The Educational Philosophy among the Faculty Members at the Hashemite University

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Abstract: This study aims to determine the educational philosophy orientations of the faculty members at the Hashemite University. The educational philosophy orientations of faculty were examined using the quantitative research method, through the survey. A questionnaire was developed in order to identify the education philosophy orientations adopted by the faculty members, and results indicated that various philosophical orientations are held by the participants of the study from among the faculty members at the Hashemite University. Results showed that Reconstructionism was the educational philosophy adopted by a large percentage of the participants, followed by progressivism (m=4.17), Constructivism (m=4.15), Perennialism (m=4.10) and essentialism (m=3.67)

Keywords: Educational philosophy, Faculty members, Hashemite University.

الفلسفة التربوية بين أعضاء هيئة التدريس بالجامعة الهاشمية

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الملخص: هدفت هذه الدراسة إلى تحديد توجهات الفلسفة التربوية لأعضاء هيئة التدريس في الجامعة الهاشمية. تم فحص توجهات الفلسفة التربوية لأعضاء هيئة التدريس باستخدام طريقة البحث الكمي من خلال المسح. تم تطوير استبانة من أجل التعرف على توجهات الفلسفة التربوية التي اعتمدها أعضاؤها المشاركون، وأظهرت النتائج أن التوجهات الفلسفية المختلفة يتم عقدها من قبل المشاركين في الدراسة من بين أعضاء هيئة التدريس في الجامعة الهاشمية. كما أظهرت النتائج أن إعادة البناء للفلسفة التربوية تم اعتمادها بنسبة كبيرة من قبل المشاركين، تليها التقدمية (م = 4.15)، البنائية (م = 4.15)، المعمرة (م = 4.10) والأساسية (م = 3.67).

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

Introduction

Philosophy is simply defined as "the love of wisdom". It is committed quest for wisdom through an organized inquiry into the nature and meaning of the universe and of human life. Thus, Philosophy of education can be defined as the study of key philosophical notions that have impacted educational thought and developments in the world (Tan, 2006; Siegel, 2009).

The philosophy of education is concerned with the application of the philosophical approach to education, and its importance is based on its role in determining the process of education, and contribution to its amendment, criticism and coordination to cope with cultural problems and conflicts. The philosophy of education is concerned also with the values and knowledge, and criticize the assumptions based on them, and contribute to providing coordination on educational processes, and

make them keep up with the problems of society. There is a strong relationship between philosophy and education. Many philosophers in modern, medieval and ancient times have been interested in the study of philosophy at the beginning of their lives, and then continue their studies in the philosophy of education. Philosopher Socrates said that education and philosophy are two different aspects of one subject; the other illustrates the application of philosophy within the affairs and conditions of life. Philosophy represents the interpretive effort of theoretical and intellectual issues.

The philosophy of education is based primarily on the critique of the educational process, that it modifies its programs and curricula in terms of consistency and harmony with the goals that the society aspires to achieve in the emerging generations and provide them with science and advanced knowledge. The contemporary life of the society seeks the facts that achieve balance and consistency between the manifestations of the educational process in an integrated holistic plan, as well as clarify the meanings underlying the changes and educational concepts and present the basic assumptions that so these concepts are extended and develop a relationship of education to other fields of interest to humanity (White, 1990; 2013).

The importance of the philosophy of education is related to the following facts (Carr, 2003; Barrow & Woods, 2006):

- The philosophy of education is a major basis upon which educational institutions operate. This philosophy contributes to the identification of educational tools, methods and means.

- The philosophy of education helps to clarify the nature of educational activities, and transform them from random activities to clear functions and conscious of the objectives required.

- The philosophy of education fosters harmony between the environment and individuals, thereby enhancing the responsiveness of educational applications to environmental conditions, and providing assistance to individuals to change their environment.

- The philosophy of education contributes to the realization of the work of the educational process and the link between the areas of life and educational work.

- The philosophy of education enhances the ability to ask and prepare questions related to education, support implementation and research, build modern thinking methods to support educational growth, and eliminate the contradiction between the practical and practical aspects in the educational field.

- The philosophy of education assists teachers in understanding concepts of education, building a comprehensive idea of educational programs, and supporting critical engagement and dialogue.

The human experience in its various aspects is transmitted to future generations through education. Philosophy provides the opportunity for this experience to grow and escalate through analysis, criticism and harmony, resolving all kinds of conflicts, and calls for fragmentation and disintegration of human experience. The close relationship between education and philosophy confirms that philosophy is

connected to reality and linked to human experience, and seeks to transform ideas, symbols, intellectual and behavioral trends that impact the life of the individual and define the style of his life in the light of the culture in which he interacts (Burbules, 2018).

Literature Review

Hughes (1997) aimed to determine the educational philosophy orientations and teaching styles of Ricks College (Idaho) faculty members. Preferences of faculty were examined in relation to demographic variables of age, gender, and formal training in educational methodologies. Favoured philosophical orientations and teaching styles were analysed to find a possible correlation to the college's academic divisions. A relationship and interaction between teaching style and educational philosophy was investigated. (167) teachers completed the surveys between. The respondents on the PAEI showed a preference for the Progressive philosophy followed closely by the Behaviorist. Results showed a strong preference for a teacher-centred style of instruction. In several areas there were significant differences found when analysing demographic variables in the college's divisions. Discriminant analysis revealed a significant relationship of style to philosophy was found as well as a significant difference between the philosophical schools in relationship to teaching style. The determining factor was shown to be teacher directedness. This study concluded that faculty at Ricks College have a learner-centred educational philosophy preference which is consistent with the college's stated mission; however, overall teaching style indicates they prefer teacher-centred modes of instruction which shows there is an inconsistency between teachers' educational beliefs and classroom actions. It was also concluded that teachers with formal training in educational methodologies tend to be less teacher centred than those educators with little or no such formal classes. Further, teachers in the areas of the natural sciences were found to be the least likely to accommodate individual students and their unique needs and learning styles Hughes (1997,1)

Powell (2006, I) examined the adult educational philosophies and teaching styles of workforce education and entrepreneurship instructors within the State of Alabama were examined using Zinn's Philosophy of Adult Education Inventory (PAEI) and Conti's Principles of Adult Learning Scale (PALS) instruments. Relationships were examined between the educational philosophies and teaching styles among the participants. This exploratory study also examines the philosophies and teaching styles of Alabama workforce education instructors. The instruments described the attitudes toward various established educational philosophies and teaching styles of the participants in real life teaching situations. According to the PAEI, the majority of instructors agreed with the progressive and behavioural educational philosophies. Overall, the participants tended to agree with all five educational philosophies. Very few of the instructors reported scores reflecting disagreement, and none of the instructors strongly disagreed with any of the different educational philosophies. This would tend to support the literature that

instructors do not tend to examine their educational philosophies and may not be aware of the existing inconsistencies within their beliefs. Both groups of instructors reported mean scores below the mean established by Conti (2004) for the PALS indicating they tended to be more teacher-centred rather than learner-centred. Female instructors tended to report higher scores than male instructors. Instructors with MBA's tended to have lower scores than those with education degrees. Five of the instructors reported adult education degrees, and these instructors scored above the established mean in the learner-centred range, and score above the established means in three of the seven factor scores on the PALS.

A study conducted in Iran (Ghorbanalizadeh Ghaziani, Razavi, , Khodaparast Sareshkeh, & Ghasemi, 2014) aimed to investigate educational philosophy and philosophical mindedness of Iranian physical education and sports science lecturers (state-run Universities and Islamic Azad Universities). 150 questionnaires were randomly distributed among them, 123 filled questionnaires returned and finally 98 were confirmed. Two major instruments of Philosophy Preference Assessment (PPA) constructed by Wiles and Bondi (2010) with Cronbach's alpha = 0.859, and Philosophical Mindedness (PM) constructed by Soltani (1996) with Cronbach's alpha = 0.86 based on Smith model were used to examine the research hypotheses. The results showed that experimentalism and realism were the first and second educational philosophy of Iranian physical education lecturers, respectively (p = 0.001). Also, comprehensiveness, penetration, and flexibility are the first, second, and third philosophical mindedness preference, respectively (p = 0.001). It is difficult for many people to build their beliefs based on a philosophical thought and special philosophical principles; therefore eclecticism is the combination of concepts from philosophical aspects in form of a harmonic belief.

Zirhlioglu & Yayla (2016, 2110) transformed perennialism, essentialism, progressivism and reconstructionism into a variety of questions in order to identify the educational philosophies adopted by the education students at Yuzuncu Yil University. These questions being with "If I were a teacher" and we tried to identify what the level of participation of the students to these questions is. The data used in this study was obtained from the students that they are studying in different departments in education faculty of Yuzuncu Yil University. Q method which aimed at measuring the viewpoints, ideas, beliefs, behaviours and inclinations of individuals was used in the analysis of data. This method investigates also differences within sampling with the factor analysis and in particularly, it is an ideal method of measuring of perception of raised against any case. In this study, there are 30 questions. For this reason, the +4, -4 scale was defined as a Q string to parse the views of students. This scale was designed from strong agree (+) to strong disagree (-). Results showed that students adopt progressivism, which is a philosophy of modern education, positively. Results showed also that they oppose the views related to essentialism. Another result obtained in this study is that students represent negative opinions for the social transformation related principles of Reconstructionism, which belong to philosophies of modern education.

Saritaş (2016, 1533) examined the philosophical preferences of classroom teachers in Turkey, their teaching styles and the relationship between the two variables. Participants are 301 volunteered classroom teachers who teach at the 1st, 2nd, 3rd and 4th classes in primary schools. To collect the data, philosophical preferences assessment form which was developed by Wiles and Bondi (2007) and adapted to Turkish by Doğanay and Sari (2003), and Teaching Styles Questionnaire which was developed by Grasha and Reichmann (1994) and adapted to Turkish by Saritaş and Süral (2010) were used. Analyses figure out that classroom teachers mostly prefer experimentalist philosophy and have facilitator teaching style. Examining the relationship of educational philosophies and teaching styles of teachers, there is a positive and significant relationship between the adopted educational philosophy and teaching style.

Magulod (2017, 185) explored the educational philosophies adhered by Filipino preservice teachers. Descriptive survey research method was employed. The participants of the study were the 76 fourth year Bachelor in Elementary Education (BEED) and Bachelor in Secondary Education (BSED) of the College of Teacher Education in one state university in the Philippines. Data were gathered with the use of standardized research tool. Research findings showed that the Filipino pre-service teachers espoused a very high adherence to progressivism educational philosophy and high orientation to existentialism and Reconstructionism. They also showed a moderate adherence to Perennialism and existentialism philosophies. These imply that they espoused a high student-centred teaching belief with partial acceptance to teacher-centred teaching belief. Test of difference and Post hoc analysis revealed that course, residence and scholastic standing in high school spelled differences on the educational philosophies of the Filipino pre-service teachers. Findings of the study present initiatives for 21st century teacher education preparation program.

Problem of the Study:

Based on the importance of the philosophy of education and the importance of a competent university instructor, the need arises to recognize the nature of educational philosophies among the faculty members at the institutions of higher education in Jordan. Because education at the university level is so important in that it qualifies the learners so that they become active members in society and the labor market, identifying the educational philosophy orientations of the faculty members at the Jordanian universities becomes so important. In addition the educational philosophy of the faculty members has a huge impact on the way in which he teaches the students, and the way he deals with the curriculum, which highlights the importance of identifying the nature of educational philosophies adopted by the faculty members at various higher educational institutions.

Importance of the Study:

The importance of the study is related to being the first study, as to the knowledge of the researcher, which sought to explore the educational philosophy orientations among the faculty members

at the Hashemite University. The importance of the study is related also to the importance of the education philosophy to the quality of education at the higher education institutions in the Jordanian community.

Aims of the Study:

1- Identifying the education philosophy orientations of the faculty members at the Hashemite University.

2- Highlighting the importance of the education philosophy and its relation to the classroom practices of the faculty members.

Questions of the Study:

1- What are the education philosophy orientations of the faculty members at the Hashemite University?

2- Are there statistically significant differences between the educational philosophies of the faculty members at the Hashemite University which are due to variable of gender?

Methods and Procedures:

The present study is quantitative, in which data are collected through the survey method, through the use of a study instrument which is designed and developed for the purposes of the present study.

Population and Sample of the Study:

The faculty members at the Hashemite University in the Zarqa governorate constitute the population of the current study.

Population of the study consists of the faculty members at the Hashemite University in Jordan, of which (143) faculty members, were included in the sample of the study Table (1) shows the distribution of the participants of the study.

Table (1) Distribution of the participants of the study according to age, social status and academic qualification:

Variable	Levels	Number	Percentage
Gender	Male	95	66.4
	Female	48	33.6
Rank	professor	40	28.0
	Associate professor	80	55.9
	Assistant professor	14	9.8
	Instructor	9	6.3

Tool of the Study:

Through a thorough review of the relevant literature (Barrow & Woods, 2006), the researcher developed a questionnaire including two sections, the first is concerned with the demographic characteristics of the participants of the study, while the second section consisted of items related to five educational philosophy orientations. The questionnaire was based on Likert 5 points scale (strongly agree, agree, neutral, disagree, and strongly disagree).

Validity of the tool of the study was tested through referees, who are experts in educational, psychological and linguistic studies, from among the instructors at Jordanian universities whose comments were used in modifying the items of the tool. Reliability of the tool was assessed through consistency coefficients of the sections of the tool. The tool of the study was applied in the first semester of the academic year 2019/2020.

Table (2) Cronbach Alpha Values of the sections of the scale

The Dimensions of Social Responsibility	Number of Items	Cronbach Alpha Coefficient
Social responsibility of faculty members towards the students	8	0.752
Social responsibility of faculty members towards the university	7	0.741
Social responsibility of faculty members towards the community	8	0.722
The scale as a whole	23	0.761

Results of the Study

In order to answer the first question of the study, which is related to the educational philosophies adopted by the faculty members at the Hashemite university, means and standard deviations were calculated for responses of the faculty members to the items of the scale of the study, and table (2) shows the results.

Table (3) means and standard deviations of

Educational philosophy	Mean	Standard deviation
Reconstructionism	4.29	.630
Progressivism	4.17	.705
Constructivism	4.15	.611
Perennialism	4.10	.617
Essentialism	3.67	.771

Table (3) shows that faculty members at the Hashemite university adopt variable educational philosophies, which included Reconstructionism in the first rank, with its mean at (4.29), followed by progressivism (m=4.17), Constructivism (m=4.15), Perennialism (m=4.10) and essentialism (m=3.67).

This result shows that various philosophies are adhered to through the faculty members at the Hashemite University, which may be ascribed to the various institutions of higher education at which these members were taught, and which form the sources of their degrees and qualifications. This result agrees with the results of previous studies (Hughes, 1997) which indicated the variability of the education philosophy orientations adopted by 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 gained through the following detailed results related to each educational philosophy included in the current study.

Table (4) means of the 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 to engage 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 works for the community	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 member should provide opportunities for dialogue and other opinion to convince students of the importance of social reform	3.93
The faculty member should provide a variety of opportunities for 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

The results in table (4) indicate that items (1-5) obtained means indicating the adoption of faculty members at the Hashemite University to a very large degree, while the means of the other items within this dimension indicate their adoption by faculty members to a large extent.

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.	4.33
The faculty member guides and facilitates the educational environment that helps the	4.30

Item	Mean
development of students.	
Teaching should promote students' personal development through experience situations that are appropriate to their abilities and interests.	4.24
The school is a democratic educational environment in which students practice freedom, cooperation and joint planning.	3.91
Teaching aims to achieve 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 on attitudes of experience based on the problems of students and take into account the diversity among them.	3.80
The curriculum should be based on projects related to the needs of students that take into account the diversity among them.	3.59

The results in table (5) indicate that items (1-3) obtained means indicating the adoption of faculty members at the Hashemite University to a very large degree, while the means of the other items within this dimension indicate their adoption by faculty members to a large extent.

Table (6) means of the responses to the items related to Constructivism

Item	Mean
The classroom environment should be organized to help students build their own knowledge.	4.34
The faculty member 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
The faculty member 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 peer and other assessments.	3.73
The faculty member should engage students to solve problems themselves without providing ready solutions.	3.42
Learning outcomes are difficult to predict because they depend on the students themselves.	3.34

The results in table (6) indicate that items (1-2) obtained means indicating the adoption of faculty members at the Hashemite University to a very large degree, while the means of the other items within this dimension indicate their adoption by faculty members to a large extent.

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
The faculty member is well-informed and structured for 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
The faculty member is the centre of the educational process because of his previous accumulated experience.	4.06
The content of the subject should be organized on a logical rather than psychological basis.	3.52
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

Here again, the results in table (7) indicate the adoption of faculty members at the Hashemite University of the Perennialism to a very large degree, while the means of the other items within this dimension indicate their adoption by faculty members to a large extent.

Table (8) means of the responses to the items related to Essentialism

Item	Mean
The faculty member should work to develop the minds of the students to the maximum extent possible.	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 not necessary in their view.	3.74
The curriculum should emphasize basic knowledge rather than students' interests and preferences.	3.62
The faculty member should be interested in teaching everything that will achieve the growth of the students' mind.	3.41
The classroom environment must emphasize order, serious science and respect for	3.07

Item	Mean
authority without emphasizing the free choice of students.	
The aim of teaching is to present the world to students without explanation in light of their interests and interests.	3.04

The results of this study indicate that the faculty members are committed to their educational philosophical orientations to a large extent, despite the differences in their overall orientations. This may be ascribed to the fact that philosophical orientations are constant in general and do not change due to the passing of time.

In order to answer the second question of the study (Are there statistically significant differences between the educational philosophies of the faculty members at the Hashemite University which are due to variable of gender?), ANOVA test was applied, and table (8) shows the results.

Table (9) One-way analysis of variance (ANOVA) of between group and within group means

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	19.267	1	19.267	3.986	.051
Within Groups	280.333	58	4.833		
Total	299.600	59			

Table (9) shows that the difference between the male faculty members, and their counterparts, the female faculty members at the Hashemite University, explains about 3.986% of the variation in the scores of the students, so, the relationship between the variable of writing anxiety and the students' use of subordinate clauses is weak but statistically significant.

Recommendations:

Based on the results of the study, the researcher recommends:

1- Developing educational courses that enhance the knowledge about the philosophy of education and the various philosophical schools.

2- Exploring the impact of the philosophical orientation of the faculty members on their instructional practices in the classrooms.

3- Conducting studies that explore the philosophical educational orientations of the teachers at the elementary and secondary levels.

CONCLUSION

Results of the current study revealed that different educational philosophies are adopted by the faculty members at the Hashemite University in Jordan. Results showed also slight differences in the educational philosophies adopted among the faculty members due to the variable of gender. The

implications of the results of the study ought to be considered through the policy makers concerning the higher education institutions in Jordan.

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