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THE CHALLENGE OF PHILOSOPHY EMBEDDED CLASSROOM TEACHING – A QUALITATIVE STUDY

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Abstract: Philosophy is under current of all human activities. Teachers in general are noted for their professionalism. However the students are capable of differentiating the teachers on the basis of behavioural manifestations. It may be attributed to their inclination towards a particular philosophy or philosophies. On the basis of this assumption the investigators took up a qualitative study to identify the philosophies underlying their cognitive and affective characteristics. For this purpose they prepared a research design to decode the tenets and principles involved in their covert and overt behavioural aspects. In the process they identified 13 Behaviour Markers capable of revealing almost all behavioural aspects of the teachers. With the help of the Data Sheet they observed the behaviour of 18 teachers chosen for the purpose and noted the information for 13 Behaviour Markers against each of the 5 philosophies - Idealism, naturalism, Realism, Humanism and Pragmatism. Then by matching the collected informations with the tenets and principles of any one of the five philosophies the sample was regrouped and a consolidated Data Sheet was prepared. From this the following results were drawn out.

The philosophy ingrained in teachers is the cause for the differences among teachers.

The prominence of Idealism, Naturalism, Realism, Humanism and Pragmatism embedded in teachers is found to be the reason for the adoption of unique teaching process.

33.3%, 16.7%, 11.1%, 27.8%, and 11.1% of teacher's teaching is embedded with the tenets and principles of Idealism, Naturalism, Realism, Humanism and Pragmatism respectively and they may be categorized as Model, Guide, Modern, Mom and Progressive Teachers respectively.

Therefore it is just explicit that what is needed for today is not mere Model or Guide or Modern or Mom or Progressive Teachers. The challenge of present day Teacher preparation is to bring out teachers with wholesome personality capable of acting as Model, Guide, Modern, Mom and Progressive Teachers at the same time, for enabling students to cherish Skills, Knowledge and Understanding to cope with the changing life situations in the ever changing world. Therefore suitable steps may be taken up to enable the Teacher Trainees to imbibe the essentials of these philosophies.

Keyword: Philosophy, professionalism, Behavioural manifestations and Humanism.

INTRODUCTION:

Philosophy is said to be the mother of all sciences. It is found to get manifested in all forms of activities that are being executed for survival of individuals. There are hundreds of occupations which the individuals can take up to prosecute their life on this earth. Among them teaching is considered to be a fascinating and a service oriented one. In a teacher's life teaching is the one and only component forming as the entire life cycle. It is so because what all he/she teaches inside the class have to be practised outside the class. Therefore a teacher is a teacher at all moments, at all hours, and on all days throughout his/ her life. As such he/she will have lots and lots of challenges while performing the task of teaching. All these challenges are likely to emanate from the philosophy of his/her life.

All the teachers have undergone the same teacher preparatory course for one or two years depending on their basic educational qualifications. Thus the products rolling

out of hundreds of Colleges of Education and Institutes of Teacher Education would have identical formation with desirable teaching skills and teacher behavior. In spite of such similarities the learners are able to identify some differences in teachers which almost exist permanently.

ASSUMPTIONS:

This is what prompted the investigators to assume that: Teachers don't differ in following the suggested procedures of teaching.

The teachers differ in their style of teaching influenced by their cognitive and affective characteristics.

Underneath these psychological make ups, what is lying is their philosophy of life which they may or may not be aware of.

RESEARCH CONCEPT AND PROCEDURE:

Therefore the investigators conceptualized that the

job of teaching may be made more challenging if the teachers take some conscious efforts to incorporate the essential philosophies in their teaching process.

Led by such conceptualization a qualitative study was designed to identify the philosophies shaping the individual teacher's class room teaching. The following was the research procedure adopted for the present study:

Picked out the essential tenets and principles of philosophies – Idealism, Naturalism, Realism, Humanism and Pragmatism.

Listed out the probable manifestations of overt and covert behaviours of teachers due to their philosophies.

Identified Thirteen “Behaviour Markers” to study the nature of activities that the teachers would take up inside and outside the classroom emanating from each one of the philosophies.

Prepared an Observation and Information Chart for collecting qualitative data from the chosen teacher sample and a Data Sheet.

Got permission from 15 high and higher secondary schools for data collection. Each Head of the Institution identified 2 to 5 teachers who are in his/her opinion - Conventional, Typical, and somewhat Extraordinary in certain aspects. From this group, 18 teachers were taken by random at the rate of six from each one of the three categories.

Each one of the chosen sample was observed three times in reasonable intervals and noted the information in the Data Sheet against each one of the 13 Behaviour Markers.

The 18 teachers were regrouped on the basis of the similarities of information collected from them. Thus emerged five distinct groups.

The informations pooled under each group were matched with the essentials of each philosophy. Information found to be deviant or not useful were deleted.

Thereafter the investigators entered the summary of the essential information against each Marker under each one of the five philosophies and thus prepared the consolidated Data Sheet.

CONSOLIDATED DATA SHEET

The following is the Consolidated Data Sheet evolved on the basis of the information collected for the Thirteen Behaviour Markers corresponding to each philosophy.

Consolidated Data Sheet

S. NO	Type of Philosophy Behaviour Markers	Idealism	Naturalism	Realism	Humanism	Pragmatism
1	Preparation for Teaching	These teachers spend quite a lot of time to prepare teaching & learning materials for every classroom teaching - their preparation is wholesome.	Using the content, activities are prepared for each stage of teaching - Preparation is for expression of individuality more than the sequential presentation of content.	These teachers have elaborate preparation to provide vast information about the application of the concept in field of activities.	Adequate preparation to deal with contents attending to individual differences.	Not much detailed preparation. The process of teaching likely to change according to the class room requirements.
2	Teaching Procedure	These teachers don't waste a fraction of a second inside the class. Every second they pass on some information whether they are subject oriented or life related. Mostly their teaching is systematic and free from ambiguities. They strictly follow what the methodology says in providing activities for effective learning.	Flexibility in adopting the stated or the standard procedure for the presentation of contents or activities.	Though they following the suggested procedures, they spent sufficient time in asking questions enable the learners to understand the use of the concepts they have learned.	A systematic and logical sequence is kept up while presenting the content.	Systematic presentations of the concepts, demonstration of experiments, execution of projects for the verification of the utility of the concepts.
3	Job Orientation	They are often identified as 'Task Masters'. They are scrupulous in achieving 100% success in all their efforts. Perfection is their prime requirement in all activities.	Set the learners to learn using their individuality. No inclination to force learning on the students by unfair means.	Instill scientific attitude in the minds of the learners. Encouraging and enabling learners to apply the scientific principles in life situations.	Striving for the social concern in the minds of the learners.	These teachers have a mission of making the learners to foresee the future with the help of the present knowledge.
4	Teacher Behaviour Concerning Rules and regulations	These teachers are perfectly strict in adhering to rules and regulations.	Follow the rules and regulation of the institution without any glaring violation.	Follow the institutional rules and regulations. However they deviate a little from the set rules to organize activities inside or outside the campus for laying a sound scientific attitude in learners.	Sincere adherence to rules and regulations of the institution	Follow the rules and regulations to the optimum level.
5	Professionalism	They follow strictly a prescribed ethics code and teacher behavior and learner's conduct. They give much importance to professional Ethics.	Not very strict with dress code or student's behaviour. Keep up the professional ethics to an optimum level.	Adhere to teacher behaviour including dress code, student behaviour etc. Generally they encourage freedom to learners and liberation of restrictions for unrestricted growth.	Try to put up an exemplary of teacher behavior- insist discipline with exception to individual differences.	Not much appreciation of teacher conduct. They tend to deviate a little for a change towards development.
6	Relationships with Learners	Maintenance of strict discipline.	Reasonable level of discipline inside and outside the class room.	Healthy relationship with the learners- enjoy the company of learners while working on projects for the development of skills.	Soft and gentle towards learners.	No strict discipline but work oriented
7	Goal Orientation	Keeping up tradition- no sudden change preferred in the mode of teaching.	These teachers aim to serve as agents of change. Much involved in evocating innovative ideas and programmes.	Prefer activity based teaching and seldom encourage aesthetic and historic activities.	To handle the problems of learners with due understanding of their background and cognitive and emotional capabilities. Not to get easily irritated over non-complying to instructions and expected mode of conduct.	Their major goal is to enable the learners to accept only the scientific facts based on experimentation. They make the learners feel that social development is based on the scientific development.
8	Activities Orientation	They insist on acquiring good moral values and Character formation.	Bend on developing self learning and proper adjustment to environment. They never reveal any uncontrolled emotions at any time.	Activities are meant for imparting productive skills. Never leave out any information about the possibilities of different vocations in the present situation.	These teachers are started to be humane in all circumstances and expect the learners practice tolerance, patience, cooperation, sacrifice etc.	These teachers are practical oriented and try to impress the learners by their knowledge and skills.
9	Spiritual Orientation	Good Spiritual disposition and serve as spiritual guru to learners. Always maintain the creator as supreme.	They have faith in god but express that the positive outcome is only out of positive effort.	They are not against the religiosity or spirituality of people. However they accept or express the views that are scientifically proved.	God fearing - attribute all human developments to nature as well as to god.	They believe in spiritual well being but not relate them with the reality of life.
10	Teaching Strategies	Impressive explanations with or without demonstration.	They enable the learners to learn by questioning and doing. Cite the life and works of scientists for sustaining interest to gain new experiences and knowledge.	Apart from teaching the content they aim at providing additional job oriented knowledge and skills.	Well structured theoretical explanations with required demonstrations. Aimed at developing scientific attitude by means of learning by doing.	Led by discussions the concepts are developed. Knowledge and skills are imparted through project.
11	Subject Orientation	Major thrust for subject mastery is given.	Not much emphasis for the mastery level learning of the prescribed content-but way of gaining knowledge and skills is given importance.	Functional knowledge of the concepts is to be achieved.	Reasonable thrust for mastery of the content and systematic development of skills.	Subject matter is imparted with due importance for their application in different fields.
12	Beyond Classroom Teaching	Towards the realization of spiritual goal.	Towards the development of different skills for acquiring greater moral and physical strength to face life conflicts.	By organizing seminars, field trips etc. the awareness about various type of jobs in different regions and in different fields is provided.	Provisions are made whenever possible to enable the learners to exercise leadership qualities and social skills.	Knowledge and awareness are provided to the learners about the changing world, the development of science and the emerging job opportunities.
13	Opinion of Parents and Public	They are considered as ideal! They are greatly respected for their morality and culture consciousness.	These teachers are often regarded as good trainers of children, as well as their guides for acquisition of essential cognitive, affective and psychomotor characteristics.	They are regarded as specialists to help the learners to choose and pursue course of studies leading to vocations of their choice and they are respected for their practical thinking and doing.	Respected and regarded as teachers with Noble qualities of love and affection for the learners. Therefore they are regarded almost like parents.	They are considered as the most modern ones capable of providing the needed knowledge and skills to the learners. Therefore they are praised for their practical and utility oriented activity.

INFERENCE:

The following are the inferences drawn from the Consolidated Data Sheet.

The philosophy ingrained in teachers is the cause for the differences among teachers.

The Doctrines are found to be the core emanating the thought process of teachers to plan activities for the development of necessary skills and knowledge in learners.

The prominence of Idealism, Naturalism, Realism, Humanism and Pragmatism embedded in teachers is found to be the reason for the adoption of unique teaching process.

33.3% of teacher's teaching is embedded with the tenets and principles of Idealism, 16.7% Naturalism, 11.1% Realism, 27.8% Humanism and 11.1% Pragmatism. They may be categorized as Model, Guide, Modern, Mom, Progressive Teachers respectively.

CONCLUSION

Therefore it is just explicit that what is needed for today is not mere Model or Guide or Modern or Mom or Progressive Teachers. The challenge of present day Teacher preparation is to bring out teachers with wholesome personality capable of acting as Model, Guide, Modern, Mom and Progressive Teachers at the same time, for enabling students to cherish Skills, Knowledge and Understanding to cope with the changing life situations in the ever changing world. Therefore suitable steps may be taken up to enable the Teacher Trainees to imbibe the essentials of these philosophies.

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