

The Impact of Educational Philosophies on Teaching Practices: A Study on the Reflection of Different Philosophies in the Classroom

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Abstract

This study aimed to explore the relationship between teachers' educational philosophies and their teaching practices in the classroom. The data were collected through surveys administered to a sample of 50 teachers in NU MOA, who represented different educational philosophies, including behaviorism, constructivism, essentialism, perennialism, and progressivism. The surveys included Likert-scale questions that assessed the teachers' beliefs about student-centered learning, teacher-centered learning, student engagement, rote memorization, integration of student interests, structured teaching approaches, character education, and teacher decision-making. The data analysis revealed that, on average, teachers' educational philosophies were aligned with their teaching practices, as indicated by similar mean values for both philosophies and practices. However, there was some variation among teachers in certain aspects, such as the extent of control and the weight given to assessments. Furthermore, the statistical analysis indicated no significant differences in teaching practices among teachers with different educational philosophies. These findings suggest a reasonable alignment between teachers' philosophies and practices, but further research with larger and more diverse samples is recommended to confirm and expand upon these results. The study recommends future research to explore additional factors influencing teaching practices, employ mixed-methods approaches, and consider contextual factors and professional development opportunities to enhance the alignment between educational philosophies and teaching practices.

Keywords: educational philosophies; teaching practices; constructivism; student-centered; teacher education; professional development.

1. Main text

Introduction

Education is a critical component of society, serving as a means for individuals to acquire knowledge and skills necessary to thrive in their personal and professional lives. The process of education is influenced by the teacher's educational philosophies, which are the beliefs, values, and attitudes that guide their instructional practices. Educational philosophies are essential in shaping teaching practices, affecting the learning outcomes of students. Therefore, the identification and examination of the relationship between educational philosophies and teaching practices are crucial to understand how teachers can support student learning effectively.

Research has shown that different educational philosophies influence teaching practices and student learning outcomes (Boyd & Aviram, 2015; Cahyono et al., 2018; Rostiny et al., 2021). For instance, teachers who adopt a student-centered educational philosophy focus on creating a learning environment that promotes student autonomy and self-directed learning, while those who adopt a teacher-centered educational philosophy emphasize the teacher's role in directing the learning process (Boyd & Aviram, 2015). Understanding the impact of these different educational philosophies on teaching practices can help teachers make informed decisions on how to support their students' learning and development.

Therefore, this study aims to explore the impact of different educational philosophies on teaching practices in the classroom, specifically focusing on the reflection of student-centered and teacher-centered philosophies. By examining the relationship between educational philosophies and teaching practices, this study aims to provide insights into how teachers can enhance their teaching practices and support student learning more effectively.

Statement of the Problem

The purpose of this study is to explore the relationship between teachers' underlying educational philosophies and their teaching practices in the classroom. Specifically, this study seeks to answer the following research questions:

1. What are the different educational philosophies that teachers hold?
2. To what extent do teachers' educational philosophies reflect their teaching practices in the classroom?
3. Are there any significant differences in the teaching practices of teachers with different educational philosophies?

Research Methodology

This chapter contains research design, research equipment, and data treatment to support this study.

Research Design

This study employs a quantitative research design using a survey questionnaire as the primary data-gathering tool. The survey questionnaire consists of both closed-ended and Likert scale questions designed to measure teachers' educational philosophies and their teaching practices in the classroom. The survey was administered to a sample of teachers from different schools, selected using purposive sampling.

Research Participants

The participants in this study are teachers from different programs in NU MOA. The study recruited a total of 50 teachers, selected using purposive sampling. The sample size was determined based on the population size of teachers in the University and the available resources of the study.

Data Gathering Procedure

Data was collected using a survey questionnaire administered to the participants. The survey questionnaire consists of 1 section. The section consists of 20 closed-ended and Likert scale questions designed to measure teachers' educational philosophies and their teaching practices in the classroom. The survey questionnaire was distributed electronically, and the participants were given a period of 1 week to complete it.

Data Analysis

The data collected from the survey questionnaire were analyzed using descriptive statistics and inferential statistics. Descriptive statistics were used to summarize their educational philosophies and teaching practices. Inferential statistics, specifically analysis of variance (ANOVA), were used to test significant differences in the teaching practices of teachers with different educational philosophies.

Ethics Protocol

The study was conducted in accordance with the ethical principles outlined by the American Psychological Association. Informed consent was obtained from all the participants before the study began. The participants were informed about the purpose of the study, the data gathering procedure, and their right to withdraw from the study at any time. The participants’ privacy was protected by ensuring that the survey was anonymous and that the interviews were recorded with their consent. The data was kept confidential and was only accessible to the researchers.

Results and Discussion

1. What are the different educational philosophies that teachers hold?

Philosophy	Frequency	Percentage
Behaviorism	8	16
Constructivism	21	42
Essentialism	5	10
Perennialism	2	4
Progressivism	14	28
Total	50	100

Based on the data provided, we can identify the different educational philosophies held by the teachers. The table shows the frequencies and percentages for each philosophy: Behaviorism: This educational philosophy is held by 8 teachers, representing 16% of the total. Constructivism: This philosophy is embraced by 21 teachers, which accounts for 42% of the total. Essentialism: This philosophy is held by 5 teachers, comprising 10% of the total. Perennialism: Perennialism is the philosophy held by 2 teachers, representing 4% of the total. Progressivism: This philosophy is embraced by 14 teachers, accounting for 28% of the total.

In summary, the different educational philosophies that the teachers in this sample hold are Behaviorism, Constructivism, Essentialism, Perennialism, and Progressivism. These philosophies represent different approaches to teaching and learning, emphasizing various aspects such as observable behaviors, active learning, core knowledge, enduring values, and student-centered approaches.

2. To what extent do teachers' educational philosophies reflect their teaching practices in the classroom?

Philosophy	Mean	SD
1. To what extent do you believe in the importance of student-centered learning	4.42	0.61
2. To what extent do you believe in the importance of teacher-centered learning?	3.96	0.91

3. To what extent do you believe in the importance of students being actively engaged in the learning process?	4.68	0.65
4. To what extent do you believe in the importance of rote memorization in the learning process?	3.66	0.94
5. To what extent do you think that student interests and experiences should be integrated into the curriculum to promote engagement and motivation?	4.58	0.64
6. To what extent do you believe that a structured and consistent approach to teaching, with clear learning objectives and outcomes, is important?	4.62	0.67
7. To what extent do you think that education should prioritize character education and the development of students' moral and ethical values?	4.58	0.67
8. To what extent do you think that teachers should be the primary decision-makers in the classroom, and that students should follow their lead in terms of what and how they learn?	3.74	1.21
9. To what extent do you think that student-centered learning is an effective way to prepare students for success in the real world and in their future careers?	4.66	0.59
Total	4.34	0.76

Teaching Practices	Mean	SD
1. Do you prefer to use teaching methods that actively engage students in the learning process?	4.66	0.63
2. Do you believe that students should have more control over their own learning, and that teachers should act as facilitators rather than directors of the learning process?	4.30	0.86
3. Do you believe that students should be encouraged to pursue their own interests and passions, rather than being limited to a predetermined curriculum or learning objectives?	4.50	0.71
4. Do you provide opportunities for students to actively participate in discussions, projects, and activities in the classroom?	4.62	0.60
5. Do you feel that it is important to create a positive and supportive learning environment in your classroom, where students feel comfortable asking questions and sharing their thoughts and ideas?	4.68	0.59
6. Do you prefer to have control over the learning process, and believe that students should follow a structured curriculum and learning objectives?	3.86	1.03
7. Do you think that assessments and tests should be the primary measure of student learning, and that teachers should have the final say in determining grades and evaluation?	3.72	1.05
8. Do you think that traditional teaching methods, such as lectures and rote memorization, are still effective in today's classroom?	3.50	0.97

9. Do you think that it is important to maintain strict discipline in the classroom, and that students should follow strict rules and procedures?	4.24	0.94
10. Do you think it is important to have a structured and consistent approach to teaching, with clear learning objectives and outcomes?	4.5	0.65
Total	4.27	0.80

Based on the provided data, we can assess the extent to which teachers' educational philosophies reflect their teaching practices in the classroom.

The mean value for teachers' educational philosophies is 4.34, with a standard deviation of 0.76. This suggests that, on average, teachers' educational philosophies are aligned with their teaching practices. The relatively low standard deviation indicates that there is not a significant amount of variation among teachers in terms of the consistency between their philosophies and practices.

Similarly, the mean value for teaching practices is 4.27, with a standard deviation of 0.80. This implies that, on average, teachers' actual teaching practices are reflective of their educational philosophies. Again, the standard deviation suggests that there is not a substantial amount of variation among teachers in terms of the alignment between their philosophies and practices.

Overall, based on the provided data, it can be concluded that teachers' educational philosophies generally align with their teaching practices in the classroom to a considerable extent. The mean values for both philosophies and practices are relatively close, and the standard deviations indicate limited variability among teachers. However, it's important to note that without further analysis or additional data, it is challenging to make definitive conclusions about the exact relationship between educational philosophies and teaching practices.

3. Are there any significant differences in the teaching practices of teachers with different educational philosophies?

	F-value	F-crit	p-value	Decision	Interpretation
Teaching practices	1.2002	2.5787	0.3238	Accept Ho	Not Significant

Based on the provided data, the analysis indicates that there are no significant differences in the teaching practices of teachers with different educational philosophies. The F-value, which is a measure of the variability between groups compared to the variability within groups, is 1.2002. The critical F-value (F-crit) at the chosen significance level is 2.5787.

The p-value associated with the F-value is 0.3238, which is greater than the significance level commonly used (e.g., 0.05). As a result, the null hypothesis (Ho) is accepted, suggesting that there are no significant differences in teaching practices among teachers with different educational philosophies.

This interpretation indicates that, based on the data provided, the teaching practices of teachers with different educational philosophies do not significantly vary. It implies that regardless of their specific educational philosophy (behaviorism, constructivism, essentialism, perennialism, or progressivism), teachers tend to have similar teaching practices in the classroom.

Conclusion

Based on the data provided, several conclusions can be drawn:

Different Educational Philosophies: The data reveals that teachers in the sample hold various educational philosophies, including behaviorism, constructivism, essentialism, perennialism, and progressivism. These philosophies represent different perspectives on teaching and learning, emphasizing factors such as observable behaviors, active learning, core knowledge, enduring values, and student-centered approaches.

Alignment between Educational Philosophies and Teaching Practices: The overall mean values for both educational philosophies (4.34) and teaching practices (4.27) are relatively close, indicating a reasonable alignment between teachers' philosophies and their actual practices in the classroom. This suggests that, on average, teachers' teaching practices are reflective of their educational philosophies.

Non-Significant Differences in Teaching Practices: The statistical analysis performed indicates that there are no significant differences in the teaching practices of teachers with different educational philosophies. The p-value associated with the analysis is 0.3238, which is greater than the commonly used significance level of 0.05. Therefore, we accept the null hypothesis and conclude that there are no substantial variations in teaching practices among teachers with different philosophies.

Recommendation

Based on the findings and conclusions drawn from the data, here are some recommendations for further study:

- Broaden the Sample:** The current study examined a limited sample of teachers. To gain a more comprehensive understanding of the relationship between educational philosophies and teaching practices, it would be beneficial to expand the sample size and include teachers from various educational settings (e.g., different grade levels, subject areas, and school types).
- Explore Other Variables:** While this study focused on the alignment between educational philosophies and teaching practices, it would be valuable to explore other factors that may influence teaching practices. For example, investigating the impact of teacher experience, professional development opportunities, and school culture on teaching practices could provide a more nuanced understanding of the relationship.
- Longitudinal Studies:** Conducting longitudinal studies would allow researchers to examine how teachers' educational philosophies and teaching practices evolve over time. This would provide insights into the stability or potential changes in alignment between philosophies and practices as teachers gain experience and encounter different teaching contexts.
- Mixed-Methods Approach:** Supplementing quantitative data with qualitative research methods, such as interviews or classroom observations, could offer a more comprehensive understanding of the factors influencing the alignment between educational philosophies and teaching practices. Qualitative data can provide deeper insights into teachers' beliefs, decision-making processes, and classroom dynamics.
- Contextual Analysis:** Consideration should be given to the specific contextual factors that may influence the relationship between educational philosophies and teaching practices. Factors such as school policies, curriculum frameworks, and societal expectations can impact the extent to which teachers can enact their preferred philosophies in practice.

6. **Professional Development and Support:** Based on the findings, designing targeted professional development programs that help teachers bridge any gaps between their educational philosophies and teaching practices could be beneficial. Supporting teachers in understanding and implementing instructional strategies aligned with their philosophies can enhance teaching effectiveness and student learning outcomes.
7. **Ongoing Reflection and Collaboration:** Encouraging teachers to engage in reflective practices and collaborative discussions about their educational philosophies and teaching practices can foster continuous professional growth. Creating opportunities for teachers to share their experiences, exchange ideas, and learn from one another can enhance their understanding of the relationship between philosophy and practice.

By following these recommendations, future studies can provide a more comprehensive and nuanced understanding of the extent to which teachers' educational philosophies align with their teaching practices, and how this alignment can be further enhanced to improve instructional effectiveness and student outcomes.

References

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