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Educational Philosophy among the Faculty Members at the Hashemite University

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Abstract

This study aims at determining the educational philosophy orientations of the faculty members at the Hashemite University. The educational philosophy orientations of the faculty staff members were explored using the quantitative research method through the survey. A questionnaire was developed in order to define the education philosophy orientations adopted by the faculty members.

Results indicated that various philosophical orientations are held by the participants in the study, and showed that Re-constructionism was the educational philosophy adopted by a high percentage, followed by Progressivism $m=4.17$, and Constructivism $m=4.15$, Perennialism $m=4.10$, and Essentialism, $m=3.67$.

Keywords: Educational Philosophy, Faculty Members, Hashemite University.

Introduction

University education in Jordan has witnessed a qualitative movement either through the public universities or the private universities; they provide many programs and majors to the students to receive the Bachelor, Master, or Doctorate degrees. These universities play important roles in creating the comprehensive development in Jordan, leading to improvement in the education level; especially after the discussion papers launched by King Abdullah the second, regarding the National Strategic Plan for Human Resources (2016-2025) which is considered a road map for those who are involved in the higher education sector in its five axes (Moh.gov.jo, 2021).

The researcher sees that philosophy of the Jordanian society in formulating the philosophical thinking of the teaching staff emerges

from the ideology that education belief is the means for developing the university education system and making the notable development, achieving the objectives. In light of the education philosophy in Jordan at all studying stages, we find that the teachers' response to the philosophical dimension is the base for education development, and without having such philosophy, as well as the cultural dimension, the desired objectives cannot be achieved.

Philosophy is simply defined as “the love of wisdom”. It is a committed quest for wisdom through an organized search in the nature and in the meaning of the world and above all of human life. Hence, philosophy of education can be conceptualized as the study of important philosophical ideas and perceptions having the impact of the educational thought and development (Tang, 2006; Siegel, 2009). Philosophy of education is concerned with the use of the philosophical basics in education, and its importance is based on its vital role in identifying the education process; (why, what, how), and its contribution to coordinate and cope with conflicts and cultural problems. Philosophy of education is also concerned about the knowledge, values and skills; analyzing them to introduce coordination to the educational process to deal with the society problems. There is strong evidence regarding the relationship between philosophy and education.

Socrates said that education and philosophy are two different aspects of one subject, and philosophy is considered as an interpretive work of the intellectual and the theoretical issues. Philosophy of education is based primarily on the critique of the educational process, it modifies its programs and curricula regarding harmony with the goals that the society aspires to achieve, and it provides the emerging generation with advanced knowledge and sciences as well as clarifying the meanings underlying the changes in the educational concepts, by presenting basic assumptions and concepts to enhance and develop the relationship between education and other fields (White, 1990, 2013). The philosophy of education is related with facts (Carr, 2003, Barrow & Woods, 2006), as:

- A major pillar upon which the educational institutions operate, through identifying the educational methods, tools, and means.

- Playing its role in clarifying the type of educational activities and changing them from unorganized activities into apparent functions for the desired objectives.
- Enhancing consistency between the individuals and the environment thereby fosters responsiveness of educational functions to the environmental conditions.
- Playing its role in realizing the work of the educational process, linking between areas of life and the educational functions.
- Philosophy of education helping the teachers in the process of understanding the major concepts of education, to enhance the ability to ask questions related to education.
- Helping the teachers in better understanding and building comprehensive ideas about the educational programs.
- Providing the opportunities for experience to grow through analysis, criticism and harmony to resolve all types of conflicts.

The issue is about the relationship between education and philosophy, since philosophy is connected to reality and to human experience, with the objective to transform ideas, intellectual and behavioral trends that have the impact on the individuals' life; (Burbules, 2018).

Literature Review

Cognitive penetrability dimension enables the teachers to know philosophy of education helping them to see the relationship between philosophical movements and purpose function, programs and methods of education. Henceforth, understanding cognitive philosophy of education will help teachers to make better decisions and improve their perspectives in education theory and its implementation using their own information and results, while implementing those informative skills; providing them with the knowledge about educational life style, facts or events to make their decisions and better ability of thinking to teach according to logical principles.

Cultural awareness in education is constituted by society and aims to improve humans' mental capacity. Another purpose of the cultural awareness is to improve human mind according to logical principles, and education is the socialization of society by handing down the knowledge and cultural heritage to next generation of students. Henceforth, democracy culture should be provided to students in the

learning settings, and should be reflected in the school curricula such as values in the society, and teachers should respect all cultural elements to help the students realize the problems (Zirhiola & Yalyla, 2018).

Powell (2006) examined the teaching styles and educational philosophy of the teaching staff in State of Alabama, using Zinn's Philosophy of Adult Education Inventory and Principles of Adult Learning Scale Instrument. Relationships between the educational philosophies and teaching styles of the participants were explored. This explanatory study examined the philosophies and teaching styles of Alabama workforce education instructors. Results of the study showed that the majority of the respondents adopted the progressive and behavioral educational philosophies. They also tended to agree with the five educational philosophies. Both groups of respondents reported mean scores below the mean established by Conti (2004), indicating that they tended to become teacher-centered, not learner-centered.

In a study conducted by Ghorbanlizadeh, Sareshken & Ohasemi (2014) in the Iranian context, the researchers aimed at investigating educational philosophy and philosophical mindedness of Iranian physical education and sport science teachers (150) questionnaires were randomly distributed, (123) questionnaire were retrieved valid for the analysis. The researchers used two major instruments for Philosophy Preference Assessment (PPA) developed by Wills & Bondi (2010) and Philosophy of Mindedness (PM) developed by Soltani (1996). Results showed that experimentalism and realism were the first and second educational philosophy of Iranian physical education lecturers. Moreover, comprehensiveness, penetration, and flexibility are the first second and third philosophical mindedness preference.

Zirhlioglu & Yayla (2016) study aimed at transforming Perennials, Essentialism, Progressivism and Reconstructionist into a variety of questions to identify the education philosophies adopted by the education students at YuzuncuYil University, in an attempt to identify level of students' participation. Data was obtained from the students studying in different departments in education faculty. Q methodology was used to measure the individuals' viewpoints, ideas, behavior & beliefs for data analysis. Results showed that students adopt Progressivism,

which is a philosophy of modern education; also results showed that students expressed negative opinions for the social transformation principles of Reconstructionism.

Saritas study (2016) aimed at examining the philosophical preference of classroom teachers in Turkey, their teaching styles and the relationship between the two variables (301) teachers were volunteered to participate in the study, they teach 1st, 2nd, 3rd, and 4th classes in primary schools. Data were collected about philosophical preferences using Wiles & Bondi (2007) assessment tool adapted to Turkish context by Doganay & Sari (2003), and teaching style questionnaire developed by Grasha & Reichmann (1994). Results of data analysis showed that classroom teachers mostly prefer to use the experimentalist philosophy and have facilitator teaching style. A significant positive relationship was found between the adopted educational philosophies and teaching style.

Magulod study (2017) explored the educational philosophies adopted by the Filipino pre-service teachers. The researcher used the descriptive survey research method. Participants in the study were (76) fourth year students in Elementary Education program of the College of Teachers' Education in one state university in Philippines. Data were collected through the use of standardized research tool. Results showed that the teachers strongly adhere to Progressivism educational philosophy, and hold a positive orientation towards Existentialism and Reconstructionism, while they exhibited a moderate adherence to Perennialism and Existentialism philosophies.

According to Qutek study (2014), Perennialism considers the universe with its spiritual sides, as well as the position of man in the world metaphysically, and that school that is not a copy of life, but the place where culture is handed down to next generation to improve the human's mental capital and capacity. The researcher added that Perennialism that takes classic idealism and realism as bases is the most radical among philosophy of education movement.

The study problem

The importance of philosophy of education, and the need for competent university instructors, raised the urgent need for determining the nature of educational philosophies of the faculty staff members at

institutions of higher education in Jordan. Since education at the university level is very important in qualifying the learners and preparing them to the real life situations to become active members in the society and the labor market, the issue of identifying the educational philosophy orientations of the faculty staff members at the Jordanian universities became very important.

Significance of the study

Significance of the study stems from being the first study that sought to investigate orientations of the educational philosophy among the faculty staff members at Hashemite University. Significance of the study is, also, related to the importance of the educational philosophy which has strong impact on quality of education at the higher education institutions.

Objectives of the study

This study aims to achieve the following objectives:

- 1 - To identify the education philosophy orientations of the faculty staff members at the Hashemite University.
- 2 - To shed the light on the importance of the education philosophy and its relation with the classroom practices of the faculty staff members.
- 3 - To find out if statistically significant differences exist in the teaching staff members' orientations that can be attributed to their demographic characteristics (gender, academic rank, age and social status) in the Hashemite University.

Questions of the study

- 1 - What are the education philosophy orientations of the faculty members at the Hashemite University?
- 2 - What is the importance of the education philosophy and its relation with the classroom practices of the faculty members?
- 3 - Are there statistically significant differences in the teaching staff members' orientations that can be attributed to their demographic characteristics (age, gender, academic rank, and social status).

Methods and procedure

This study adopted the quantitative research method in which data were collected through the survey method and using the study instrument which was designed and developed for the purpose of the present study.

Sample of the study:

The study sample (n = 143) was selected from faculty staff members. It is suitable for the statistical samples (39.7%).

Table 1

Distribution of the participants in this study according to their demographic characteristics (age, gender, academic rank & social status)

Variable	Number	Percentage %
1. Gender		
Males	95	66.4
Females	48	33.6
2. Scientific Rank		
Professor	40	28.0
Associate professor	80	55.9
Assistant professor	14	9.0
Instructor	9	6.3

Tool of the study

Through conducting a thorough review of the relevant previous studies, the researcher was able to develop the questionnaire consisting of two sections; the first is concerned with the demographic characteristics of the participants in the study, while the second section reflects phrases related to the five educational philosophy orientations. The questionnaire was developed based on Likert scale; (strongly agree = (5) agree = (4) undecided = (3) disagree = (2) and strongly disagree = (1) point. Validity of the study's tool was secured by a jury of expertise in educational, psychological and linguistic studies from the faculty members at the Jordanian universities. Their comments, modifications, and suggestions were taken into consideration to come up with the final copy of the questionnaire to be distributed to the participants.

Reliability of the tool was tested using stability coefficients. The tool of the study was applied to the first semester of the academic year 2020-2021.

Table 2

Cronbach Alpha values of the scale's sections

Dimensions of Social Responsibility	Number of Items	Cronbach's Alpha Coefficient
Social responsibility of faculty members towards the students	8	0.752
Social responsibility of the faculty members towards the university	7	0.741
Social responsibility of the faculty members toward the community	8	0.761
The sale of whole	23	0.761

Results of the study

In order to answer the first question of the study means and standard deviations were extracted about responses of the faculty members to the clauses of the sample of the study.

Table 3

Means and Standard Deviations

Educational Philosophy	Mean	Standard Deviation
Reconstructionism	4.29	0.63
Progressivism	4.17	0.705
Constructivism	4.15	0.611
Perennialism	4.10	0.617
Essentialism	3.67	0.771

Table (3) shows that faculty members at the Hashemite University adopt educational philosophies that include: (Reconstructionist at the

first rank (mean=4.29), followed by Progressivism, (mean= 4.17), Constructivism (mean= 4.15), Perennialism (mean= 4.10), and Essentialism (m= 3.67).

This result shows that different philosophies are adhered to by the faculty members at the Hashemite University which may be ascribed to the institutions of higher education at which these members were taught and which form the source of their degrees and qualifications. This result agrees with the results of previous studies which indicated the variability of the education philosophy orientations adopted by the instructors at the educational institutions. A closer look at the details about the education philosophy orientations of the faculty members at the Hashemite University can be reached. The following results are related to each educational philosophy included in the present study.

Table 4

Means and Responses to The Items Related to Reconstructionism

Item	Mean
Coherent and integrated study materials should be designed to achieve students' shared social vision.	4.36
Teaching aims at engaging students in dialogue, research, expression and free choice.	4.28
The classroom environment should be structured so that students gain an appreciation of the collective work that benefits the environment.	4.24
Schools should lead society towards change and social reform rather than traditional values.	4.19
Students should be involved in social innovation and reform activities.	4.03
The faculty members should provide opportunities for dialogue and other opinion to convince students about the importance of social reform.	3.93
Faculty members should provide a variety of opportunities to the students to participate in community criticism and change.	3.53
Teaching should be based on tasks that help students critique the social system and propose solutions to change it.	3.48

Results in table 4 indicate that items 1-5 obtained means indicating that faculty members to a high degree adopt Reconstructionism philosophy.

Table 5

Means of the Responses to The Items Related to Progressivism

Item	Mean
The content of the course should be based on the students' needs and interests.	3.39
The faculty members guides and facilitate the educational environment that helps the development of students.	4.30
Teaching should promote students' personal development through experience situations that are appropriate to their abilities and interests.	4.24
The school should be a democratic educational environmental in which students practice freedom, cooperation and joint planning.	3.91
Teaching aims at achieving learning by assessing previous ideas, knowledge and experience.	3.90
The student is active, interactive and helpful, and is the centre of the learning process.	3.86
The curriculum should be based upon attitudes of experience based on the students' problems and takes into account to the diversity among them.	3.80

Results in table 5 show that items 1-3 obtained means indicating that the faculty staff members at a high degree adopt progressivism philosophy.

Table 6

Means of the Responses to The Items Related to Constructivism

Item	Mean
The classroom environment should be organized to help students building their own knowledge.	4.34
Faculty members should provide scaffolding of knowledge when needed to help students build their knowledge.	4.34
Students should build their own knowledge through interaction and classroom activities.	4.13

Cont. Table 6*Means of the Responses to The Items Related to Constructivism*

Item	Mean
Faculty members should present the overall picture of the activity and then let the students discover for themselves the parts to build meaning.	4.06
Teaching should be based on giving students enough time to think and respond.	4.00
Students should be responsible for assessing their own learning through peers and other assessments.	3.73
Faculty members should engage students to solve problems by themselves without providing ready solutions.	3.42
Learning outcomes are difficult to predict because they depend on the students themselves.	3.34

Results in table 6 show that items 1-2 obtained means indicating at a high degree of adoption of Constructivism philosophy by the teaching staff.

Table 7*Means of the Responses to The Items Related to Perennialism*

Item	Mean
Students should be trained in self-control, and responsibility for their actions.	4.53
The content of the course should develop the student's mind and train them to think well and draw conclusions.	4.40
Faculty members are well-informed and structured about students to provide learning and success.	4.35
Teaching is the art of directing students' energies towards logical thinking and relies on communication, explanation, and guidance.	4.22
Faculty members are the centre of the educational process because of their previous accumulated experience.	4.06
Content of the subject should be organized on a logical basis rather on the psychological.	3.52

Cont. Table 7*Means of the Responses to The Items Related to Perennialism*

Item	Mean
The goal of teaching is constant and does not change with the change of space and time because its goal is to improve the human being.	3.41
Students are similar and should be taught the same content in the same way.	2.34

Results in table 7 show a very high degree of adopting the Perennialism Philosophy.

Table 8*Means of the Responses to The Items Related to Essentialism*

Item	Mean
Faculty member should work to develop the minds of the students to the maximum possible extent.	3.98
Teaching is the transfer of basic knowledge and traditional values in order to develop students' mental abilities.	3.91
Standardized tests that reveal students' abilities and differences should be applied.	3.75
Students should study basic knowledge but it is unnecessary in their view.	3.74
The curriculum should emphasize on basic knowledge rather on students interests and preferences.	3.62
Faculty members should be interested in teaching everything that will achieve growth of the students.	3.41
Classroom environment must emphasize order, serious science, respect for authority, not on the students' free choice.	3.07
The aim of teaching is to present the world to the students without explanation in light of their interests.	3.04

Results indicate that faculty members are committed to their

educational philosophical orientation to a large extent despite of the differences in their overall orientations. This may be attributed to the fact that philosophical orientations are constant in general and do not change because of the passing time.

Results of analyzing data of the second question regarding differences of the teaching staff members' orientations to the educational philosophy that can be attributed to the demographic characteristics (gender, academic rank, age, and social status) came as follows:

Gender:

Table 9

t-test for independent samples of the gender variable

Gender	Numbers	Mean	T-value	Significance
Males	100	2.72	0.048	0.962
Females	43	2.71		
Total	143			

Table 7 shows a t-value of 0.48 which is statistically non-significant, indicating the absence of differences related to the staff members orientations toward the education philosophy attributed to gender. This can be referred to that the sample individuals do not differ regarding the importance of the presence of educational philosophies which have the role in enhancing the educational environment and achieving the desired goals of education.

Academic Rank:

Table 10

Analysis of Variance of the academic rank variable

Academic Rank	Sum of the squares	Freedom degree	Mean of the squares	F	Sig.
Within groups	0.138	2		1.014	0.368
Between groups	4.890	140			
Total	5.028	142			

Table (8) shows that (F) calculated value is (1.014) and insignificant, so there are no differences in the staff members' orientations that can be attributed to the academic rank. This can be explained that the sample individuals' orientations are the same regardless of their academic rank about the educational philosophies because of their role in improving the education environment and achieving what the education is striving to achieve.

Age:

Table 11

Analysis of Variance for the age variable

The variable	Sum of the squares	Freedom degree	Means squares	(F) value	Sig.
Between groups	0.303	2	0.152	2.327	0.105
Within groups	4.693	140			
Total	4.997	142			

Table 9 shows non-significant (F) value (2.327), so no differences exist in teaching staff members' orientations towards the education philosophy that can be attributed to age. This can be interpreted that the sample individuals regardless of their age perceive the extent of importance of these philosophies in improving the education philosophy.

Social Status:

Table 10

Variance analysis according to social status

The variable	Sum of the squares	Freedom degree	Means squares	(F) value	Sig.
Between groups	0.148	2	0.074	0.756	0.472
Within groups	7.056	140			
Total	7.204	142			

Table (10) shows that (F) value did not reach the statistical

significance level, so there are no differences in the teaching staff members orientations towards the education philosophy that can be attributed to social status. This shows that the sample individuals regardless of their social status perceive extent of importance of the educational philosophies in achieving many benefits in the education process.

Recommendations

Based upon the results of this study, and referring to results of previous studies that have addressed the topic of educational policies and orientations of the faculty members in different countries and in different faculties of education in different universities, the researcher recommends:

- 1 - Developing educational courses to enhance the knowledge about philosophy of education from various philosophical schools to be applied to the Jordanian contexts in all educational institutions.
- 2 - Finding out the impact of the philosophical orientation of the faculty member on the teachers' instructional practices in their teaching setting whether at schools or universities.
- 3 - Conducting more studies to better investigate and understand the philosophical orientations of the teachers and faculty staff members at the different elementary and secondary levels.

As of the future expectations of the status of higher education in Jordan, the researcher sees that it will be to the best, especially in light of the sustained effort regarding what has been stated in the discussion papers asserting the importance to develop the higher education sector to improve the labor market outputs.

الفلسفة التربوية لدى أعضاء هيئة التدريس في الجامعة الهاشمية

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ملخص

تهدف هذه الدراسة إلى تحديد توجهات الفلسفة التربوية لأعضاء هيئة التدريس في الجامعة الهاشمية. تم فحص توجهات الفلسفة التربوية لأعضاء هيئة التدريس باستخدام أسلوب البحث الكمي من خلال المسح. تم تطوير استبيان من أجل التعرف على توجهات الفلسفة التربوية التي يتبناها أعضاء هيئة التدريس. أشارت النتائج إلى وجود توجهات فلسفية مختلفة من قبل المشاركين في الدراسة من أعضاء هيئة التدريس في الجامعة الهاشمية، وأظهرت النتائج أن إعادة البناء هي الفلسفة التربوية التي تبنتها نسبة كبيرة من المشاركين، تليها التقديمية م = 4.17، البنائية م = 4.15، الفلسفة المعمرة م = 4.10، والجوهرية م = 3.67.

الكلمات المفتاحية: الفلسفة التربوية، أعضاء هيئة التدريس، الجامعة الهاشمية.

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