

## PHILOSOPHICAL PREFERENCES OF PROSPECTIVE TEACHERS AND ITS RELATIONSHIP ON OUTCOME IN EDUCATIONAL PHILOSOPHY

Praseeda V & Prof.Dr.N.Vasuki

Research Scholar & Professor Avinashlingam Univesity

### Abstract

The aim of this research is to investigate the relationship between prospective teachers Philosophical Preferences and philosophical outcome. The research used a total of 311 prospective teachers selected by the simple random sampling method .research data has been collected through philosophical Assessment Scale and Educational philosophical Achievement Test. The analysis utilized Pearson Chi Square. The current study found that there is a positive significant relationship between the scores of prospective teachers Philosophical Preference and educational Philosophical outcome. There is a positive but insignificant relationship between the dimensions of philosophical preference and philosophical outcome.

**Keywords:** philosophical preferences, educational Philosophy, Idealism, Naturalism, Pragmatism, Existentialism, Realism

### INTRODUCTION

Philosophy is derived from Greek words φιλοσοφία (philosophia) which means ‘love of wisdom’. It is a systematised study of general and fundamental questions about existence, reason, knowledge, values, mind, and language (Wikipedia contributors, 2023). It involves rational, abstract and methodical consideration of reality as a whole or of fundamental dimensions of human existence and experience (The Editors of Encyclopaedia Britannica, 1998). Philosophy plays a crucial role in shaping the beliefs and values of individuals. As educators, teachers have a significant impact on the development of their students’ worldviews. It is therefore important to understand the philosophical preferences of prospective teachers. This study aims to explore the philosophical leanings of individuals who are preparing to enter the teaching profession. By gaining insight into their beliefs and values, we can better understand how they may approach their roles as educators and how they may influence their students. René Descartes’ famous declaration, “Cogito ergo sum,” “I think therefore I am,” (Yaldir, 2009, Tweyman, S. 2005) could be the way that some teachers describe their unmindful connection between their teaching and their philosophy of education. A philosophy provides a foundation for understanding and guiding professional practice (Kauchak & Eggen, 2002). All professions have philosophies which help guide actions and beliefs within their vocation. A common organisational practice is to have a philosophy statement that reflects the beliefs and philosophical priorities which guides the institutional leadership (Graham & Havlick, 2005). Philosophy can exert a powerful influence on professions, such as architecture, medicine and in education (Kauchak & Eggen, 2002). It is a professional practice for educators to develop and profess their philosophy statement

(Kauchak & Eggen, 2002). Whether or not they are aware of their philosophy, a teacher's beliefs and behaviour are guided by their educational philosophy (Kauchak & Eggen, 2002; Petress, 2003). Philosophy and education are intensely interrelated. The chief task of philosophy is to determine what constitutes a life worth living . philosophy tells us the goal of a good life. Philosophy tells us the goal of a good life. Education finds out the means to achieve that goal. Philosophy influences every aspect of education, namely the aim, content, methods and discipline.it is philosophy which determines whether the aim of education should be intellectual,spiritual,liberal, aesthetic, moral or vocational. For example the Hindu philosophy in ancient India resulted in the evaluation of the Gurukula system of education. The militant philosophy of ancient Sparta gave rise to a regimental system of education. The Nazism of Germany gave rise to a fanaticism from the text books.

The five traditional western philosophies, which form the structure of most educational practices, are Idealism, Realism, Pragmatism, Existentialism, and Reconstructionism. These western philosophies serve as a foundation and perspective for analysis of educational practices (Ozmon & Craver, 2007). There are five educational philosophies which were identified as having roots in traditional schools of western philosophy which form the structure of most educational practices. The five educational philosophies are: liberal, behaviourist, progressive, humanistic, and radical (Zinn, 2004). Professional educators are likely to be influenced in their actions by one or more of these five philosophies. Regardless of teachers' awareness of their educational philosophy, their beliefs are reflected in their behaviour (Youngs, 1979). "True professionals know not only what they are to do, but are also aware of the principles and reasons for so acting" (Elias & Merriam, 1995, p. 9). What teachers believe and practice in the classroom is related to educational philosophy and to teaching style. The five traditional philosophies, which form the structure of most educational practices, are idealism, realism, naturalism pragmatism,and existentialism .

### **OBJECTIVES OF THE STUDY**

The study has the following specific objectives in view:

1. To find out the philosophical preferences of prospective teachers
2. To compare the philosophical preferences of prospective teachers with respect to gender, , religion and subject of study.
3. To find out the relationship of philosophical preferences on the philosophical outcome of prospective teachers.

### **HYPOTHESES OF THE STUDY**

The following null hypotheses were tested for the study

1. Gender, religion and subject of prospective teachers do not have any significant differential effect on the philosophical preferences.
2. There is no significant relationship between philosophical preferences and outcome in educational philosophy of prospective teachers.

**METHODOLOGY**

The descriptive cross-sectional research design was adopted for the study. The population in the study is prospective teachers from Kerala selected from government, aided, unaided and different university centres. A stratified random sample of 311 prospective teachers were used as the sample for the study.. Data were collected online by administering the Philosophical Preferences Assessment Scale which was developed by researchers. It is a 5 point likert scale that consists of 40 questions related to idealism, naturalism, pragmatism, existentialism and realism. This questionnaire was constructed by the investigator after thoroughly reviewing available questionnaires proposed. For eg. (Wiles & Bondi, 2015) and philosophical assessment questionnaire by (cetin, Ihan Arslan, 2012). The scores secured on all the preferences are compared to classify the respective candidate into their appropriate Philosophical Preference. Apart from descriptive statistical analysis and Chi-square test was employed to analyse the data.

**ANALYSIS AND INTERPRETATION**

Descriptive statistics are calculated from the scores of philosophical outcomes and all the philosophical preferences. Table 1. Presents the Mean, Range, Standard Deviation, Kurtosis and Skewness of the different variables of 311 prospective teachers. The values show that the data is heterogeneous in nature and skewness values show that the data is only mildly skewed.

**Table 1: Descriptive Statistics of Philosophical Outcome, Idealism, Naturalism, Pragmatism, Realism and Existentialism**

	N	Range	Min	Max	Mean	Std. D	Skewness	Kurtosis
<b>Philosophical Outcome</b>	311	30	3	33	13.43	3.973	0.852	2.45
<b>Idealism</b>	311	26	18	44	28.54	4.272	-0.052	0.183
<b>Naturalism</b>	311	31	13	44	30.97	4.651	-0.738	1.604
<b>Pragmatism</b>	311	28	12	40	31.98	4.939	-0.766	1.089
<b>Realism</b>	311	23	16	39	29.2	4.226	-0.446	0.252
<b>Existentialism</b>	311	30	10	40	28.99	4.568	-0.288	0.782

Frequency Distribution Tables after the prospective teachers are classified into particular philosophical preference are shown in **Table 2**. It is clear that most prospective teachers fall into Pragmatism followed by Naturalism, Idealism, Realism and then Existentialism.

**Table 2: Frequency Distribution of different Philosophical Preferences.**

**PHILOSOPHICAL PREFERENCES OF PROSPECTIVE TEACHERS AND ITS RELATIONSHIP ON OUTCOME IN EDUCATIONAL PHILOSOPHY**

	<b>Frequency</b>	<b>Percent</b>
<b>Existentialism</b>	20	6.4
<b>Idealism</b>	46	14.8
<b>Naturalism</b>	83	26.7
<b>Pragmatism</b>	127	40.8
<b>Realism</b>	35	11.3
<b>Total</b>	311	100

**Hypotheses 1**

Philosophical Preferences of both male and female prospective teachers are compared. Distribution of data show that females are much higher in number than the males hence the estimated margin of error for males are high. Table 3 shows the distribution of philosophical preferences among males and females and the result of the chi-square test.

***Table 3: Comparison of philosophical preferences among males and females prospective teachers.***

	<b>Female</b>	<b>Male</b>	<b>X<sup>2</sup></b>	<b>Sig.</b>
<b>Existentialism</b>	17	3	6.586	.159
<b>Idealism</b>	42	4		
<b>Naturalism</b>	75	8		
<b>Pragmatism</b>	123	4		
<b>Realism</b>	31	4		
<b>Total</b>	288	23		

From Table 3, The chi-square test between philosophical preferences of male and females result in  $X^2 = 6.585$  and significance  $P = .159$ . Therefore there is no association between male and female based on their philosophical preferences.

**Philosophical Preferences of prospective teachers of different religions are compared.**

Distribution of data show that most prospective teachers fall into the Hindu category. Table 5 shows the distribution of philosophical preferences among Hindu, Christian, Islam categories and the result of the chi-square test.

**Table 4: Comparison of philosophical preferences among different religious groups of prospective teachers.**

	<b>Christian</b>	<b>Hindu</b>	<b>Islam</b>	<b>X<sup>2</sup></b>	<b>Sig.</b>
<b>Existentialism</b>	6	9	5	19.386	.013
<b>Idealism</b>	24	16	6		
<b>Naturalism</b>	34	46	3		
<b>Pragmatism</b>	53	64	10		
<b>Realism</b>	21	13	1		
<b>Total</b>	138	148	25		

From Table 4, The chi-square test between philosophical preferences of Hindu, Christian and Islam prospective teachers results in  $X^2 = 19.386$  and significance  $P = .013$ . Therefore there is an association between the philosophical preferences of different prospective teachers based on their religion at a 0.05 level.

Philosophical Preferences of prospective teachers based on their subject of study are compared.

Distribution of data shows that most prospective teachers fall into the Science category. Table 6 shows the distribution of philosophical preferences among Arts, Commerce and Science students and the result of the chi-square test.

**Table 5: Comparison of philosophical preferences among different subjects of study of prospective teachers.**

	<b>Arts</b>	<b>Commerce</b>	<b>Science</b>	<b>X<sup>2</sup></b>	<b>Sig.</b>
<b>Existentialism</b>	9	0	11	16.927	.031
<b>Idealism</b>	16	7	23		
<b>Naturalism</b>	28	5	50		
<b>Pragmatism</b>	42	0	78		
<b>Realism</b>	20	7	15		
<b>Total</b>	115	19	177		

From Table 5, The chi-square test between philosophical preferences of Arts, Commerce and Science pursuing prospective teachers results in  $X^2 = 16.927$  and significance  $P = .031$ . Therefore there is an association between the philosophical preferences of different prospective teachers based on their subject of study at a 0.05 level.

**Hypotheses 2**

To find the relationship between philosophical preferences and outcome in educational philosophy of prospective teachers, dependent variable outcome is recorded into three categories [Low (0 - 10), Moderate (10-20), High (20-30)]. **Table 6** shows the distribution of each category.

	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
<b>High</b>	11	3.5	3.5
<b>Low</b>	76	24.4	28.0
<b>Moderate</b>	224	72.0	100
<b>Total</b>	311	100	

From the contingency **Table 7** we can infer that the distribution of philosophical preference and philosophical outcome vary non uniformly

Philosophical Outcome	Philosophical Preferences					
		existentialism	idealism	Naturalism	Pragmatism	realism
High		1	0	3	6	1
Low		6	12	25	21	12
Moderate		13	34	55	100	22
<b>Total</b>		20	46	83	123	35

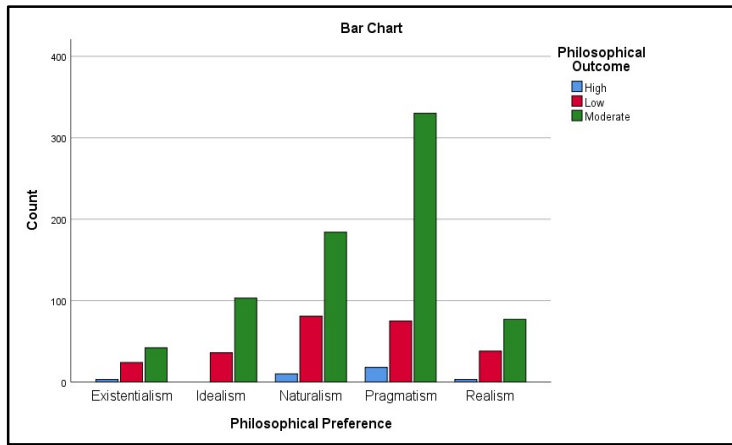
Chi-square test for association was used to test the significance of association between the variables. From **Table 7**, There is no significant association ( $x^2 = 10.083^a$ ,  $df=8$ ,) between the philosophical preference and outcome of prospective teachers. Hence the Null hypothesis “There will be no significant relationship between philosophical preference and outcome in educational philosophy of prospective teachers.”. accepted.

**PHILOSOPHICAL PREFERENCES OF PROSPECTIVE TEACHERS AND ITS RELATIONSHIP ON OUTCOME IN EDUCATIONAL PHILOSOPHY**

	Value	df	Asymptotic Significance (2-sided)
<b>Pearson Chi-Square</b>	10.083 <sup>a</sup>	8	.259
<b>Likelihood Ratio</b>	11.830	8	.159

Table 8 Chi square test between philosophical preference and Outcome

**Fig 1: Bar chart distribution of philosophical outcome based on philosophical preference**



**CONCLUSION**

The analysis of data revealed that the data is heterogeneous in nature and skewness value shows that the data is mildly skewed. From the distribution table it is clear that most prospective teachers fall into pragmatism followed by Naturalism, idealism, Realism and then Existentialism. The analysis of data shows that there is no association between male and female on their philosophical preferences.  $X^2=6.585;p=.159$ . The analysis of philosophical preferences of Hindu, Christian and Islam prospective teachers results  $X^2=19.386;P=.013$ . Therefore there is an association between the philosophical preferences of different prospective teachers based on their religion at a 0.05 level. The test between philosophical preferences and different subject of study pursuing prospective teachers results in  $X^2=16.927 ;P=.031$ . Therefore there is an association between philosophical preferences of different prospective teachers based on their subject of study at a 0.05 level. The distribution of philosophical outcome and philosophical preference vary non-uniformly. Chi-square test shows that there is no significant association ( $\chi^2 = 10.083a$ ,  $df=8$ ) between the philosophical preference and outcome of prospective teachers. So there is no significant relationship between philosophical preference and outcome in educational philosophy of prospective teachers.

**REFERENCES**

Adult learning methods (3rd ed.), 39-74. Malbar, FL: Kreiger Publishing Company

B Thompson - 1978 - uh-ir.tdl.org

Ediger M (2000). Philosophy perspectives in teaching social studies. *J. Instructional Psychology*,

<https://www.questia.com/library/journal/1G1-63365165/> adresinden alınmıştır.

E Saritas - Educational Research and Reviews, 2016 - academicjournals.org

Elias, J. L. & Merriam, S. B. (1995). *Philosophical foundations of adult education* (2nd ed.). Malabar, FL: Krieger Publishing Company.

Kauchak, D. and Eggen, P. (2011). *Introduction to teaching: Becoming a professional* (4th ed.). Boston: Pearson Education, Inc.

Kauchak, D. and Eggen, P. (2005). *Introduction to teaching: Becoming a professional* (2nd ed.). Upper Saddle, New Jersey: Pearson Education.

Kauchak, D. and Eggen, P. (2008). *Introduction to teaching: Becoming a professional* (3rd ed.). Upper Saddle, New Jersey: Pearson Education.

McCarthy, J. P, & Anderson, L. (2000). Active learning techniques versus traditional teaching styles: Two experiments from history and political science. *Innovative Higher Education*, (24) 4, 279-294, (AN 14990493)

Ozmon, H., & Carver. S. (2007). *Philosophical foundations of education* (8th ed.) Upper Saddle River, NJ: Pearso

Petress, K. (2003). An educational philosophy guides the pedagogical process. *College Student Journal* (37)1, 128-134.

The Editors of Encyclopaedia Britannica. (1998, July 20). *Philosophy | Definition, Systems, Fields, Schools, & Biographies*. Encyclopedia Britannica. <https://www.britannica.com/topic/philosophy>

Wiles, J., & Bondi, J. (2015). *Curriculum Development: A Guide to Practice*.

Wikipedia contributors. (2023, March 7). *Philosophy*. Wikipedia. <https://en.wikipedia.org/wiki/Philosophy>

Youngs, B. (1979). Educational philosophy: Why and for whom. *Education*, 99(4), 355.

Zinn, L.M. (2004). Exploring your philosophical orientation. In M.W. Galbraith (Ed.),

Zinn, L. M. (1983). Development of a valid and reliable instrument to identify a personal

philosophy of adult education. *Dissertation Abstracts International*, 44, 1667A-1668A.(University Microfilms No. DA 8323851).