# COVER PAGE AND DECLARATION

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# EDUC580: Educational Research:

# Design & Procedure

# Module Assignment: Action Research Paper/Report

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# The Effects of the Community on the Development of Educational Philosophy of a School

***Abstract***

***The Effects of the Community on the Development of Educational Philosophy of a School*** is a quantitative research work that focuses on the influences the community- comprising of the government, society, pressure group and parents have in the shaping of educational philosophy a school decide to adopt and practice. In fact, most of the ideas that led to the creation of most school is a direct response to certain societal misgiven or lack thereof. Afterwards, a school or educational institution is created to solve the problem and ensure that the kind of education needed is designed and students are given the desired kind of education that attend to the need. Virtually all the educational philosophy developed- progressivism, existentialism, perennialism, social constructivism among others were all created to respond to certain communal or societal problem. Most times, educational philosophies are propounded to address certain shortfalls of an established philosophy. Thus, in trying to address the shortfalls, a new philosophy is propounded. This quantitative research contains 25 online and offline questions that seeks to measure the influence the community has on shaping educational philosophy. The sample size has 90 respondents. 45 males and 45 females. The respondents' breakdown is discussed extensively in the research work. This study not only establish that the community has a significant influence in the design, formulation of educational philosophy of school, it is the reason why most parents decide to send their children to specific schools. As a matter of fact, it is the primary reason why parents choose specific schools for their wards. The study also exhibits that government policies and programs are deciding factors on what's schools adopt as educational policies ditto educational philosophies. It is recommended that the school adopt a holistic educational philosophy derived through deliberation and collaborate effort of relevant community stakeholders. this is because schools are founded to serve the community.

## RATIONALE FOR THE RESEARCH

Today, there are a plethora of educational philosophies in the school system, each philosophy is born out of the need to address or redirect the educational system and create a more sustainable and viable educational curriculum for students. Whenever there is a need to create new values, morals, structure or achieve new goals, educationist fashion out new educational philosophy to address this specific need that they intended to achieve. For instance, John Dewey propounded progressivism because ….one of the concerns of progressivism was the quality of the life of the child. Its adherents made efforts to improve health care and nutrition, build playgrounds and recreation centers, place humane limits on the hours and conditions of child labor, make education freely available to every child, and alter fundamentally the nature of schools and schooling (Miquon, 2024). Educational philosophy considers both the theory and practical aspect of education and defines methods, principles, forms, goals and meanings among others. This research work is important because it seek to determine how the community influences the educational philosophy that a school adopts. Schools exist to service the community. Thus, educational philosophy is mostly influenced by the prevailing values and mores of the community. Schools expect parents in that community to bring their wards to the school, therefore parents' engagement and participation is vital to drawing the school's curriculum. The curriculum must be in tandem with parents' moral values or expectations for them to want to bring their children to such school.

The need to have quality education is a key factor for this research work. The quality of education is the bedrock for building a viral society. Without quality education, learners may not get the right knowledge to help in building a just and egalitarian society. Quality education unlock doors to scientific innovations, engineering breakthrough and other groundbreaking

innovations that helps to grow creative minds. Where the level of education is suboptimal, the process for growth is stymied and short lived. So, in order to determine the influence of the community on educational philosophy it is important to research this idea.

The changes in educational philosophies over the years is as a result of wanting to inculcate the values that is currently considered more relevant. For instance, progressivism and social reconstructionism are seen as improvement on perennialism and essentialism. When a change is considered, it might be that educationist think there is a problem with the educational philosophy adopted or it has some pitfall and needs to be addressed. The need to constantly envisage or strive to have a philosophy that addresses the fundamentals of sound nurturing and raising learners that can reach their full potential and become useful agents of positive change in the society is good reason to periodically review the educational philosophy to have a philosophy that meet the needs of learners and give the right tools or ideas to solve problems and develop their community.

For the fact that the school want to nurture students that would become world class citizens, the school need to have a philosophy that is holistic and have ingredient that can help learners achieve this desire. To have a philosophy that nurture students that think globally or have a global perspective on issues and ideas about the world require researching the different philosophies of education that groom learners that think globally. This research work will analyze varied educational philosophies and recommend a philosophy that captures the needs of students who would model, inculcate, and exhibits global perspectives on societal issues and more.

**Research Questions and Research Objectives**

The research question is solely based on finding-out the influence that a community have on the educational philosophy a school. Most times, the educational philosophy of school is determined by the values and morals that the society consider significant. For the fact that schools are created to serve the community, this community consists of parents, the government, pressure groups and order interested groups who directly or indirectly influence the policy that the school adopt, understanding the community and the need of the community is vital to building a good school and meeting the educational requirement that leads to a developed society. Schools exist to develop young minds that will become productive members of the community. So, understanding or designing the required educational philosophy that suite the community is essential.

The main research questions for the researcher are *government policies a key factor in adopting an educational philosophy? When and why is government policies key to formulating educational philosophy? Is parent's opinion sort before adopting a philosophy? Why is parent's perspective relevant in designing and implementing educational philosophy? Should students be part of the team that design the educational philosophy? what are the limitations of the school in formulating a comprehensive educational philosophy? What should be the scope of the team designing the educational philosophy? what is the target outcome of the philosophy?*

There are a set of 25 questions carefully crafted to elicit the appropriate response. some questions are focused to policy influence on educational philosophy, some questions try to measure parent's contributions and influence on formulation and implementation of educational philosophy and some questions try to gauge what influences the school in deciding which educational philosophy would help it achieve it target outcome. Overall, all the 25 questions are

crafted to address the fundamental question of the research- *The effects of the community on the Development of Educational Philosophy of a School* and help the researcher make a quantitative description of the data gotten to make informed recommendation and conclusions.

## Literature Review

The Educational philosophy a school adopts most times, define what the school is all about. There are three broad categories of what an educational philosophy focuses on – they are student centered philosophy, teacher centered philosophy or society centered philosophy. A good philosophy should have elements of all three, however priority or preeminence of one or two can then decide which route the school intend to focus on. For me, eclecticism, which is a fusion of progressivism, essentialism, social reconstructionism, and pragmatism is a more comprehensive educational philosophy for a modern school that intended to raise learners to impact the world positively and solve 21$^{st}$ century problems in an efficient manner.

Some traditional scholars like (essentialist and perennialist) opined that educational philosophy must center around preserving the preeminence of the teacher as the harbinger and reservoir of knowledge. The teacher is the only guide and authority of the teaching-learning process and the important course subjects are prioritized to be delivered in due time (Ornstein & Levine, 2008). Thus, all learners must learn at their feet and study the works of other scholars before then to become knowledgeable. However, contemporary scholars like Dewey and other think otherwise. For them, true education must center on the student. Change is the basis of progressivism and reconstructionism, teachers who prefer adopting these educational philosophies need to improve themselves professionally and keep up with everlasting changes ( Atanoglu et al, 2021).

A major problem of adopting philosophy of education is the idea of teacher autonomy. The idea normally implies that the teacher has the rights to study students and decide which teaching methodology best fit the subject or topic. Sometimes this might be in contrast to the educational philosophy of the school thereby creating a conflict between the schools adopted philosophy of education and teachers autonomy to practice the profession as they see fit.

Government policy and regulation influences greatly the educational philosophy a school adopts. Even in liberal society where private schools or individual owned schools are allowed to exist freely, government regulations create minimum standards or the philosophical leaning a school should adopt. The historical argument claims that policy involvement was far more widespread in our subject before the mid-1980s than it has been since then, and discusses various reasons for this change (White, 2012). However, since this researcher is focusing on private schools and how government policies influence the educational philosophy of schools. Governments all over the world try to create ideological baseline upon educational policies must be based on. Even in the UK, in earlier decades, the idea that educational policy could be a minority interest within our field would have made far less sense. To see this, we have to go back to the 1960s (White, 2012). The idea that educational philosophy of a school cannot be a minority idea. Government, parents, and the entire community must be factored in the design, formation and implementation. Government contribution to influencing the educational philosophy of a school cannot be over-emphasized.

The communities, such as religious institutions, pressure groups, parents, and professional bodies in the community in which a school is located play prominent role in the decision a school make concerning the educational philosophy it adopts. The school expect the people in the community to bring their wards to the school and if the school's educational philosophy is not in tandem

with the value and ethos the community hold dear, their wards would not attend the school. Consequently, drafters of educationally philosophy must consider the ideology leaning of the community in designing, formulating, and adopting an educational philosophy.

Overall, the best educational philosophy would not be found in just one philosophical orientation. An eclecticism of both traditional and contemporary educational philosophies can form a holistic educational philosophy that will meet the demand of the 21st century. Restricting oneself to either traditional or contemporary educational philosophy might be a disservice or ignoring the benefits of either the traditional or the contemporary ideology. To craft a good philosophical idea would mean to glean the positives of both the traditional and contemporary ideas and finetune it to present something more applicable to the needs of modern times.

**Description of Participants in the study**

The target audience of this research work are people within the school community. These consist of parents, policy makers, community leaders, students, religious leaders, professionals, and teachers. All these groups of participants play a prominent role in determining the educational philosophy a school adopt. The intention here is measure how the community influence the philosophical leaning of the school. If the school must serve the community wherein it is located, it must reflect the educational philosophy of the community and promote values that the community hold in high esteem. The sample size is 90 participants drawn to represent the different sub-groups in the school community. The age range of the participants are from 15- 65 years. There are 45 males and 45 females. The socio-economic background of the participants are students from grade 11- 12. Whose parents are members of the school community from Tamos International School, Almaty. Parents, teachers. Religious leaders, community leader, policy makers from Ministry of Education. The participant are mostly highly educated and

respected members in the community. Their advice and opinion influence the thinking of people in this community.

## Methodology

### Description of Participants of the Study

The participants of this quantitative research are drawn from the community where Tamos International School is located here in Kazakhstan. The sample size is 90 respondents. 45 males and 45 females to balance the gender question. These consist of parents, policy makers, community leaders, students, religious leaders, professionals, and teachers. Twelve parents, 4 policy makers from the ministry of education, 10 selected from the community. These are people who have made significant contributions to the community and participate in community development association. From the student population, 12 students were selected from grade 11 and 12. 6 girls and 6 boys. There are 4 religious leaders, 2 Christians and two Muslims. 24 of the respondents are professional from different field (7 medical doctors, 5 nurses, 4 bankers, 7 motivational speakers and content creators, and insurance broker. All the remaining of the respondents are teachers. All these groups of participants play a prominent role in determining the educational philosophy a school adopt. The intention here is measure how the community influence the philosophical leaning of the school. The sample size is 90 participants drawn to represent the different sub-groups in the school community. The age range of the participants are from 15- 65 years. There are 45 males and 45 females. The participant are mostly highly educated and respected members in the community. Their advice and opinion influence the thinking of people in this community.

**Description of the Data Collection Tool**

To address the research question, questionnaire was carefully designed to elicit factual response from the respondents. The questionnaire has 25 questions carefully crafted to cover the scope of the research question. The questions were written in simple English. It has an introductory statement that describe the purpose of the research and explain all terminology in the research work. The questions were tested. It was administered to five teachers who responded to some of the questions. The first two questions were to know the respondent's background. Each constituent of the community has two questions that focus on the constituent contribution to the making of the educational philosophy. The survey was done both online and offline. Each respondent was sent a link and a mail was also sent. However, most sent back the offline version back. The researcher sent three reminders to all respondents before the questionnaire was sent back.

**Detailed and descriptive Data Collection Procedure**

After thorough deliberation and tinkering with the research questions. The purpose was to measure the influence the community have in school deciding on the educational philosophy of the school. The online and offline versions of the question were created and tested. The researcher gave 5 samples to 5 teachers outside the sample size. The test was successful because respondents answered the questions without complaints or needing clarification. The survey questionnaire has an introductory note and instruction pages to aid respondents' comprehension of the purpose of the research and respond to all the questions. The survey questions were carefully designed with simple English words and a "Thank you note". The details of all the respondents were gotten from the school and other open sources. The information gotten include their mobile numbers, e-mail address and postal address. The prepared questionnaire was sent by

both electronic and postal mails to all the respondents. They were given 7 days to respond and send back. Reminders were sent on the second, fourth and seventh days. More 90% of the respondents did the online survey. Post survey, the data collected was presented in charts, tables and flow charts.

## DATA ANALYSIS AND PRESENTATION OF RESULTS OF FINDINGS

### Data Analysis

The results of this research are categorized into 5 for qualitative analysis and comparison of study. The categories are standard wise response, standard and section wise response, gender wise response, gender comparison wise response and the complete survey response. The 25 questions were carefully designed to elicit response that seek to solve the research topic. While 10 questions were designed to address psycho-social considerations and 15 questions addressed the academic compatibility of choosing the right educational philosophy for the school. Both catalyst inference and majority say were used in analyzing the result of the survey. Since the research topic seeks to ascertain an educational philosophy that is in tandem with the overriding moral value of the community in which the school is located. The majority position can guide the school management to deciding the philosophy that best govern the school. Also, catalyst inference is needed to consider trends, significant indication, believes, implications and inferences. The result of the survey would be analyzed on the two broad categories. The Psycho-social consideration and the academic compatibility are analyzed, compared, and deliberated on and results objectively and subjectively analyzed by the researcher.

### Findings and Results

### Psycho-social Considerations

On the introductory note, to assess the age range of the participants of the survey. Majority of the respondents are between the age of 26 and 55 years old which indicate that most of the respondents are within their productive age. Which one can say is a mix of experience and agility. While the overwhelming majority of females were within the age range of 46 – 55 years, that of the males were within the age range of 26 – 35. This indicate that more younger males participated in the survey than female. Since female are more careful and circumspect when they are older explain why the outcomes were decisive and through. Looking at Figure 1, from a catalyst inference position, one can infer that research population is active, agile and experience.

On the occupation of the respondents, **Figure 2** indicate 36 % of the respondents are teachers and about 10% of policy makers. This implies that a large percentage of the respondents have both professional and technical know how of the importance of educational philosophy in the learning process and how it can be the panacea for rapid educational development. The inclusion of students and parents gave the survey student-centered perspective and erase the idea that the decision on which educational philosophy best serve the community was imposed. Although religious leaders were part of the respondents, virtually all respondents agree that religion should have minimal impart in the decision to adopt an educational philosophy. Christianity and Islam are the predominant religious groups in the school community.

On which educational philosophy is best for the school, there were a preponderance of agreement between eclecticism and progressivism. In **Figure 3**, While 38% of the respondents opined that eclecticism best fit the school, 30% opted for progressivism. By catalyst inference, most respondents believe that one specific educational philosophy might be inadequate to meet the diverse educational needs of the community. Thus, a combination of different educational philosophies (Eclecticism) will suffice if properly synchronized. In **Figure 4**, on whether the

educational philosophy of a school should be based on collaboration, an over whelming majority of the respondents concurred. Only less than 15% of the respondents disagree that the educational philosophy of a school should be based on collaboration. This indicate that respondents believe that in deciding the educational philosophy of a school there must be deliberations and consultations before the final decision is made.

The results on **Figure 5** corroborated the results on **Figure 2**. On whether religious bodies should be allowed to influence the educational philosophy a school adopt. More than 50% of the respondents strongly disagree or disagree that religion should have anything to do with the choice of educational philosophy a school adopts. Perhaps many understand that religion have too many believes that is fictional rather than factual and this may hinder critical thinking which is the bedrock of empiricism. Although the people in this community are very religious, the data here shows that respondents do not want it to decide the educational philosophy a school adopts. The fact that about 10% of the respondents are neutral about allowing religion influence education lend credence to the idea that the community is religious. On the idea that students participating in the design, formulation, and implementation of educational philosophy of a school cheapen the process. In **Figure 6**, a staggering 62% of the respondents strongly disagree and 16% disagree. This perhaps is the reason why in **Figure 3** about 30% of the respondents opined that progressivism is a better educational philosophy for a school.

**Academic Compatibility**

The contention that a good educational philosophy is inspired by astute educationist might sound too elitist to other members of the community where in a school is located. Especially now that most parents now think that education has been weaponize to indoctrinate their wards to serve specific sinister motive. To court parents, some private educational institutions try to make

parents part of the schooling idea. The results in **Figure 7** seeks to solve this problem. On whom should design and formulate the educational philosophy of a school, the majority of respondents strongly agree that it should be the community in which the school is located. Since schools serve communal needs, it is incumbent on the community to decide and not any specific person. However, a significant number of respondents also agree that teachers should have the autonomy to select the philosophy that best serve the needs of their students. The results in **Figure 9** corroborate this assertion. About 50% of the respondents strongly agree and agree that teachers should have the independence to decide the educational philosophy best fit the subject and content of their lessons. **Figure 11** equally indicates that the collaboration of all members in the community in determining the educational philosophy is vital. 80% of the respondents strongly agree and agree with this assertion.

On whether involving too many stakeholders may be detrimental to the overall purpose of getting an educational philosophy, in **Figure 8**, surprisingly more than 60% of the respondents strongly agree and agree that there should be a limit to the number of stakeholders. The idea here implies that it should not be an all-comers affair. Stakeholders must be scrutinize and only relevant stakeholders should be allowed to participate. Otherwise, it might become rowdy and cantankerous. In some other situations, especially when the school is established by an individual, he/she tends to determine the educational philosophy the school adopt. **In Figure 10**, on should the proprietor of the school have the exclusive power to decide the educational philosophy the school, about 80% of the respondents strongly disagree or disagree that such powers should be vested exclusively on the proprietor of a school. Establishing a school in a community should not give the proprietor exclusive rights to determine how the school is run. A

school provide social service to members of the community. Thus, they should have a say on how the school operate in the community.

Educational philosophy of a school helps it to achieve it target outcome. It helps the school to define it core areas of focus. It is the tool that help to mold the kind of learners it seeks to develop. In figure 12, only less than 10% of the respondents strongly disagree, disagree or neutral about the importance of educational philosophy to a school. This implies that deciding the right philosophy set in motion the core objective that education play in that community. The educational philosophy provides guidance for teachers in carrying out their duties, responsibilities, and obligations as educators. About 90% in, **Figure 13,** of the respondents strongly agree or agree with this assertion.

## CONCLUSIONS, IMPLICATIONS AND RECOMMENDATION

Based on the inferences drawn from the data analyzed from this research work on The Effects of the Community on the Development of Educational Philosophy of a School. It is obvious there are a plethora of ideas that are ignored in the process of deciding the educational philosophy of a school. First, the proprietors of schools tend to believe that it is their exclusive rights to decide the philosophy of the school they have established. However, it is obvious that most member of the community does not see it this way. They strongly believe that there must be the meeting of the minds – collaboration between the school and the community in which the school is located. For the fact that the school serve the community, respondents believe it should be seen as public institution and most meet the need of the public. Proprietors must work with the community and ensure that school tend to the needs of the community.

Another important conclusion is that student should be part of the process in determining the educational philosophy of the school. Including them help them to create a sense of ownership and inclusion. They work with the school to see to it successful implementation and are able to carry their colleagues along. The inclusion of students reduces frictions and equally teaches them responsivities.

Eclecticism and progressivism are seen as the educational philosophy that reflect the values the community holds paramount. There must be a collaborative effort made to ensure these philosophies are inculcated into lessons and daily practice in the school.

Government should ensure that they supervise the implementation of the philosophy. Proprietors should not be allowed to circumvent the process. Government can create a monitoring team that visit schools in the community to ensure that the educational philosophy adopted is implemented. Surprisingly, most of the respondents strongly agree that there must be teacher autonomy. Teacher should be given the laxity to tweak as they see fit depending on the subject and topic.

**Limitations**

There are quite a few limitations. First, in the selection of the sample population, the researcher accepted some respondents because they were the ones available and willing to be part of the research. Second, the study was limited to Tamos International School, Almaty. The sample size, the survey was restricted to this community. Thus, generalizing the finding might be a bit bias. The researcher's decisions were not really scrutinize due to time constraints. Sometimes, the researcher's bias might affect the outcome of the research, although this researcher made deliberate effort not to compromise the outcome of his findings.

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## RESULT OF BOTH ONLINE AND OFFLINE SURVEY BY PERCENTAGE

**1. How are you? (You can pick up to three options)**

| | |
|---|---|
| a. Happy | 70% |
| b. Sad | 3% |
| c. Excited | 12% |
| d. Bored | 7% |
| e. Indifferent | 8% |
| f. Nostalgic | 2% |
| g. Angry | 0% |

**2. Age range of respondents?**

| | |
|---|---|
| a. 16 – 25 | 10% |
| b. 26 – 35 | 22% |
| c. 36 – 45 | 22% |
| d. 46 – 55 | 38% |
| e. 56 – 65 | 8% |

**3. What do you do?**

| | |
|---|---|
| a. Student | 10% |
| b. Teacher | 36% |

| | |
|---|---|
| c. Religious leader | 4% |
| d. Policy maker | 12% |
| e. community leader | 12% |
| f. Parent | 26% |

**4. Which educational philosophy is best for a school?**

| | |
|---|---|
| a. Perennialism | 15% |
| b. Essentialism | 5% |
| c. Existentialism | 12% |
| d. Progressivism | 30% |
| e. Eclecticism | 38% |

**5. Parents should participate in the design, formulation, and implementation of educational philosophy?**

| | |
|---|---|
| a. Strongly agree | 62% |
| b. Agree | 20% |
| c. Neutral | 8% |
| d. Strongly disagree | 5% |
| e. Disagree | 5% |

**6. Parents alone should decide the educational philosophy the school adopt and implement?**

| | |
|---|---|
| a. Strongly agree | 10% |

b. Agree 8%

c. Neutral 0%

d. Strongly disagree 73%

e. Disagree 9%

**7. The School alone should decide the educational philosophy that drive it learning programs?**

a. Strongly agree 36%

b. Agree 20%

c. Neutral 3%

d. Strongly disagree 27%

e. Disagree 14%

**8. Government policy on education should be the overriding decider of educational philosophy a school implement?**

a. Strongly agree 32%

b. Agree 12%

c. Neutral 6%

d. Strongly disagree 40%

e. Disagree 10%

**9. Each school in a province should decide the educational philosophy it implement?**

| | |
|---|---|
| a. Strongly agree | 30% |
| b. Agree | 28% |
| c. Neutral | 4% |
| d. Strongly disagree | 26% |
| e. Disagree | 12% |

**10. Educational philosophy of a school should be based on collaboration among policy makers, parents, the community, the school and other relevant stakeholders in the school community?**

| | |
|---|---|
| a. Strongly agree | 82% |
| b. Agree | 15% |
| c. Neutral | 0% |
| d. Strongly disagree | 3% |
| e. Disagree | 1% |

**11. Pressure groups outside the school community must not be allowed to make contributions on the educational philosophy of the school?**

| | |
|---|---|
| a. Strongly agree | 36% |
| b. Agree | 28% |
| c. Neutral | 15% |
| d. Strongly disagree | 15% |

e. Disagree 6%

**12. Religious bodies should be allowed to influence a school's educational philosophy?**

a. Strongly agree 8%

b. Agree 18%

c. Neutral 10%

d. Strongly disagree 48%

e. Disagree 14%

**13 Religion should be the key determinant of educational philosophy of a school?**

a. Strongly agree 5%

b. Agree 3%

c. Neutral 5%

d. Strongly disagree 65%

e. Disagree 22%

**14. Students of grade 11 and 12 should be part of the team that decide a school's educational philosophy?**

a. Strongly agree 42%

b. Agree 18%

c. Neutral 3%

d. Strongly disagree 18%

| | |
|---|---|
| e. Disagree | 19% |

**15. Involving students in the design and formulation of educational philosophy cheapen the process because they are young and naïve?**

| | |
|---|---|
| a. Strongly agree | 12% |
| b. Agree | 7% |
| c. Neutral | 2% |
| d. Strongly disagree | 63% |
| e. Disagree | 16% |

**16. Community leaders and other professionals in the school community should be involve in the design, formulation, and implementation of the school's educational philosophy?**

| | |
|---|---|
| a. Strongly agree | 73% |
| b. Agree | 18% |
| c. Neutral | 0% |
| d. Strongly disagree | 9% |
| e. Disagree | 0% |

**17. Involving too many stakeholders can be detrimental to the overall purpose of getting an educational philosophy?**

| | |
|---|---|
| a. Strongly agree | 24% |
| b. Agree | 18% |

| | |
|---|---|
| c. Neutral | 6% |
| d. Strongly disagree | 45% |
| e. Disagree | 7% |

**18. Teachers should be the primary source in the design, formulation, and implementation of the educational philosophy of the school?**

| | |
|---|---|
| a. Strongly agree | 64% |
| b. Agree | 24% |
| c. Neutral | 2% |
| d. Strongly disagree | 7% |
| e. Disagree | 3% |

**19. Each teacher should have the autonomy to decide the educational philosophy that best support the subject and lesson they are teaching?**

| | |
|---|---|
| a. Strongly agree | 25% |
| b. Agree | 25% |
| c. Neutral | 8% |
| d. Strongly disagree | 18% |
| e. Disagree | 24% |

**20. All teachers must deliberate and decide the educational philosophy that best achieve the target learning outcome?**

| | |
|---|---|
| a. Strongly agree | 76% |
| b. Agree | 12% |
| c. Neutral | 0% |
| d. Strongly disagree | 9% |
| e. Disagree | 3% |

**21. The proprietor of the school should have the exclusive right to decide the educational philosophy of the school?**

| | |
|---|---|
| a. Strongly agree | 10% |
| b. Agree | 8% |
| c. Neutral | 2% |
| d. Strongly disagree | 67% |
| e. Disagree | 13% |

**22. Teachers and the school management board should be responsible for the design, formulation, monitoring, and implementation of the philosophy of education a school adopt?**

| | |
|---|---|
| a. Strongly agree | 48% |
| b. Agree | 24% |
| c. Neutral | 3% |
| d. Strongly disagree | 18% |
| e. Disagree | 7% |

**23. The design, formulation, and implementation of educational philosophy of a school must be the collaborative effort of all the stakeholders?**

| | |
|---|---|
| a. Strongly agree | 56% |
| b. Agree | 24% |
| c. Neutral | 5% |
| d. Strongly disagree | 8% |
| e. Disagree | 7% |

**24. The educational philosophy of a school is vital to the kind of learning outcome the school seeks to achieve?**

| | |
|---|---|
| a. Strongly agree | 58% |
| b. Agree | 28% |
| c. Neutral | 4% |
| d. Strongly disagree | 8% |
| e. Disagree | 2% |

**25. Educational philosophy provide guidance for teachers in carrying out their duties, responsibilities, and obligations as educators?**

| | |
|---|---|
| a. Strongly agree | 52% |
| b. Agree | 34% |
| c. Neutral | 0% |

| | |
|---|---|
| d. Strongly disagree | 11% |
| e. Disagree | 3% |

**RESULT OF BOTH ONLINE AND OFFLINE SURVEY BY GENDER IN PERCENTAGE - FEMALE**

**1. How are you? (You can pick up to three options)**

| | |
|---|---|
| a. Happy | 66% |
| b. Sad | 0% |
| c. Excited | 28% |
| d. Bored | 0% |
| e. Indifferent | 4% |
| f. Nostalgic | 2% |
| g. Angry | 0% |

**2. Age range of respondents?**

| | |
|---|---|
| a. 16 – 25 | 18% |
| b. 26 – 35 | 20% |
| c. 36 – 45 | 22% |
| d. 46 – 55 | 30% |
| e. 56 – 65 | 10% |

**3. What do you do?**

| | |
|---|---|
| a. Student | 10% |
| b. Teacher | 30% |
| c. Religious leader | 4% |
| d. Policy maker | 10% |
| e. community leader | 24% |
| f. Parent | 22% |

**4. Which educational philosophy is best for a school?**

| | |
|---|---|
| a. Perennialism | 2% |
| b. Essentialism | 11% |
| c. Existentialism | 7% |
| d. Progressivism | 33% |
| e. Eclecticism | 47% |

**5. Parents should participate in the design, formulation, and implementation of educational philosophy?**

| | |
|---|---|
| a. Strongly agree | 66% |
| b. Agree | 17.6% |
| c. Neutral | 6.6% |
| d. Strongly disagree | 6.6% |

e. Disagree 2.2%

**6. Parents alone should decide the educational philosophy the school adopt and implement?**

a. Strongly agree 13%

b. Agree 4%

c. Neutral 0%

d. Strongly disagree 79%

e. Disagree 4%

**7. The School alone should decide the educational philosophy that drive it learning programs?**

a. Strongly agree 33%

b. Agree 24%

c. Neutral 2%

d. Strongly disagree 26%

e. Disagree 15%

**8. Government policy on education should be the overriding decider of educational philosophy a school implement?**

a. Strongly agree 35%

b. Agree 11%

c. Neutral 4%

d. Strongly disagree 44%

e. Disagree 6%

**9. Each school in a province should decide the educational philosophy it implement?**

a. Strongly agree 33%

b. Agree 22%

c. Neutral 4%

d. Strongly disagree 29%

e. Disagree 12%

**10. Educational philosophy of a school should be based on collaboration among policy makers, parents, the community, the school and other relevant stakeholders in the school community?**

a. Strongly agree 88%

b. Agree 4%

c. Neutral 0%

d. Strongly disagree 4%

e. Disagree 4%

**11. Pressure groups outside the school community must not be allowed to make contributions on the educational philosophy of the school?**

a. Strongly agree 42%

| | |
|---|---|
| b. Agree | 26% |
| c. Neutral | 13% |
| d. Strongly disagree | 15% |
| e. Disagree | 4% |

**12. Religious bodies should be allowed to influence a school's educational philosophy?**

| | |
|---|---|
| a. Strongly agree | 8% |
| b. Agree | 4% |
| c. Neutral | 4% |
| d. Strongly disagree | 79% |
| e. Disagree | 4% |

**13 Religion should be the key determinant of educational philosophy of a school?**

| | |
|---|---|
| a. Strongly agree | 6.6% |
| b. Agree | 6.6% |
| c. Neutral | 4.4% |
| d. Strongly disagree | 66% |
| e. Disagree | 16.4% |

**14. Students of grade 11 and 12 should be part of the team that decide a school's educational philosophy?**

| | |
|---|---|
| a. Strongly agree | 44% |

| | |
|---|---|
| b. Agree | 19.8% |
| c. Neutral | 2.2% |
| d. Strongly disagree | 22% |
| e. Disagree | 12% |

**15. Involving students in the design and formulation of educational philosophy cheapen the process because they are young and naïve?**

| | |
|---|---|
| a. Strongly agree | 13.2% |
| b. Agree | 6.6% |
| c. Neutral | 2.2% |
| d. Strongly disagree | 61.6% |
| e. Disagree | 16.4% |

**16. Community leaders and other professionals in the school community should be involve in the design, formulation, and implementation of the school's educational philosophy?**

| | |
|---|---|
| a. Strongly agree | 74.8% |
| b. Agree | 17.6% |
| c. Neutral | 0% |
| d. Strongly disagree | 7.6% |
| e. Disagree | 0% |

**17. Involving too many stakeholders can be detrimental to the overall purpose of getting an educational philosophy?**

| | |
|---|---|
| a. Strongly agree | 33% |
| b. Agree | 11% |
| c. Neutral | 2.2% |
| d. Strongly disagree | 50.6% |
| e. Disagree | 4.4% |

**18. Teachers should be the primary source in the design, formulation, and implementation of the educational philosophy of the school?**

| | |
|---|---|
| a. Strongly agree | 70.4% |
| b. Agree | 17.6% |
| c. Neutral | 2.2% |
| d. Strongly disagree | 6.6% |
| e. Disagree | 2.2% |

**19. Each teacher should have the autonomy to decide the educational philosophy that best support the subject and lesson they are teaching?**

| | |
|---|---|
| a. Strongly agree | 41.8% |
| b. Agree | 17.6% |
| c. Neutral | 6.6% |

| | |
|---|---|
| d. Strongly disagree | 15.4% |
| e. Disagree | 18.6% |

**20. All teachers must deliberate and decide the educational philosophy that best achieve the target learning outcome?**

| | |
|---|---|
| a. Strongly agree | 88% |
| b. Agree | 4.4% |
| c. Neutral | 0% |
| d. Strongly disagree | 2.2% |
| e. Disagree | 4.4% |

**21. The proprietor of the school should have the exclusive right to decide the educational philosophy of the school?**

| | |
|---|---|
| a. Strongly agree | 8.8% |
| b. Agree | 8.8% |
| c. Neutral | 2.2% |
| d. Strongly disagree | 63.8% |
| e. Disagree | 15.4% |

**22. Teachers and the school management board should be responsible for the design, formulation, monitoring, and implementation of the philosophy of education a school adopt?**

| | |
|---|---|
| a. Strongly agree | 59.4% |

| | |
|---|---|
| b. Agree | 17.6% |
| c. Neutral | 2.2% |
| d. Strongly disagree | 13.2% |
| e. Disagree | 6.6% |

**23. The design, formulation, and implementation of educational philosophy of a school must be the collaborative effort of all the stakeholders?**

| | |
|---|---|
| a. Strongly agree | 55% |
| b. Agree | 33% |
| c. Neutral | 2.2% |
| d. Strongly disagree | 8.8% |
| e. Disagree | 0% |

**24. The educational philosophy of a school is vital to the kind of learning outcome the school seeks to achieve?**

| | |
|---|---|
| a. Strongly agree | 68.2% |
| b. Agree | 15.4% |
| c. Neutral | 2.2% |
| d. Strongly disagree | 13.2% |
| e. Disagree | 0% |

**25. Educational philosophy provide guidance for teachers in carrying out their duties, responsibilities, and obligations as educators?**

| | |
|---|---|
| a. Strongly agree | 59.4% |
| b. Agree | 19.8% |
| c. Neutral | 0% |
| d. Strongly disagree | 11% |
| e. Disagree | 8.8% |

**RESULT OF BOTH ONLINE AND OFFLINE SURVEY BY GENDER IN PERCENTAGE - MALE**

**1. How are you? (You can pick up to three options)**

| | |
|---|---|
| a. Happy | 55% |
| b. Sad | 6.6% |
| c. Excited | 11% |
| d. Bored | 17.6% |
| e. Indifferent | 6.6% |
| f. Nostalgic | 2.2% |
| g. Angry | 0% |

**2. Age range of respondents?**

| | |
|---|---|
| a. 16 – 25 | 18% |
| b. 26 – 35 | 25% |
| c. 36 – 45 | 18% |
| d. 46 – 55 | 25% |
| e. 56 – 65 | 14% |

**3. What do you do?**

| | |
|---|---|
| a. Student | 10% |
| b. Teacher | 34% |
| c. Religious leader | 4% |
| d. Policy maker | 10% |
| e. community leader | 10% |
| f. Parent | 32% |

**4. Which educational philosophy is best for a school?**

| | |
|---|---|
| a. Perennialism | 6.6% |
| b. Essentialism | 8.8% |
| c. Existentialism | 6.6% |
| d. Progressivism | 22% |
| e. Eclecticism | 55% |

**5. Parents should participate in the design, formulation, and implementation of educational philosophy?**

| | |
|---|---|
| a. Strongly agree | 59.4% |
| b. Agree | 22% |
| c. Neutral | 6.6% |
| d. Strongly disagree | 6.6% |

e. Disagree 4.4%

**6. Parents alone should decide the educational philosophy the school adopt and implement?**

a. Strongly agree 8.8%

b. Agree 2.2%

c. Neutral 0%

d. Strongly disagree 66%

e. Disagree 33%

**7. The School alone should decide the educational philosophy that drive it learning programs?**

a. Strongly agree 30.8%

b. Agree 26.4%

c. Neutral 2.2%

d. Strongly disagree 28.6%

e. Disagree 11%

**8. Government policy on education should be the overriding decider of educational philosophy a school implement?**

a. Strongly agree 28.6%

b. Agree 13.2%

c. Neutral 2.2%

| | |
|---|---|
| d. Strongly disagree | 30.8% |
| e. Disagree | 24.2% |

**9. Each school in a province should decide the educational philosophy it implement?**

| | |
|---|---|
| a. Strongly agree | 17.6% |
| b. Agree | 19.8% |
| c. Neutral | 4.4% |
| d. Strongly disagree | 57.2% |
| e. Disagree | 0% |

**10. Educational philosophy of a school should be based on collaboration among policy makers, parents, the community, the school and other relevant stakeholders in the school community?**

| | |
|---|---|
| a. Strongly agree | 83.6% |
| b. Agree | 8.8% |
| c. Neutral | 0% |
| d. Strongly disagree | 4.4% |
| e. Disagree | 2.2% |

**11. Pressure groups outside the school community must not be allowed to make contributions on the educational philosophy of the school?**

| | |
|---|---|
| a. Strongly agree | 41.8% |

| | |
|---|---|
| b. Agree | 26.4% |
| c. Neutral | 8.8% |
| d. Strongly disagree | 15.4% |
| e. Disagree | 6.6% |

**12. Religious bodies should be allowed to influence a school's educational philosophy?**

| | |
|---|---|
| a. Strongly agree | 11% |
| b. Agree | 2.2% |
| c. Neutral | 2.2% |
| d. Strongly disagree | 74.8% |
| e. Disagree | 8.8% |

**13 Religion should be the key determinant of educational philosophy of a school?**

| | |
|---|---|
| a. Strongly agree | 11% |
| b. Agree | 6.6% |
| c. Neutral | 2.2% |
| d. Strongly disagree | 66% |
| e. Disagree | 16.4% |

**14. Students of grade 11 and 12 should be part of the team that decide a school's educational philosophy?**

| | |
|---|---|
| a. Strongly agree | 26.4% |

| | |
|---|---|
| b. Agree | 24.2% |
| c. Neutral | 2.2% |
| d. Strongly disagree | 22% |
| e. Disagree | 24.2% |

**15. Involving students in the design and formulation of educational philosophy cheapen the process because they are young and naïve?**

| | |
|---|---|
| a. Strongly agree | 6.6% |
| b. Agree | 4.4% |
| c. Neutral | 2.2% |
| d. Strongly disagree | 70.4% |
| e. Disagree | 16.4% |

**16. Community leaders and other professionals in the school community should be involve in the design, formulation, and implementation of the school's educational philosophy?**

| | |
|---|---|
| a. Strongly agree | 55% |
| b. Agree | 37.4% |
| c. Neutral | 0% |
| d. Strongly disagree | 6.6% |
| e. Disagree | 0% |

**17. Involving too many stakeholders can be detrimental to the overall purpose of getting an educational philosophy?**

| | |
|---|---|
| a. Strongly agree | 26.4% |
| b. Agree | 15.4% |
| c. Neutral | 4.4% |
| d. Strongly disagree | 44% |
| e. Disagree | 8.8% |

**18. Teachers should be the primary source in the design, formulation, and implementation of the educational philosophy of the school?**

| | |
|---|---|
| a. Strongly agree | 55% |
| b. Agree | 33% |
| c. Neutral | 0% |
| d. Strongly disagree | 8.8% |
| e. Disagree | 2.2% |

**19. Each teacher should have the autonomy to decide the educational philosophy that best support the subject and lesson they are teaching?**

| | |
|---|---|
| a. Strongly agree | 39.6% |
| b. Agree | 26.4% |
| c. Neutral | 2.2% |

| | |
|---|---|
| d. Strongly disagree | 15.4% |
| e. Disagree | 16.4% |

**20. All teachers must deliberate and decide the educational philosophy that best achieve the target learning outcome?**

| | |
|---|---|
| a. Strongly agree | 79.2% |
| b. Agree | 11% |
| c. Neutral | 0% |
| d. Strongly disagree | 8.8% |
| e. Disagree | 0% |

**21. The proprietor of the school should have the exclusive right to decide the educational philosophy of the school?**

| | |
|---|---|
| a. Strongly agree | 11% |
| b. Agree | 8.8% |
| c. Neutral | 2.2% |
| d. Strongly disagree | 52.8% |
| e. Disagree | 24.2% |

**22. Teachers and the school management board should be responsible for the design, formulation, monitoring, and implementation of the philosophy of education a school adopt?**

| | |
|---|---|
| a. Strongly agree | 44% |

| | |
|---|---|
| b. Agree | 30.8% |
| c. Neutral | 2.2% |
| d. Strongly disagree | 13.2% |
| e. Disagree | 8.8% |

**23. The design, formulation, and implementation of educational philosophy of a school must be the collaborative effort of all the stakeholders?**

| | |
|---|---|
| a. Strongly agree | 55% |
| b. Agree | 30.8% |
| c. Neutral | 2.2% |
| d. Strongly disagree | 8.8% |
| e. Disagree | 2.2% |

**24. The educational philosophy of a school is vital to the kind of learning outcome the school seeks to achieve?**

| | |
|---|---|
| a. Strongly agree | 70.4% |
| b. Agree | 19.8% |
| c. Neutral | 2.2% |
| d. Strongly disagree | 6.6% |
| e. Disagree | 0% |

**25. Educational philosophy provide guidance for teachers in carrying out their duties, responsibilities, and obligations as educators?**

| | |
|---|---|
| a. Strongly agree | 74.8% |
| b. Agree | 11% |
| c. Neutral | 0% |
| d. Strongly disagree | 6.6% |
| e. Disagree | 6.6% |

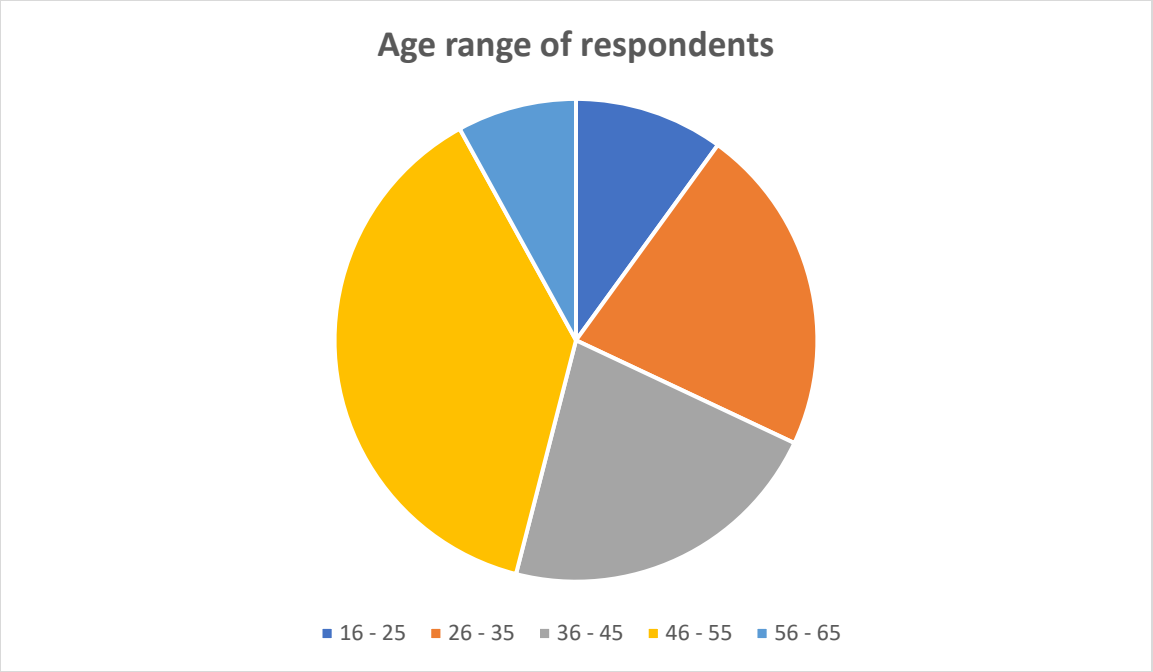



**Figure 1**

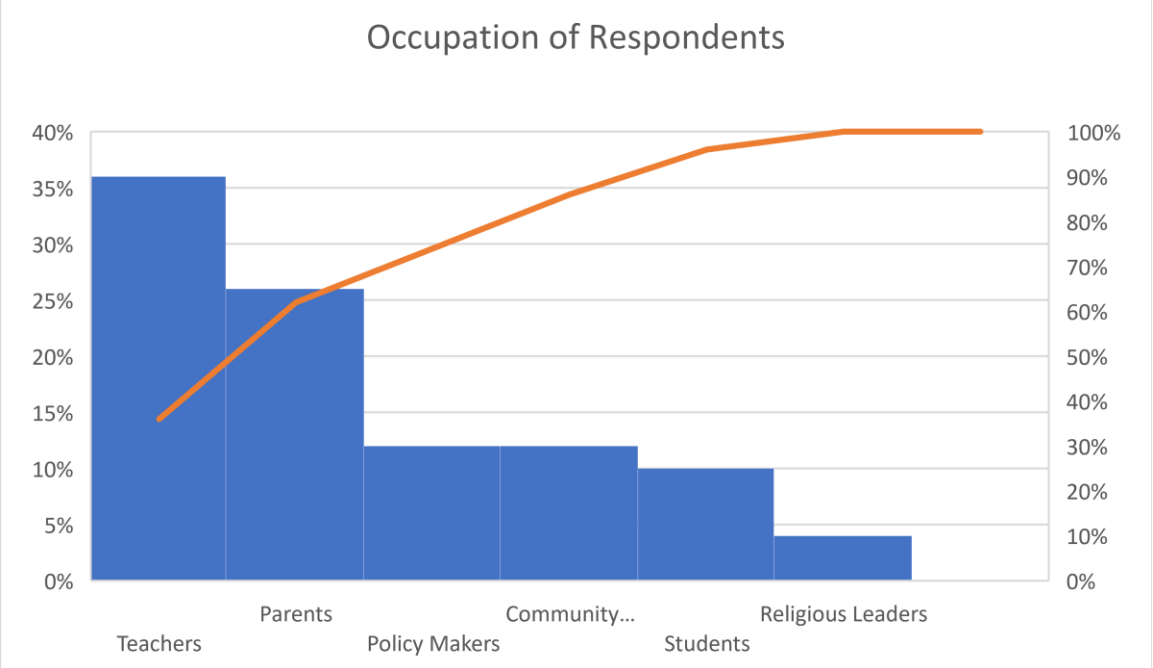



**Figure 2**

a

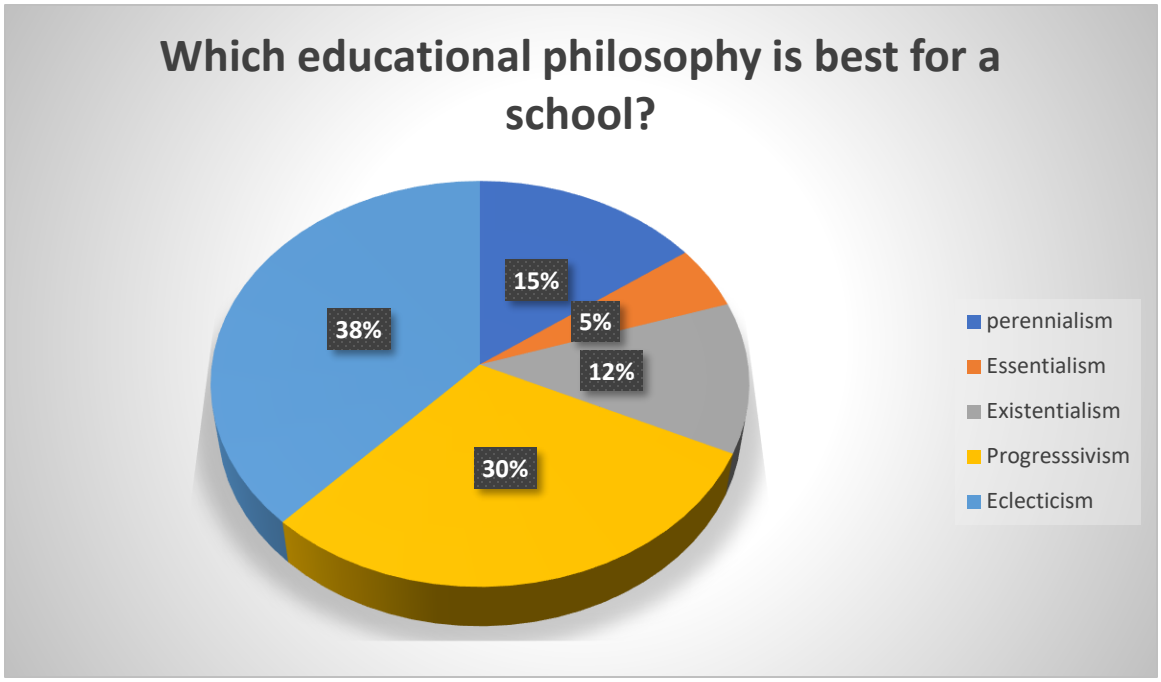



**Figure 3**

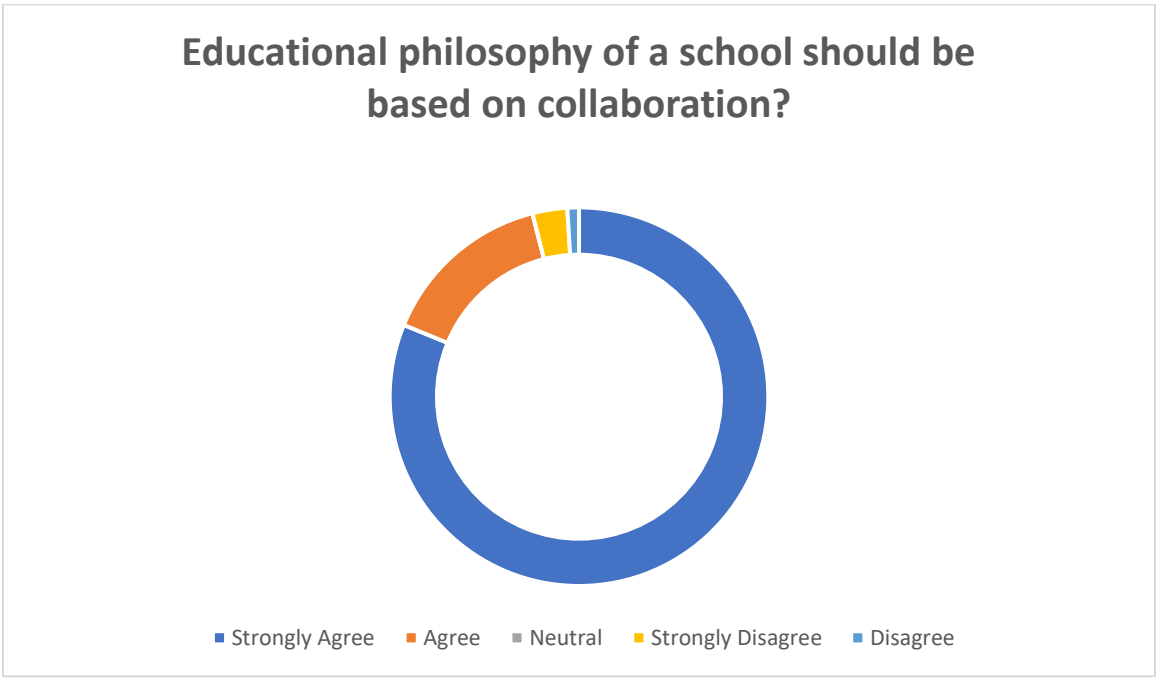



**Figure 4**

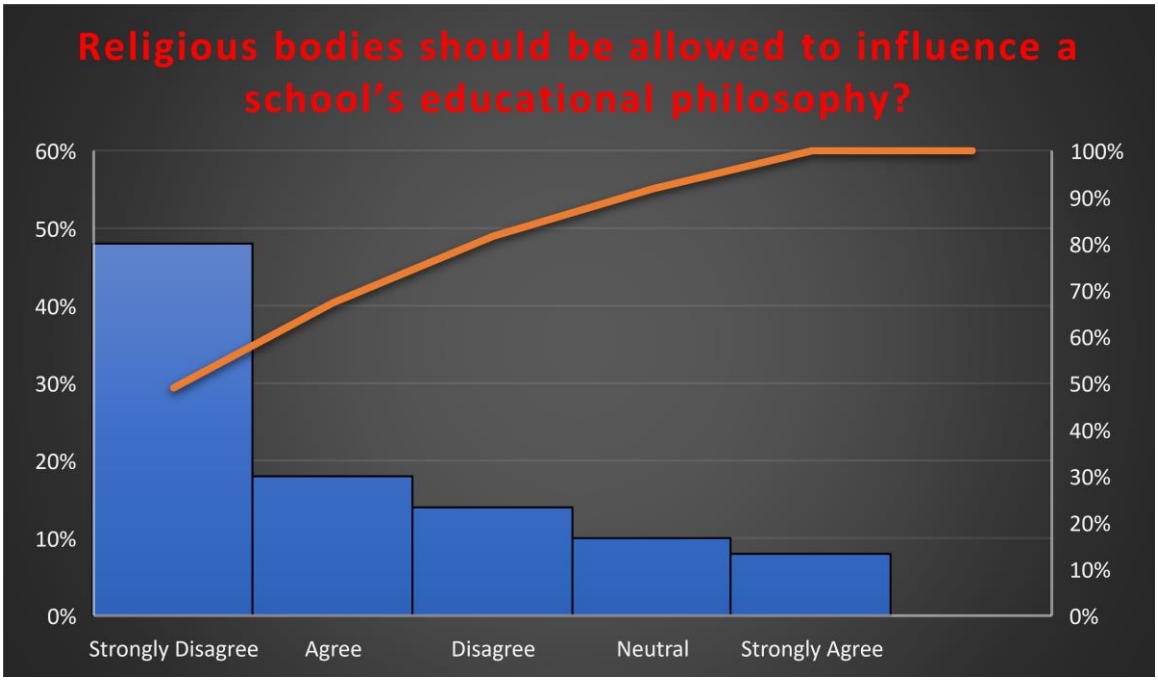



**Figure 5**

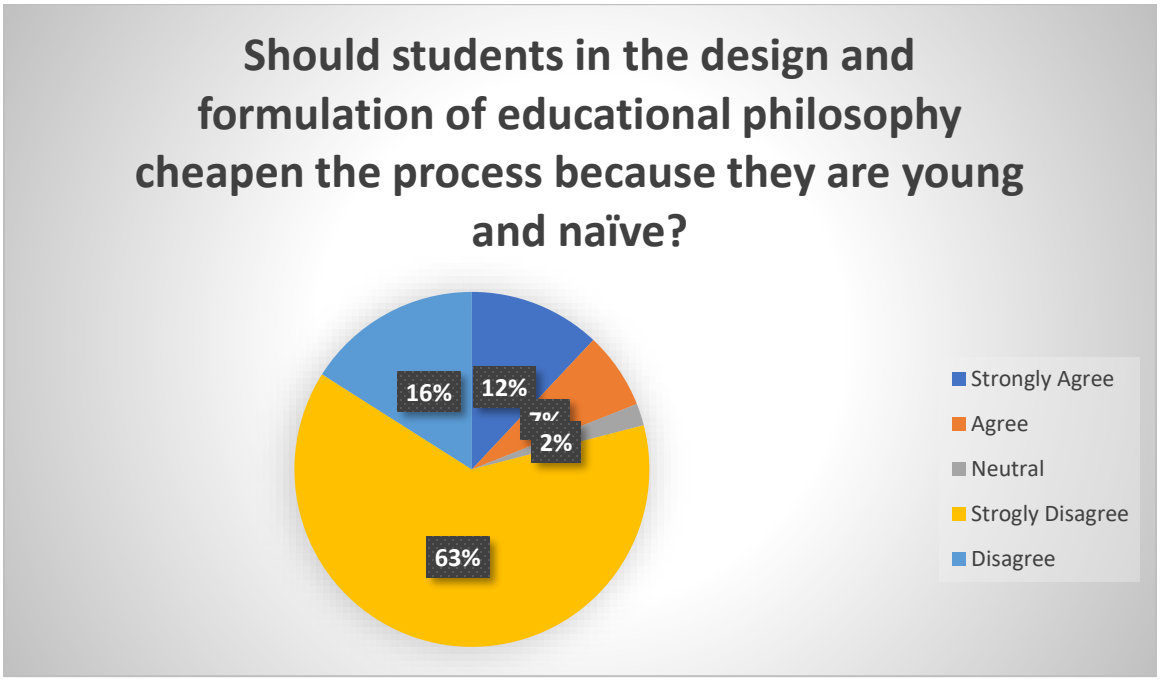



**Figure 6**

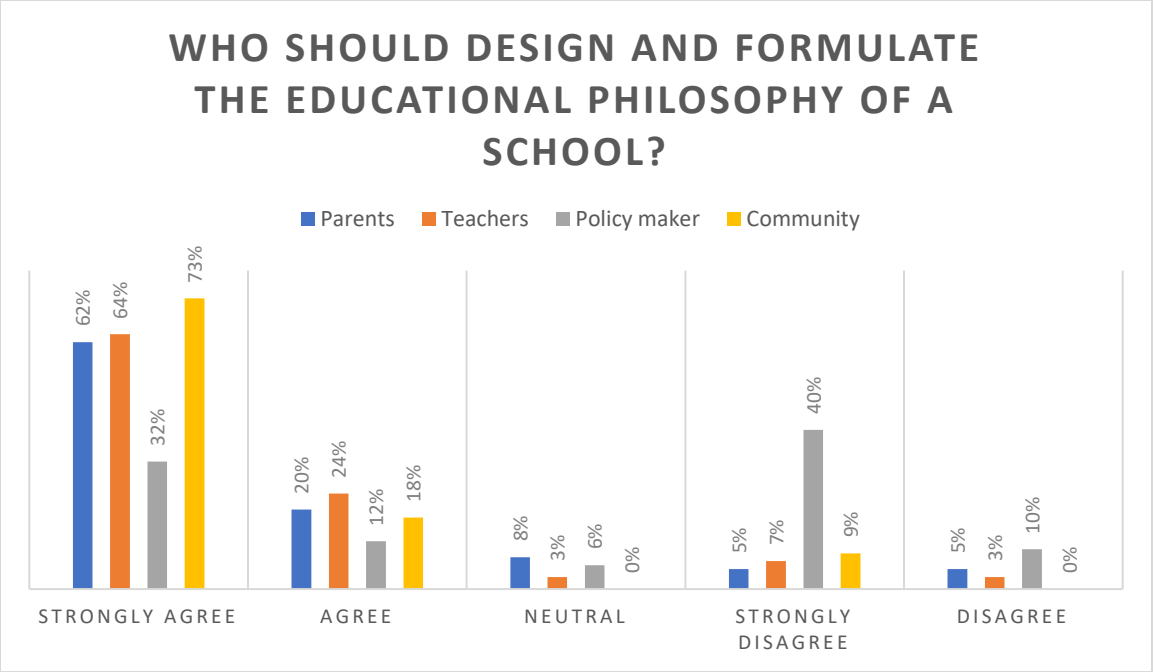



**Figure 7**

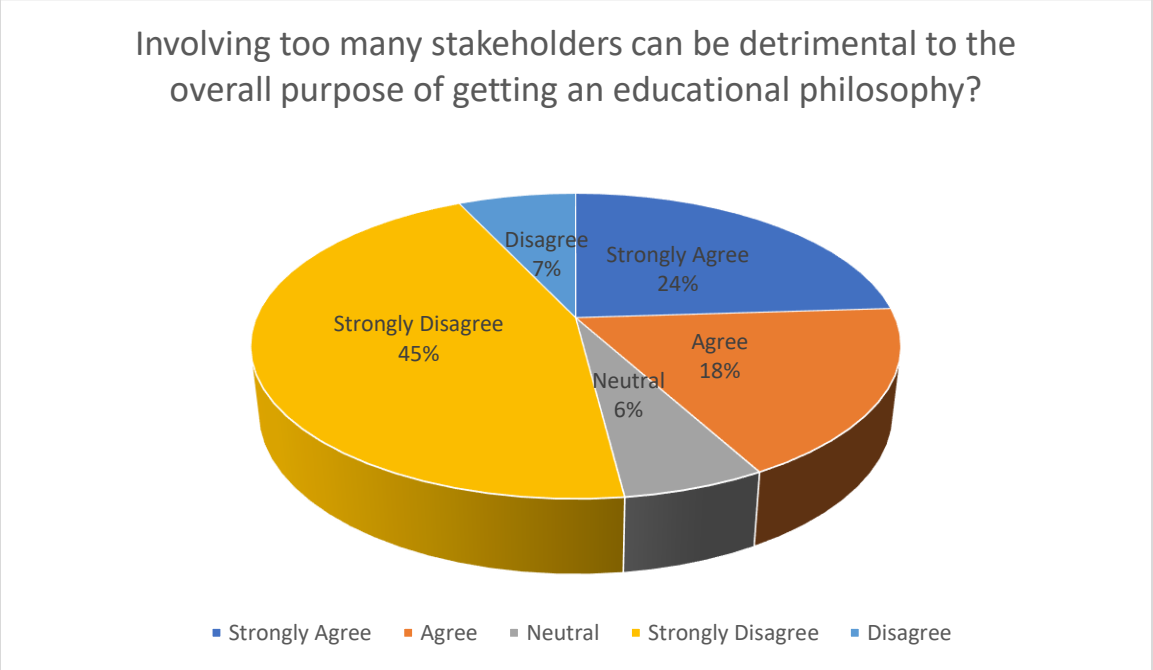



**Figure 8**

d

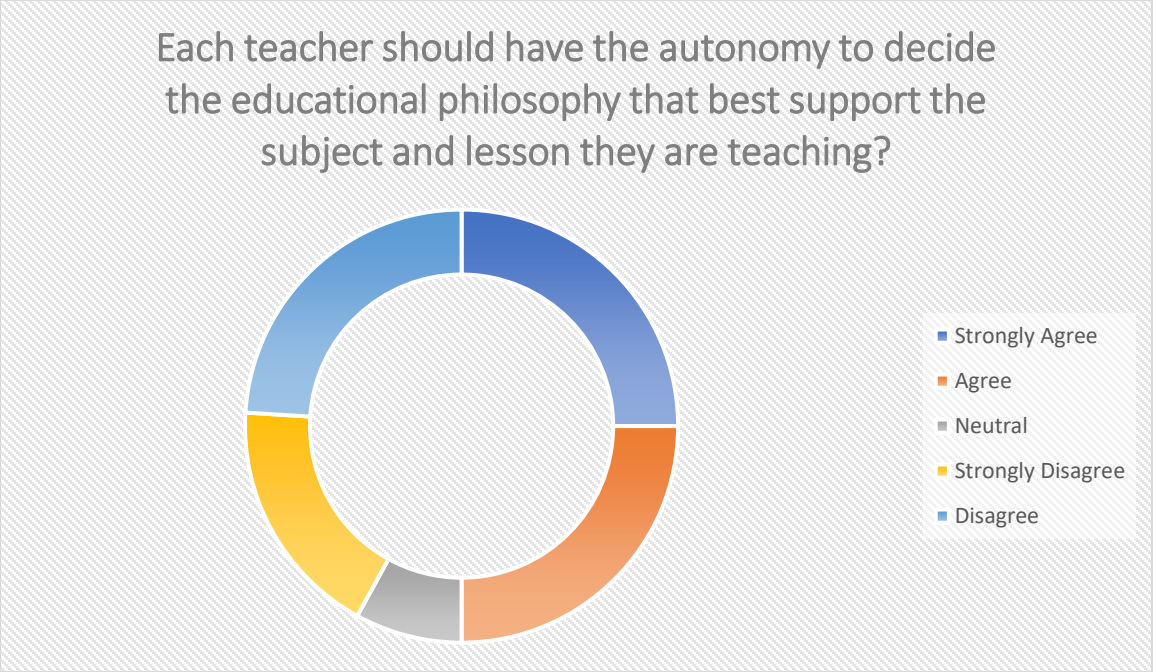



**Figure 9**

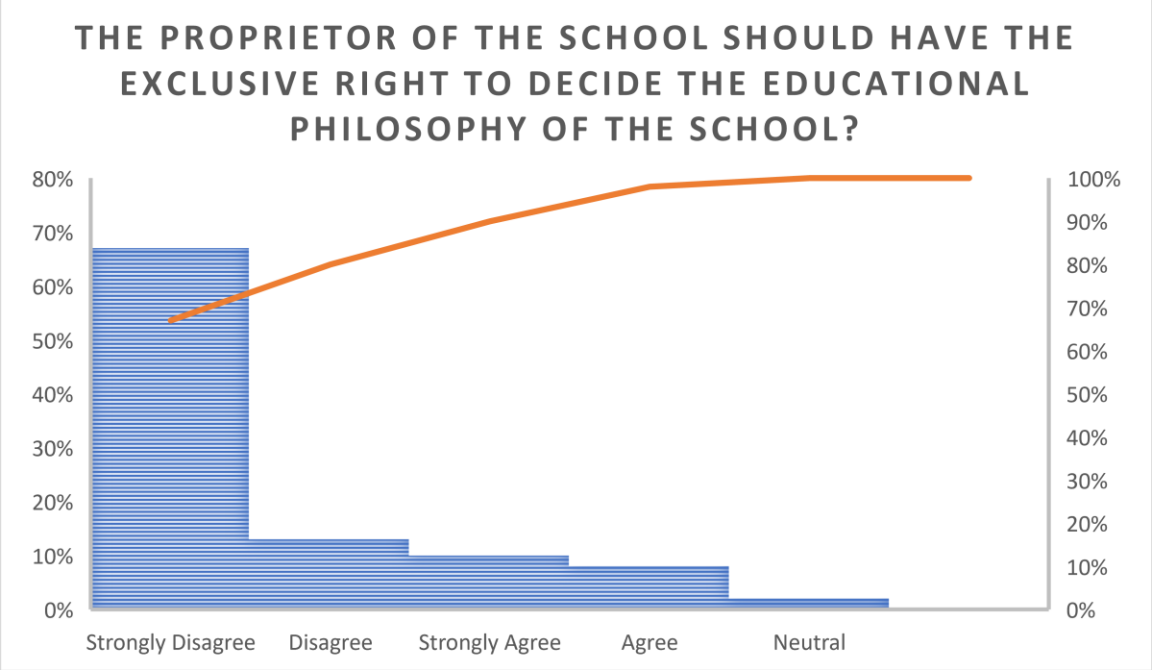



**Figure 10**

e

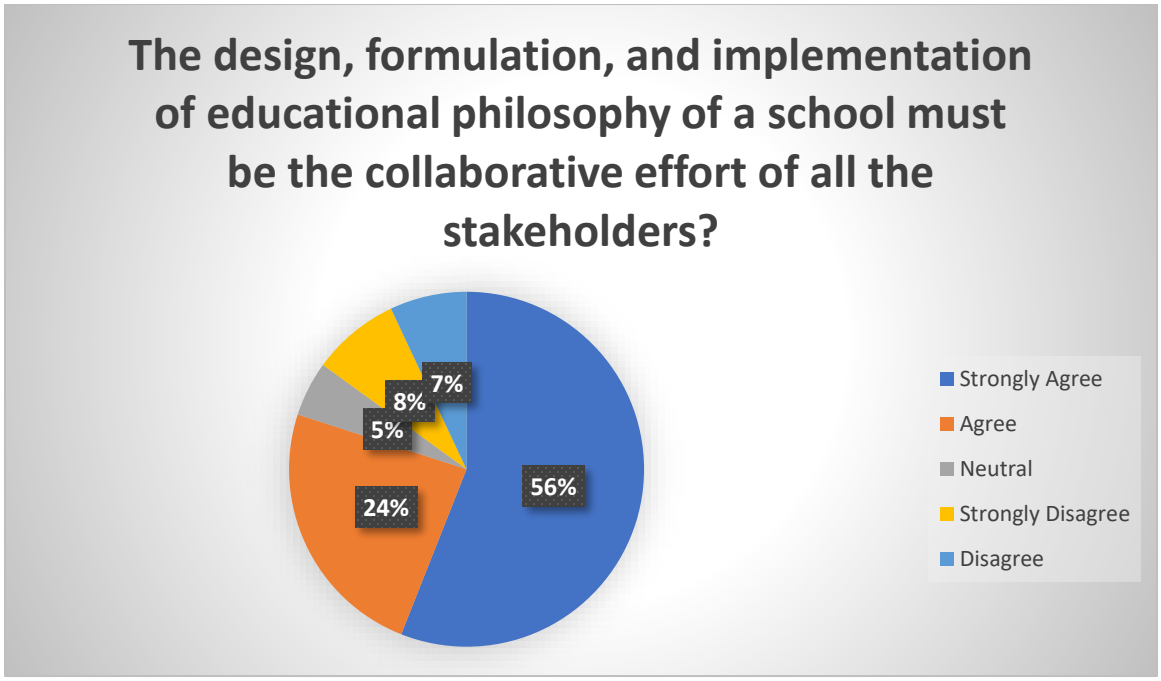



**Figure 11**

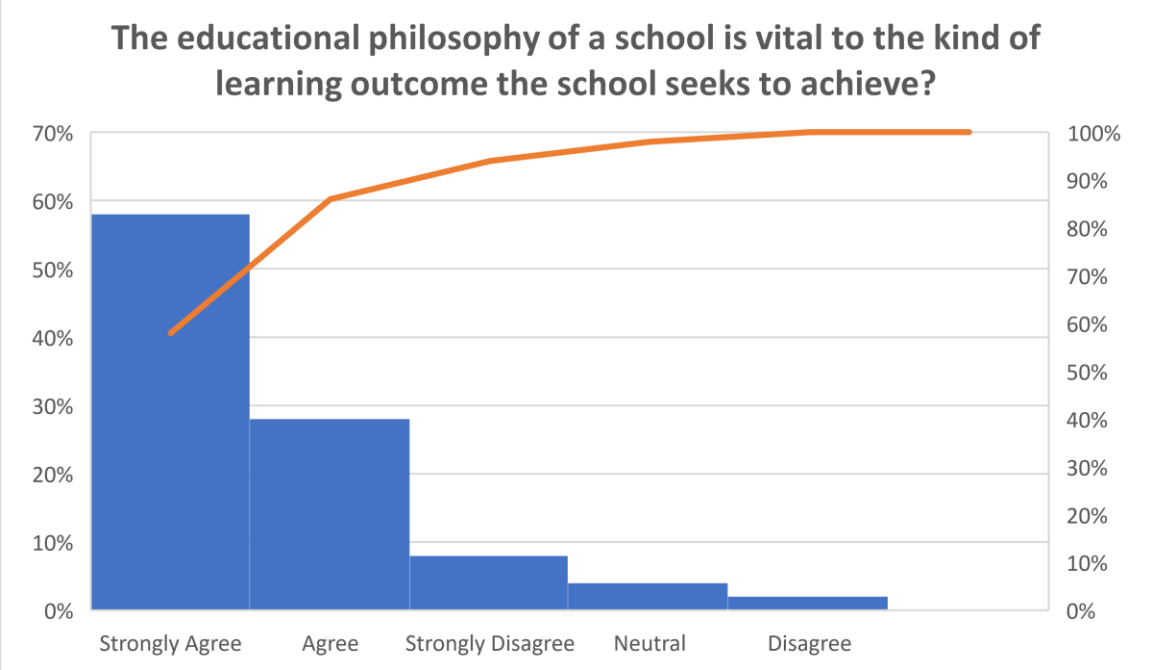



**Figure 12**

f

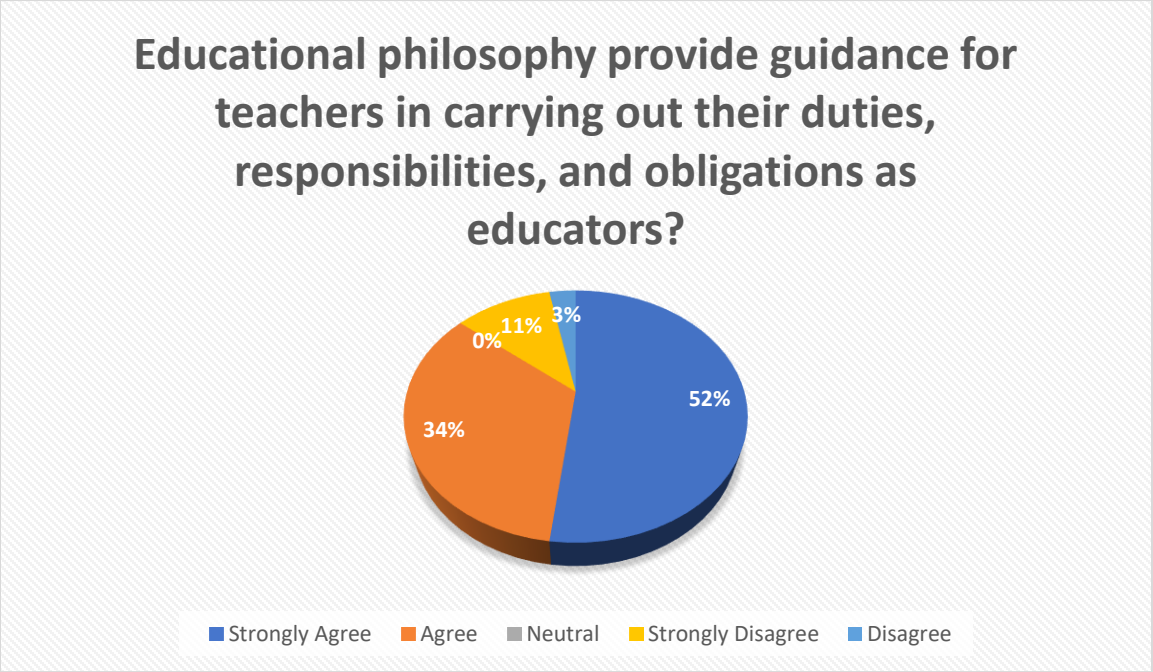

Educational philosophy provide guidance for teachers in carrying out their duties, responsibilities, and obligations as educators?
52%
34%
0%
11%
3%
Strongly Agree
Agree
Neutral
Strongly Disagree
Disagree

**Figure 13**