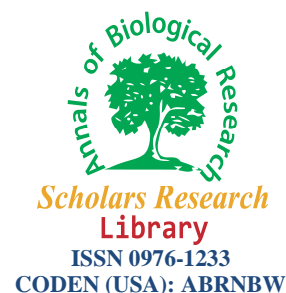




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Educational Philosophy Preferences in Physical Education Students

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ABSTRACT

The purpose of this study was investigation of educational philosophy preference of physical education (P.E) students. Total 266 male and female P.E students of Islamic Azad University of East-Tehran, Ayatollah Amoli, Babol and Arak were evaluated by "philosophy preference assessment" questionnaire (designed by Wise and Bandy, 2002). This questionnaire included 40 questions in 5 philosophy subunits "idealism, perennialism, realism, experimentalism, existentialism." Ayatollah Amoli male students use all of philosophies in one range, but the female students, significantly use idealism as a dominant educational philosophy East-Tehran and Babol male and female students philosophy preference was significantly idealism and philosophy. Arak male students selected significantly realism as their dominant philosophy. Although the dominant philosophy of the majority of the male and females was idealism, our result showed the impressiveness of sex factor on selection power. Also the existence of difference among different universities indicated a disagreement among the teachers of this lesson (subject).

Keywords: Educational philosophy, Idealism, Realism.

INTRODUCTION

On one hand, it is believed that the basic pivot of training is education [6] and on the other hand, John Dewey believes that education should be offered in practice [13]. In physical education and sport, the discussion of improvement and growth of mind, body, behavior and human motor skills is rooted in education and practical exercise [2]. But what is certain is that goal setting or determination, and following that the determination of methods and results evaluation, without having and philosophical bases and thoughts, will be having superficial and momentary results. Various philosophical and mental schools have stressed different forms of educational centers and their educational roles in these places. So if we consider the main nature of philosophical schools their view in terms of ontology, axiology and epistemology, their effect on goal-setting planning, executive methods and evaluation systems of the educational centers will be more profound and tangible. There are many divisions of philosophical schools in education system. A sample of this division conducted by Wise and Bandy (2002) includes 5 philosophical schools in clouding perennialism, idealism, realism, experimentalism and existentialism. In physical education and sport, the very schools of thoughts and the cultural institutions related to them are observed, too.

The philosophical school of perennialism is as the most traditional and severe philosophical school. The followers of this school believe that education is constant and never-changing. The Learning's of through this school are means

for logic and achieving intellect evolution. Such a way that attained through study and research and the part of by inspiration and Act of God. In this school, the learner plays inactive role and is only receiver [2, and 15]. In the philosophy school of idealism, reality is what exists in person's mind, and task of school is giving attention to mental processes, and teacher should be the best behavioral pattern, the learners are more or less active in this school. To the followers of the school of realism, the world is what it exist. The value and good traits of this school are hidden in it nature rules and material system. The learners are inactive receivers. In the Philosophical school of experimentalism, reality is what is experienced in practice. Unlike the other schools, this school accepts and justifies changing.

Learners are active and teachers are active role – players in education. The existentialism school of philosophy views the world from an objective point of view, presents its own definition of values and goodness's, and also the interaction between teacher and learner takes place in a way to help the learner move a head towards his personal learning. [2, 3, 5, 8, 10, and 15].

Because in the field of physical education, any kind of profession, including educational, instructional, non-institutional and physical education professions require believing a series of philosophical beliefs concerning physical education and sport, students of these majors are required to pass philosophy subjectivity skills in universities in addition to the subjects they have to pass about sports skills and their effects on human body. This goal can be achieved by taking courses on physical education philosophy and physical education principals and fundamentals. [4]. Therefore, one of the effective results of professional preparation (readiness) in university is the enhancement and evolution of physical education philosophy [8]. From this stage we can expect that a sport teacher is changed into a resourceful and efficient teacher in education field [4].

In the field of educational philosophy assessment, a few cases of studies have just been conducted in this country, and statistical samples of these studies are just formed by college managers, physical education groups and their scientific board members and the principals of high-schools [1, and 9]. In addition, one article which made are of PPA Questionnaire (the one applied in this study) was completed on this subject by in corporating teachers [14]. Livingston *et al.* (1995) found out that the dominant educational philosophy among teachers was experimentalism philosophy [14]. Azarfar (2001) also, found the same result among high school teachers.

Furthermore, similar results were presented by Norrie *et al.* (2008) among colleges managers and physical education groups of country and members of scientific boards [9]; therefore, due to the special researches paucity in this ground and also disagreement among statistical samples, we turned to determine the dominant educational philosophy in physical education students and compare it among the males and females in the university.

MATERIALS AND METHODS

Study methodology

Society and sample: The statistical society of our study included all male and female physical education students of the Islamic Azad University of East-Tehran, Ayatollah Amoli, Babol and Arak, who were studying in 2007 and 2008 educational year. They were passing the quarter four and above that. In the meantime, out of 266 subjects (students) who were selected for this study, 78 people were from Azad University East-Tehran Branch (including 49 males and 29 females), 77 people from Azad university of Arak (40 males and 37 females), 69 people from Ayatollah Amoli Azad University (43 males and 36 females), and 42 people from Azad University of Babol (20 males and 22 females) were evaluated. Their age – standard deviation and mean for Islamic Azad University of East-Tehran, Arak, Ayatollah Amoli and Babol were, respectively, 23.73 ± 0.34 , 21.94 ± 0.25 , 22.12 ± 0.25 and 20.79 ± 0.27 .

Study tool

The tool of this research was the "philosophy preference assessment (PPA)" test designed by Wise and Bandy (2002) and was distributed among the students. This test is one of the questionnaire media tools which is easy to be administered and scored. This test included 5 philosophy subunits (perennials, idealism, realism, experimentalism and existentialism), which covered 40 questions. (Each dominant philosophy with 8 question), and each question had 5 choices known as 5-point Likert-type scale. As mentioned, each question is followed by 5 items which are represented in the form of "I fully disagree", "I disagree ", "neither disagree nor agree ", "I agree ", "I agree a lot"

Each of the items is given the score of 1, 2, 3, 4, 5 respectively. At the end of the response, the total scores of the 8 questions are computed, and the 'ranking' for each of the philosophical preference for each individual is determined.

Likewise questionnaire reliability in our study was determined through the computation of Cronbach's alpha which equaled to 89 percent.

The method of collecting and analyzing information: in this section, the manner of selecting universities was available in the form of sample. The questionnaire among the samples was distributed randomly and after wards, the questionnaires were discussed and analyzed by using statistical software SPSS version 15. At first the data of 40 questions were collected and analyzed based on classification of frequency and obtained percent's. In order to determine priority in the little-scales rank for dominant educational philosophy in each group separable used the non-parameter test was applied separately in correlated groups (Friedman) to compare these little scales between male and female non-parameter statistical method was used in two independent groups (Mann-Whitney U) and for inter-universities comparison, the non-parameter statistical method was applied in k-independent group (Kruskal-Wallis H) with variance level ($P \leq 0.05$).

RESULTS

Islamic Azad University of Ayatollah Amoli: The male students with reference, to mean rank, experimentalism, idealism, realism, perennialism and existentialism gained the most to the least rank; respectively but there was insignificant gradation for purpose of statistics (table 1). Females, however, with reference experimentalism, perennialism, realism and existentialism gained the most to the least rank so there was significant gradation for purpose of statistics (table 1). The comparison of the two group showed that females in 5 educational philosophy subunits included higher rank-mean than males but this superiority was meaningful in 1 subunits idealism (table 2).

Islamic Azad University of East-Tehran: Males selected educational philosophies of idealism, experimentalism, realism, existentialism and perennialism from the highest to lowest rank which was meaningful statistically (table 1). Females also gradated meaningfully idealism, perennialism, realism, experimentalism, and existentialism philosophies from the highest to the lowest rank, respectively (table 1). The inner-groups comparison showed that females in 5 educational philosophy subunits obtained higher rank-mean than males, but this superiority was meaningful in 3 subunits. "Perennialism, idealism and realism" (table 2).

Islamic Azad University of Babol: Based on the criteria of rank-mean. perennialism experimentalism, existentialism, and realism of males showed the most to the least rank respectively (table 1). Females, however, on the parameters of experimentalism, existentialism, perennialism and realism educational philosophies selected the most to least rank, respectively (table 1). The inner-groups comparison showed that males in 5 educational philosophy subunits included higher rank-mean than females, but this superiority was not meaningful in any of the subunits (table 2).

Islamic Azad University of Arak: In this university, males graded of idealism, experimentalism, realism, perennialism and existentialism philosophies meaning fully, respectively (table 1). Females selected meaningfully realism, idealism, perennialism, experimentalism, and existentialism of educational philosophies, respectively (table 1). The comparison of the groups showed that males in 5 educational philosophy subunits included higher rank-mean than females, but this superiority was meaningful in subunits "idealism, experimentalism, existentialism" (table 2).

Males: There was significant difference in each 5 educational philosophies "perennials, idealism, realism, experimentalism, and existentialism" among Islamic Azad University of Ayatollah Amoli, East-Tehran, Babol and Arak (table 3).

Females: There was significant difference in educational philosophies "perennials, idealism, and existentialism" among Islamic Azad University of Ayatollah Amoli, East-Tehran, Babol and Arak but in other subunits there was insignificant difference among universities (table 4).

DISCUSSION

In order to assess dominant educational philosophy, in physical education students, we moved for collecting information of the Islamic Azad University including students of Ayatollah Amoli, East-Tehran, Babol and Arak by philosophy assessment questionnaire [15]. After the data analysis, it was observed that male students of Islamic Azad University of Ayatollah Amoli did not regard any schools as dominant educational philosophy so that the plateau presentation in diagram could be interpreted as debility in preference assessment priority determination [15]; In other words. They accepted and applied all of 5 philosophy schools equally. Female students of Ayatollah Amoli (3.92 rank-mean) male and female students from the Azad University of East-Tehran (3.66 and 4.17 rank-mean respectively), male and female students of Azad University of Babol (4.15 and 4.16 rank-mean respectively), and Azad University of Arak male students (3.60 rank-mean) regarded idealism as dominant educational philosophy.

Table1. Philosophical education ranking (prominent education philosophy) of students based on university and sex

university	Educational philosophy	gender	mean	Mann-Whitney U	sig
Ayatollah Amoli	Male	Perennialism	3.33	6.354	0.174
		Idealism	3.29		
		Realism	2.90		
		Experimentalism	2.84		
		Existentialism	2.65		
	Female	Perennialism	3.92	31.767	0.001**
		Idealism	3.81		
		Realism	2.69		
		Experimentalism	2.62		
		Existentialism	1.96		
East Tehran	Male	Perennialism	3.66	14.646	0.005**
		Idealism	3.14		
		Realism	2.83		
		Experimentalism	2.82		
		Existentialism	2.55		
	Female	Perennialism	4.17	26.926	0.001**
		Idealism	3.12		
		Realism	2.93		
		Experimentalism	2.48		
		Existentialism	2.29		
Babol	Male	Perennialism	4.15	17.957	0.001**
		Idealism	3.05		
		Realism	3.05		
		Experimentalism	2.40		
		Existentialism	2.35		
	Female	Perennialism	4.16	17.094	0.002**
		Idealism	3.05		
		Realism	2.70		
		Experimentalism	2.66		
		Existentialism	2.43		
Arak	Male	Perennialism	3.60	45.215	0.001**
		Idealism	3.38		
		Realism	3.24		
		Experimentalism	3.23		
		Existentialism	1.56		
	Female	Perennialism	3.66	50.631	0.001**
		Idealism	3.62		
		Realism	3.43		
		Experimentalism	2.76		
		Existentialism	1.53		

* significant level of $\alpha \leq 0.05$

** significant level of $\alpha \leq 0.01$

Idealists believe that object existence reality depend on individual's mind and spiritual aspect. The world and realities can only be known by thinking process [3]. Idealists consider school a social entity (organization) because it is a place where absolute spirit manifests [3]; In other words, final goal of education is flourishing and fulfilling human spirit, human being is placed at the center of value in education beyond anything else [3, 5, 8, and 11]. In this school great emphasis is placed on text and materials that are regulated by teachers [3, 5, 9, and 15]. The teachers in

the selection and assessment of educational materials and text program must pay particular attention to spirit components. The hesitant aspects of spirit consist of: 1) mental – intellectual , 2) emotional and 3) voluntary [3 and 8] paying particular attention to such program content by idealists, it is specified that they emphasize qualitative aspect more than quantitative aspect [11], and, specialty teacher is pattern of students in terms of personality and values [3, and 11] Although the assessed samples in this study are different from other studies, the findings of the present study are in opposition to observation of Livingston *et al.* (1995), Azarfar (2002), Noraie *et al* (2008) [1, 9, and 14].

Table2. The comparison of educational philosophy between male and female students of each university

university	Educational philosophy	gender	mean	Mann-Whitney U	sig
Ayatollah Amoli	Perennialism	male	32.86	467.00	0.253
		female	38.54		
	Idealism	male	30.62	370.50	0.019*
		female	42.25		
	Realism	male	32.79	464.00	0.238
		female	38.65		
	Experimentalism	male	32.55	453.50	0.190
		female	39.06		
	Existentialism	male	34.99	558.50	0.995
		female	35.02		
East Tehran	Perennialism	male	31.09	298.50	0.001**
		female	53.71		
	Idealism	male	30.82	285.50	0.001**
		female	54.17		
	Realism	male	33.08	396.00	0.001**
		female	50.34		
	Experimentalism	male	35.93	535.50	0.069
		female	45.53		
	Existentialism	male	35.16	511.50	0.051
		female	45.36		
Babol	Perennialism	male	24.85	153.00	0.09
		female	18.45		
	Idealism	male	23.88	172.50	0.23
		female	19.34		
	Realism	male	23.65	177.00	0.277
		female	19.55		
	Experimentalism	male	24.33	163.50	0.153
		female	18.93		
	Existentialism	male	21.68	216.50	0.929
		female	21.34		
Arak	Perennialism	male	42.38	605.00	0.164
		female	35.35		
	Idealism	male	43.80	548.00	0.049
		female	33.81		
	Realism	male	41.06	657.50	0.396
		female	36.77		
	Experimentalism	male	46.94	422.50	0.001**
		female	30.42		
	Existentialism	male	46.03	459.00	0.004**
		female	31.41		

* significant level of $\alpha \leq 0.05$

** significant level of $\alpha \leq 0.01$

Female students of Arak University regarded realism as dominant educational philosophy. The followers of this school believe that material world is real world [2, 11, and 15] and by better scientific procedure, can find reality better, the experiences and feeling help people in the nature recognition, mind and body are closely coordinated [11] and schools should teach learners this very material world [2, and 15]. Realism criticizes educational programs that are formed from separate subjects, and believe that such program is not able to incite students to learning and arose their thinking ability [3]. From the Realism Followers, view point, the inner-classroom lesson should be well-disciplined like the nature and administered quite orderly. The methods of teaching are varied in this school like idealism. In this method, the teacher benefits from the realities in the world and makes use of his / her values including observation, scientific traveling, audio visual media and etc. In most of the time, the teacher's time is

spent on conference, discussion and project [3] therefore learners will be inactive receivers in the study of affairs [2, and 15]. The findings of the study are in opposition to observations of Livingston *et al* (1995) Azarfar (2001) and Noraie *et al* (2008), [1, 9, and 15].

Table3. Comparison between universities in the males' educational philosophies

Educational philosophy	university	mean	Chi-Square	Sig
Perennialism	Ayatollah Amoli	64.92	23.261	0.001**
	East Tehran	62.09		
	Babol	109.05		
	Arak	90.33		
Idealism	Ayatollah Amoli	59.71	26.214	0.001**
	East Tehran	67.76		
	Babol	116.13		
	Arak	85.45		
Realism	Ayatollah Amoli	65.41	17.365	0.001**
	East Tehran	63.96		
	Babol	98.90		
	Arak	92.59		
Experimentalism	Ayatollah Amoli	70.85	19.231	0.001**
	East Tehran	60.34		
	Babol	106.60		
	Arak	87.33		
Existentialism	Ayatollah Amoli	75.02	19.826	0.001**
	East Tehran	73.04		
	Babol	113.93		
	Arak	61.64		

* significant level of $\alpha \leq 0.05$

** significant level of $\alpha \leq 0.01$

According to result observed comparing the educational philosophies between male and female university students it can state that there are gender differences in the selection of some philosophical schools. However, where over gender differences are observed cultural problems and different sight of culture and society towards these two genders are raised, too. Therefore, because of not available studying on this subject, was need further and exact studies.

Table4. Comparison between universities in the females' educational philosophies

Educational philosophy	university	mean	Chi-Square	Sig
Perennialism	Ayatollah Amoli	53.48	10.077	0.018*
	East Tehran	73.50		
	Babol	56.20		
	Arak	48.55		
Idealism	Ayatollah Amoli	57.40	22.403	0.001**
	East Tehran	74.47		
	Babol	67.59		
	Arak	38.27		
Realism	Ayatollah Amoli	51.50	2.953	0.399
	East Tehran	66.03		
	Babol	56.00		
	Arak	55.92		
Experimentalism	Ayatollah Amoli	64.56	6.901	0.075
	East Tehran	60.50		
	Babol	64.48		
	Arak	46.04		
Existentialism	Ayatollah Amoli	56.88	25.755	0.001**
	East Tehran	69.95		
	Babol	76.39		
	Arak	36.95		

* significant level of $\alpha \leq 0.05$

** significant level of $\alpha \leq 0.01$

According to the Findings of the present study, compared with the educational philosophies among universities and in some philosophical school, there is a significant difference between universities. Noraie et al. (2008) stated that Kharghanian (1993) reported meaningful difference in philosophy subjective of managers [9]. Khaledan and Abkar (2005) referred to study conclusions of philosophy subjectivity of managers, arguing the teachers who instruct philosophy skills, and the subjects they teach in education are of value [4]. Perhaps the differences observed in the universities studied in this research, were due to the differences in views, opinions, as well as, experiences of instructors who teach this subject matter in universities.

CONCLUSION

Although the dominant philosophy of majority of male and female was selected idealism, the results of this study showed a relative gender difference in selection power. Also, existence of difference among various universities probably indicated a disagreement and non-consensus between teachers of this lesson about educational philosophy in physical education.

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