena is created **from perceptions and consequent actions of those social actors** concerned with their existence.
- Constructionism can be defined as “ontological position which asserts that social phenomena and their meanings are **continually being accomplished by social actors**” (Bryman, 2003, p.23)

# Relativity Concepts

	Utilitarian	Intuitionis-Pluralis
<b>Aims</b>	Majority	Each individuals
<b>Focus</b>	Benefit to society	Benefit to individuals
<b>Assumptions</b>	society good if most number of people are happy	Values based on individual needs
<b>measurement</b>	Mean score	Individual description
	Useful or for the benefit of the society	Panel/ judge

# Methodological Approach

Quantitative	Qualitative
Universalistic, Atomistic, Deductive, Nomothetic, Explanatory, Hypotheses-testing, Abstract, Objective, Imposes theory, Fixed, Survey, Value-free, Rigorous, Hard, Bad, Good, Number crunching, Masculine, Scientific, Prescriptive, Normative	Relativistic, Holistic, Inductive, Ideographic, Descriptive/exploratory, Speculative/illustrative, Grounded, Subjective, Exposes actors' meanings, Flexible/fluid, Case-study, Political, Non-rigorous, Soft, Good, Bad, Story-telling, Feminine, Naturalistic, Descriptive, Ethnographic

# Constructs of Obj./Subj.

- Certainty: never change/evolve over time
- Structure: simple/ complicated
- Source: expert/ individual exp.
- Control: obj. research/ public agreement
- Speed: pre determine/ gradual
- Implementation: others/ self
- Calculation: majority agreement/ indi. perspective
- Focus: everybody/ individual needs
- Variable: manipulated/ interpretation
- Interaction: whole/ different between ind.

# Subjectivity versus Objectivity

- **Subjective:** Evidence that you cannot evaluate—you simply have to accept or reject what the person says.
  - It emphasizes: Personal feelings, thoughts, judgments, opinions
- **Objective:** Evidence you can see and evaluate for *yourself*.
  - It emphasizes: Facts, figures, and imagery

# Techniques within Educational studies system approach

- Transmission, generation and usage of knowledge
- Changes in human behavior
- Teaching and learning processes
- Real systems are complicated and counter-intuitive, involving many other interrelated components eg. Social, economic, & political.

# Educational studies system approach

- The core concept: one of relations between components, which together comprise a whole.
- Identifying the components that make up a system, understanding relations between them, and how these components impact the larger system, external systems, and supra-systems, and vice versa
- focus on understanding the problem situation and solving problems in educational systems, creating knowledge that can have **practical application** to solving problems
- Hard (quantitative; Senge, 1990), soft (qualitative; Checkland, 1981) and multiple perspectives (mixed; Churchman, 1971), simple or complex, requires boundary judgments (scope and design), what is included or excluded.

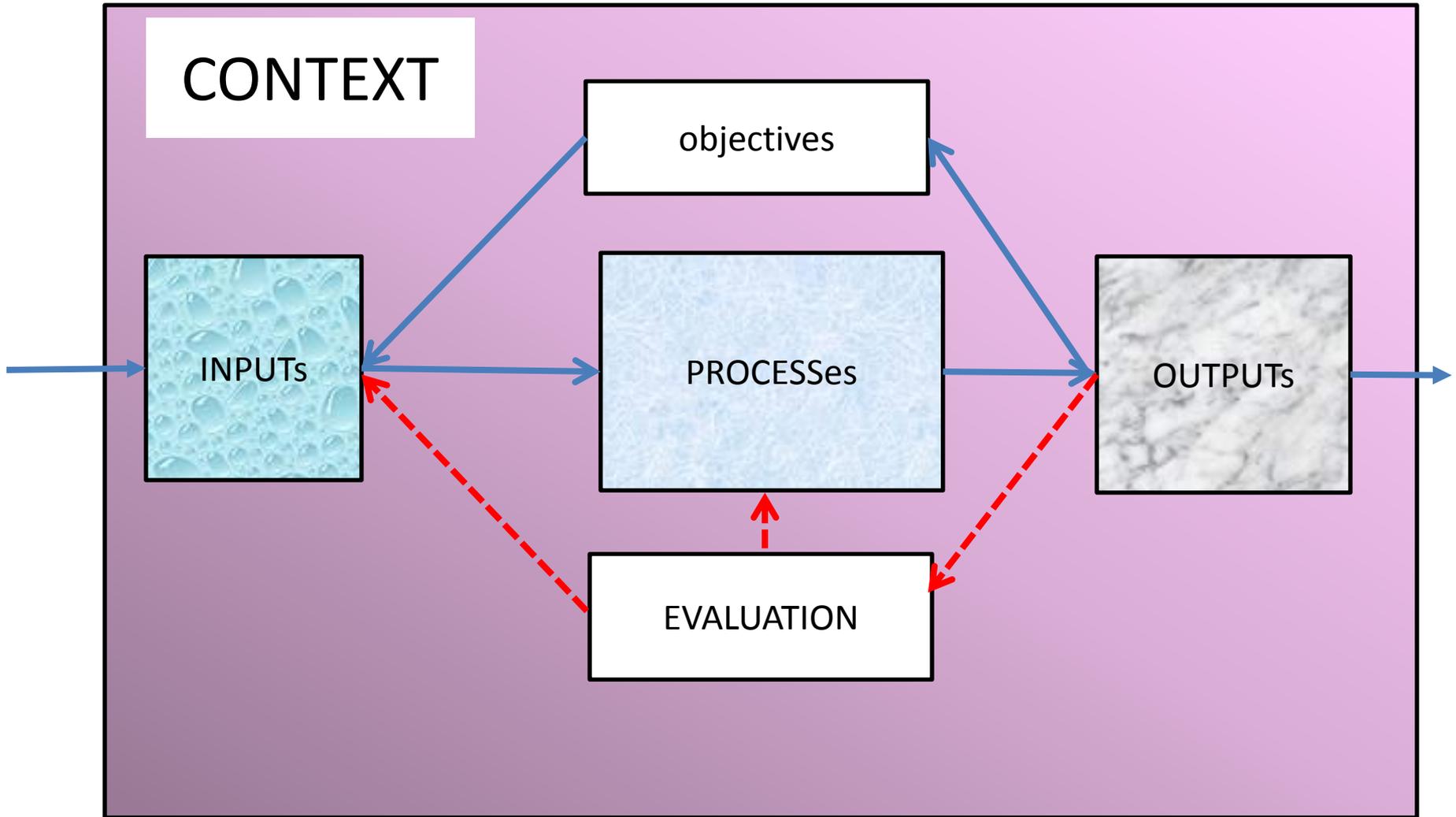
# Objectivities

- Working in a **closed system, interrelationship** between all components to make it **working** within a certain **contextual, dynamic** environment
- Education has been operating with basic principles and functions, fundamental assumptions, properties, common patterns, behaviors, and working
- Working continuously towards **specific objectives**, within a certain settings and environment, processing inputs to produce outputs fitting the objectives
- Assessment to diagnose success or failure, decide to continue, change or closure.

# Subjectivities

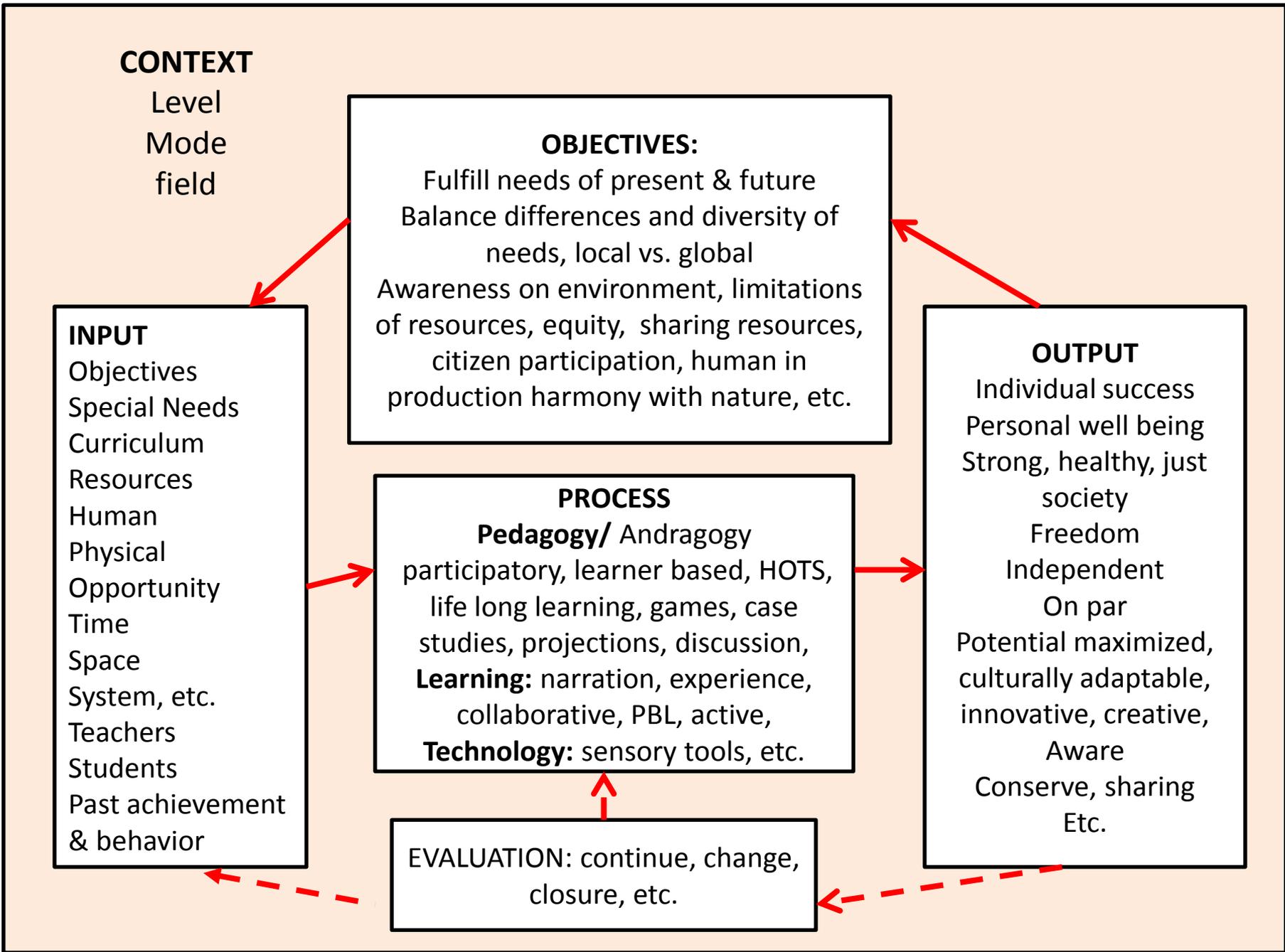
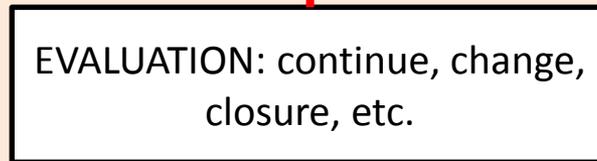
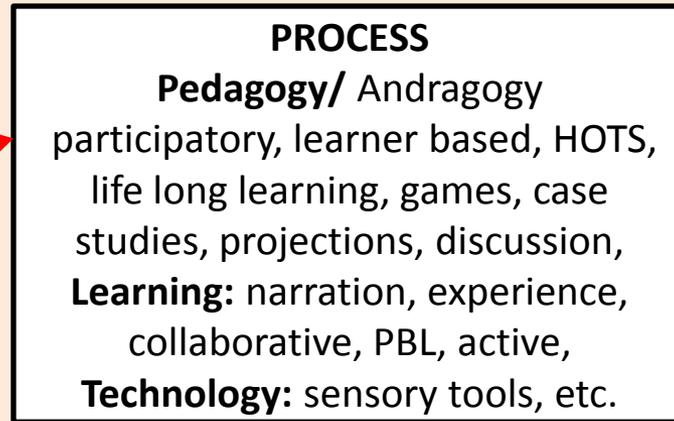
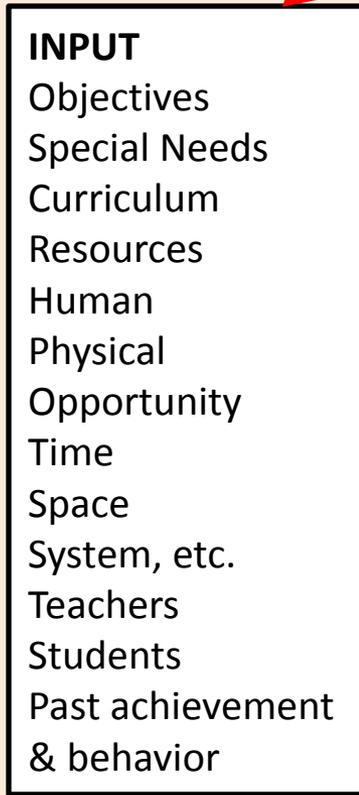
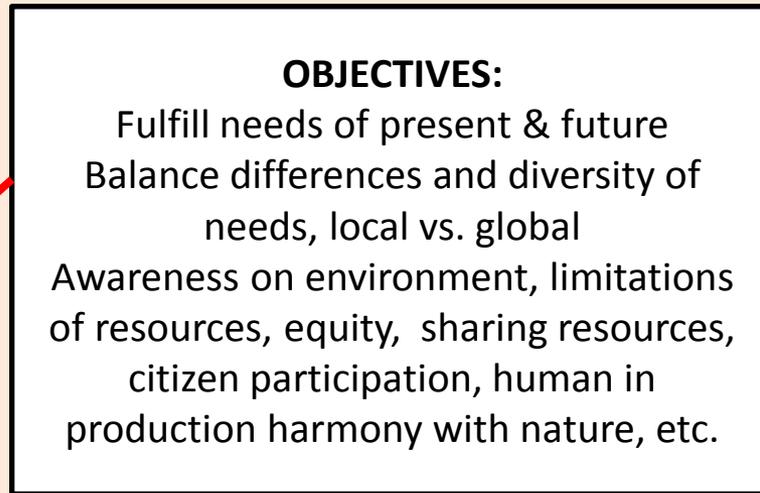
- Based on the conception of education, decide the objectives, the inputs, the processes, the outputs and the assessment to determine success of education program within specific related-contexts
- The complex interactions involving multiple components can be illustrated by the need to align them to ensure impact and success
- Eg. Learning objectives need to be aligned with curriculum/content with T&L activities with assessment tasks with timeliness with **unchartered happenings or counter-intuitive actions**, eg. Observation on others, unstructured experiences, exchanged & sharing of ideas through interactions.

# Simple Instructional System



## CONTEXT

Level  
Mode  
field



# Assessing outputs

- Starting with assessing the outputs, diagnose, identify problems of deficiencies and limitations of other components/sub-system on:
- Time, space, resources, biases, elements, components, stimulus and reactions, relationships and interactions, etc.
- Systems should be self explanatory, self reliant, working. If not, something is wrong (**subjectivities**).
- A critical / continuous review of the **outputs** on the **objectives**, reveals any weaknesses / deficiencies with the **processes** and the **inputs** and the objectives.

# Future challenges

- Future challenges, examples:
- **Context:** teaching, research, business, multiple entity
- **Inputs:** Source of income/funding, faculty characters (professionals, practitioner) , Adult learners, time scheduling, locations,
- **Process:** teaching style (student centered), medium of instruction, (effect of technology on total aspects of life), learning styles (active learning, problem based, case studies)
- **Products:** students/graduate competencies needed for extending life chances (employability, serving inputs on economic, social, political systems)

# Disequilibrium

- A system should be self-encompassing, independent, in equilibrium, and stable unless it is being **disturb**, then it will destabilize/rupture.
- What are the things that will **destabilize** the education system?
- Incompetency's of the internal components and the outside factors.

# The New Millenium

- Borderless world, across culture, time and space
- Technological advancement
- Simplified and accelerated, instinctive, limited time to think, unable to reflect and be conscious (subj.)
- Virtual world, no longer sensitive to what they say or what others understand, because values not clear defined, or non-existence, Universal values (subj.)
- No need to understand knowledge because it there in the 'cloud' with a push-button, not stimulated to think, lack of brain practice, storage of knowledge, cognitive capital
- Local character (obj.) will be replaced with the international character (subj.)

# Virtual Citizenship

- eliminated barriers of communication,
- acquired virtual citizenship without agreed standards, ethics and control.
- extreme freedom, individuals without name and personality, and without boundaries.
- No face-to-face social in interactions, wishes or instincts without restriction, no values since values are in relationship with others,

# Cognitive Capital

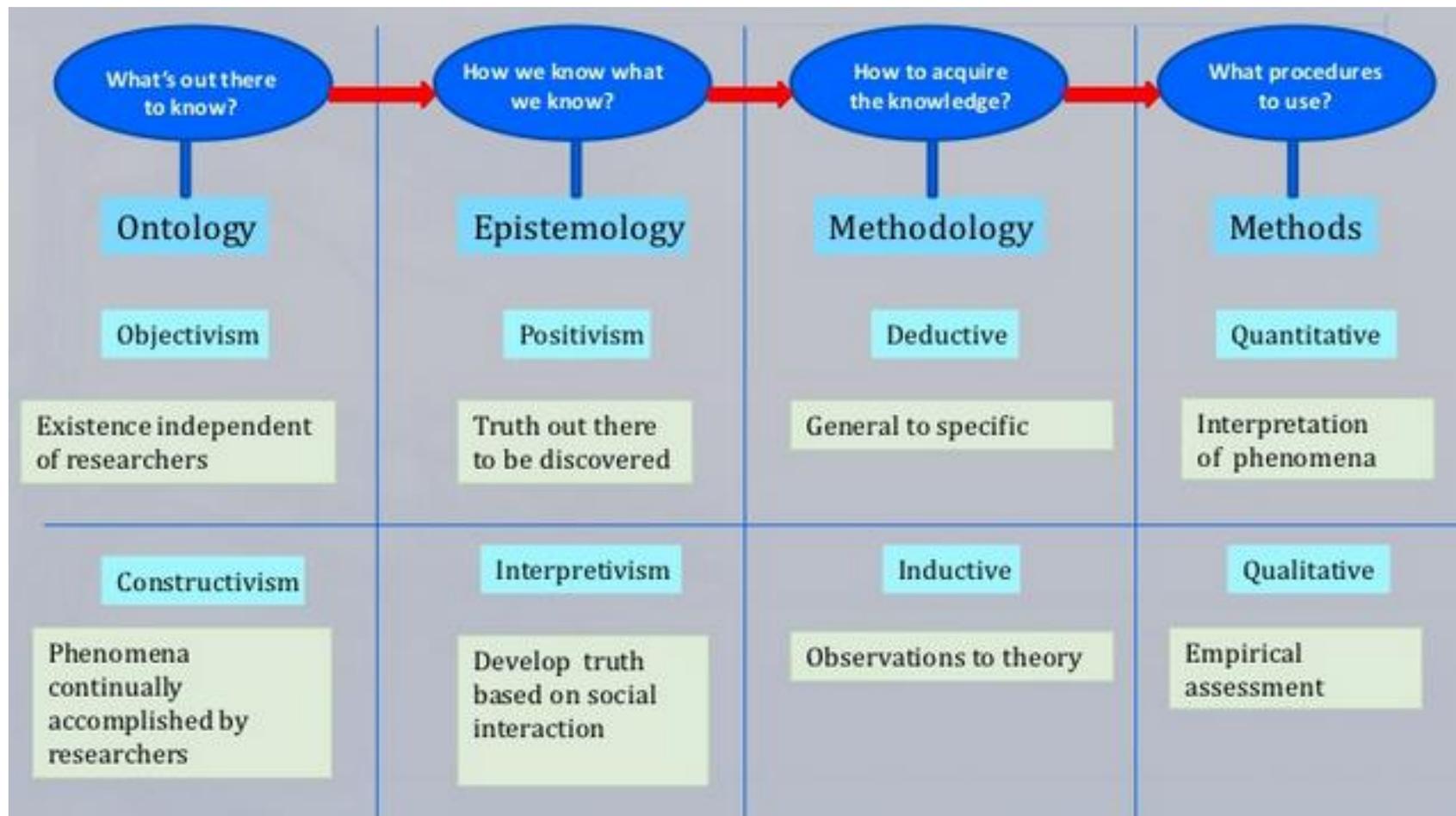
- cognitive capital where data can be mined by stakeholders.
- **Control of access** to information can increase the gap between the knowledge of the ignorant, the rich and the poor, the powerful and the helpless
- Regulation on the use of technology is limited to the **builder's requirement** and stakeholder's programmer with **specific strategies**, mainly saving labor costs (the teacher), **and the user is exposed to the** absence of clear objectives.

# Immaterial labor

- facilitate work, save costs in terms of space, energy and time,
- 'short cut' to the educational process, reducing the work of teachers
- disciplined students to specific program regulations, leads to teaching and learning becoming routine
- teacher workload became less and thus the space and time to interact with the students.
- changes to the student concept involves students '**immaterial labor**', i.e., the to the computer equipment, system, such as data analysis software and methods by which knowledge acquisition procedure is determined by the system.
- Virtual social system, Lack of engagement, for conceptual change, what teaching? (subj. : un-real, mind dependent, perception, conscious mind)

# Practice of Knowledge

- Practice of knowledge, a tool to enhance transmission of knowledge and skills, should facilitate work and save costs in terms of space, energy and time.
- But, rules set by the creator, manipulated to control the majority (**subj.:** mind dependent on outside factors)
- To control economic monopoly, power dominations and faith.
- There must be control and intervention, and grounds of referral to be objective.



# Conclusion

## Objectivism

- social entities exist in reality external to social actors concerned with their existence
- social phenomena and their meanings have an existence that is independent of social actors.
- It is already there to be discovered grounded on referential forms

## Subjectivism

- social phenomena is created from perceptions and consequent actions of those social actors concerned with their existence.
- social phenomena and their meanings are continually being accomplished by social actors
- Construction and developed through individual experiences and beliefs

# Knowledge and Truth

## Obj.

- Rationalism (Kant)
- Realism (Plato)
- Obj. reality
- Mind-independent
- With form of reference,
- Consciousness, intrinsic
- Intentionality
- Validated through empirical data
- controlled

## Subj.

- Personal opinion
- Changing sphere
- Unconscious
- Extensionality
- Instrumentalist, interpret, predict
- Validation uncalled
- Unlimited growth

- Education is the transmission, creation and usage of knowledge for the benefits of mankind and its future generations
- Knowledge can be viewed either from an objectivist or subjectivist point of views; depending on the concepts, approaches, methods and techniques to find the truth
- Observable phenomenon can be distorted by subjective interpretations due to counter-intuitive actions by the advance in human technology and under-rationalization
- Education needs points of referral and engagement to be socially functional

# Objectivity

Undistorted by emotion or personal bias; based on observable phenomena.

Values Based Coaching - FergusonValues.com



"Subjective" is about perception, opinion, purpose, or meaning

**THANK YOU..**