

The Implications of Naturalism as an Educational Philosophy in Jordan from the Perspectives of Childhood Education Teachers

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Abstract

The purpose of this study was to identify the educational implications of naturalism as an educational philosophy from the Jordanian childhood education teachers' perspectives. Each philosophy simply represents a unique conviction concerning the nature of the teaching/learning process. This study could serve as a grounded theory for Jordanian childhood teachers to comprehend the need for a clear educational philosophy within the Jordanian educational system. In addition, this research study would draw Jordanian childhood teachers' interest to be acquainted more with the educational principles of such philosophical theory. The researchers employed a questionnaire consisted of twenty one items, which correspond to the educational principles of naturalism. The quantitative approach is used to gather data as one of the techniques and descriptive due to its suitability for this study. The study findings revealed that Jordanian childhood education teachers' perspectives toward the implications of naturalism as an educational philosophy were positive for all domains; curriculum, aims, and activities. Based on the findings, the researchers provided some relevant recommendations.

Keywords: Naturalism, Educational Philosophy, Childhood Education Teachers, Jordan.

1. Introduction

Teachers' educational philosophies and their value systems influence their teaching styles and the way they deal with their students. So, the impact of teachers' beliefs and values on teaching and learning is evident in each classroom (Conti, 2007). It is shown in the way they teach, evaluate, and behave in the classroom. This means that teachers' teaching style is the result of their beliefs and value system (Calderhead, 1996) as is reflected in their classroom behaviors.

According to Conti (2007) "an educational philosophy refers to a comprehensive and consistent set of beliefs about the teaching-learning transaction" (p.20). Teachers' educational philosophies guide their practice and the way they approach learning, curriculum, assessment, and students' responsibility in the teaching – learning exchange. The implications of any type of educational philosophy can be vividly seen in the classrooms through teachers' teaching styles. Early childhood teachers can exhibit their own beliefs and value system in the way they teach, assess, and interact with their students. If teachers adapt naturalism as their educational philosophy, they certainly show that in their day to day practice. "As the name implies, the philosophy of naturalism suggests an explanation of life based solely on the laws of nature. With the understanding that natural laws are sufficient to explain all phenomena and life, naturalism abandons the need for a higher power, creator, and God" (Reynolds, 2009, p.4). According to the naturalistic view, the universe observed by people has come into life and functioned all the way through without the command or supervision of any superpower association. This theory is supported by science as its primary assumption (Strahler, 1992). These ideas can conflict with Arab society's dominant religious beliefs which lead to the purpose of this study.

The Purpose

The purpose of this study is to identify the educational implications of naturalism as an educational philosophy from the Jordanian childhood education teachers' perspectives. Despite the fact that some of ideas of naturalism might conflict with the beliefs and values of Jordanian Society, research has proven that Naturalism has been an effective educational philosophy.

Research Problem and Questions

Despite the fact that philosophy designates what educators believe about the teaching/learning transaction, not all principles of each philosophy are harmonious with children learning values. Thus, the educator's obligation as a professional practitioner might be to determine one's own philosophy. Based on this determination, a teacher can seriously determine as to how to build these teaching/learning environment procedures consistent with recognized principles associated with children's learning. As recommended by Rousseau that educational practices must focus on the pupil's mind "on what directly affects him" (Gianoutsos, 2006, p.12). "Rousseau wishes to teach natural life "(p.10). He argued "...children should learn through their senses, through investigating and exploring the natural world" (p.12).

The problem of this study stems from both implementing the naturalistic philosophical principles in Jordanian pre-schools' curriculum which have limited research and an ambiguity of the determination of any educational philosophy over time. Yet, no study has probed to identify the educational philosophical implications of naturalism as an educational theory throughout the Jordanian pre-schools from childhood teachers' perspectives. Consequently, this study attempted to answer the following questions:

1. To what extent do kindergarten teachers believe that the naturalistic philosophical principles are implemented in Jordanian kindergarten's curriculum?
2. Are there any significant statistical differences between kindergarten teachers' responses due to their gender, years of teaching experience and level of education on overall questionnaire items?

The Study Significance

Rousseau who is the father of naturalism describes “an early childhood educational method with the hope of minimizing the obstacles of civilization and bringing man as near to nature as possible” (Gianoutsos, 2006, p.9). Furthermore, “Rousseau contends that man can attain freedom and independence of thought through naturalistic education” (p.9)

The value of this study could be derived from the opportunity of building bridges between the beliefs of naturalism and Jordanian childhood education teachers. This study may help Jordanian educators better understand how much this naturalistic viewpoint is employed in Jordan. It may also serve as a grounded theory for them to establish and or realize the need for a clear educational philosophy within the Jordanian educational system. Additionally this research study would draw Jordanian childhood teachers' interest to be acquainted more with the educational principles of such philosophical theory.

2. Literature Review

Definition and implication of naturalism

Gutek (1988) claims that “Naturalism assumes that nature is the ground of reality. Nature itself is a universal system that encompasses and explains existence, including human beings and human nature” (p.63). This means that the focus on nature as a true force that guides human behavior from within. Man and in this context a child needs to have the freedom to naturally grow and develop without the interference of an outside force like teachers.

Naturalism could be defined according to Eames (1976) as a theory that the "natural" universe, the universe of matter, is all that there really is. It is obvious that naturalism focuses on the physical world and disregard spirituality. “Within the last 20-30 years, students have had access only to the worldview that teaches the natural world without mention of anything supernatural” (Reynolds, 2009, p. 20).

Naturalism as an educational philosophy advocates the concept that parents are the most natural teachers of the child. The educational goals of naturalism are; maintenance of self, securing the necessities of life, improving the students, maintaining the social and political relations, and enjoy free time (Spencer, 1985). The educational principles of this philosophy are; education must adapt to nature, the education process should be entertaining for the students, education should be based on the naturalness of the child's activity, expanding knowledge is an important part in education, education is to help the person physically as well as mentally, teaching methods are inductive, students punishment, which should be done compassionately, is based on natural consequences of making mistakes (Butler, 2012).

Martinez (2013) explains that “broadly speaking, naturalism refers to views that consider philosophical method to be continuous with the method of science, implying that at least some scientific methods have an impact on whatever philosophy can say about the norms of inquiry” (p.1). If we think of science as a study of nature, then naturalism is a true representation of science. “While science has always been taught in the classroom, just recently have students been subjected to a strictly naturalistic view of the world” (Reynolds, 2009, p.20).

As indicated by Reynolds (2009), “Naturalism is a philosophy that has turned a balance between human reason, man and nature into a teeter-totter that has diminished the very existence of God and His creation” (p.4). The idea of diminishing God and his creation is considered blasphemous and totally contradictory to the dominant culture of the Jordanian society that teaches school children that God has created everything in the universe including nature and man. This makes it necessary to introduce a brief look at the Jordanian educational system to place this research within its social context.

The Jordanian Educational System

Jordan was recognized as an independent entity in 1921. The country inherited a traditional educational system from the Ottoman dynasty since she had been under its authority for a long time. It comprised of only some private elementary schools in addition to four public elementary schools located in four major cities. The curricula of those schools contained religious and moral education, plus simple arithmetic. By 1936, several

other schools were established in cities as well as in villages. Science, geometry, history, geography, religious studies, and language arts were added to the school curricula (Jordanian Society for Inheritance Care, 1997).

Educational reform for the upbringing of the younger generation had been an eager need to pledge the nation's potential growth. As a result, the government attained procedures to broaden educational options plus to improve school curricula. The new curricula included such subjects as religion, Arabic language, social science, natural science, hygiene, painting, needlework, singing, and some physical training and military training for boys and girls (Khalifeh, 1986). Learning institutions spread all through the country, as a consequence, the number of children being educated to high-quality values became the paramount in the Middle East along with other official private and public schools that were established (Randall, 1968). Seale expressed that there was "...a drive to develop institutions of higher learning with nearly thirty, mostly private community colleges, and – as of December 1981 – two major universities with over 20,000 students and a third one just starting construction" (Seale, 1983, 90).

The Ministry of Education conception in 1939 marked the beginning of autonomous schooling in the kingdom whose mission was to govern and oversee school curricula (Patai, 1958, Khalifeh, 1986). Throughout the 1950s, the Jordanian educational system faced serious growth with essential changes. Changes in objectives, modern philosophy, and enhanced teaching methods because of the amalgamation of the East and the West Banks introduced philosophical adjustments and gave rise to urbanization plus industrialization.

In 1955, a major educational progress was the "General Education Law No.20" whose primary purpose was to grant learning opportunity for all people that led to "Law No.16, 1964" which derived its philosophy from the constitution, and social, political, economic and psychological realities of the nation. This was the educational philosophical foundation groundwork in Jordan, which the Ministry of Education adopted for approximately twenty years. However, in order to meet the twenty-first century challenges, several modifications emerged over the next two decades (Amayreh, 1997; Al-Tal, 1998).

A new educational philosophy between 1978 and 1988 was ingrained in the Arab/Islamic educational tradition. Educational reform needed a new philosophy with accurate goals intended for the present as well as future. The essential issue was the sort of citizens needed, what the purpose of education is and who should be educated? Should education depend on natural interests and abilities? What role the country should play in education, and how students ought to be educated. "Law No. 27 of 1988" was passed commencing a new philosophy whose principles consisted of such beliefs as critical thinking, methodical technique, vocational skills, and developing a positive self-image as well as fine morals, problem solving, and computer skills necessary to guide the country in the wake of the new century (Massialas & Jarrar, 1991; Amayreh, 1997).

Within its general framework, the educational system for the last three decades has been completely autonomous instituting its philosophy depending upon Arab nationalism and notably on Islam. Islam has an extremely imperative function in the development of the society, culture and youths, moreover, Islamic teachings are of assistance to meet the technological age challenges. Islam can also "...provide humanity with a rich source of values worthy of leading men to a better life in this world and to salvation in the hereafter" (Nashabi, 1977, P.28).

According to Al-Sheikh (1999), currently the Jordanian educational system faces a combination of linked problems. The social and political issues may possibly be allied with one another in terms of entailing democratic principles in order to endure and survive during the twenty-first century for instance. To create a civilized society, people ought to be active participants in the political matters he argued. Nevertheless, the Jordanian people never practiced actual "Democracy", which viewed by the educational system as a true challenge because inviting democratic values into Jordanian schools may perhaps be merely a dream. He adds: "another challenge for the future school is maintaining the national societal identity as part of Arab identity, which had been formed by the Arab/Islamic civilization" (Al Sheikh, 1999, 25).

To sum, the new proposed philosophy is one of the major key principles of the Jordanian education system based upon, first, the Jordanian constitution, the Islamic Arab civilization, the principles of the Great Arab Revolt, and Jordanian national heritage (Al Sheikh, 1999; Amayreh, 1997; Al-Tal, 1998). Second, education must be receptive to current as well as future necessities plus to sustain the country social and economic growth. Third, quality Education system facilitates global contact to educational opportunities, fairness in terms of providing services, in addition to the advantages along with improvement of new information technology. Moreover, a good education system endorses civilized levels of student achievement as deliberated via a system of performance indicator based on principles rooted in learning products. To conclude, the Vision and Mission of the Jordanian education system ought to be continuously and definitely incorporated into national policy augmentation (Amayreh, 1997; Al-Tal, 1998).

3. Method

This study used a quantitative research methodology using a questionnaire which consists of three domains. The questionnaire intended to gather data and information concerning the implementation of the naturalistic

philosophical principles in Jordanian kindergarten's curriculum.

Participants

The study sample consisted of (171) kindergarten teachers randomly chosen from kindergartens in Irbid educational directorate district. Out of the total number of participants, about (61.9%) earned their undergraduate degrees and (38%) got their post graduate degrees. Table 1 shows the number of participants according to their level of education (Undergraduate vs. Postgraduate) and their years of teaching experiences.

Table (1): Distribution of the participants according to their Level of Education and Years of Experience

Variables	Experience			Total	
	Long	Moderate	Short		
Education	Under Graduate	61	27	18	106
	Post Graduate	19	24	22	65
Total		80	51	40	171

Instrumentation

The data for this study was collected using a questionnaire developed by the researchers. The questionnaire consisted of twenty one items, which correspond to the educational principles of naturalism. It included three domain scales and some demographic questions about kindergarten teachers. The questionnaire was a Likert-type Scales (statements) using a five- points scale ranging from “strongly agree” to “strongly disagree”. The questionnaire items were categorized into three domains with seven items for each domain. The three major domains were:

1. Domain one reflects the presence of the naturalistic philosophical principles in kindergarten curriculum.
2. The second domain reflects the presence of the naturalistic philosophical principles in the content of kindergarten curriculum.
3. The third domain reflects the presence of the naturalistic philosophical principles in the activities in kindergarten curriculum.

Instrument Validity and Reliability

To insure the study instrument soundness and consistency, the researchers intentionally measured both its validity and reliability. The questionnaire was reviewed by a panel of several experts who are faculty members at the college of education at Yarmouk University in order to determine its relevance and suitability for the purpose of the study which is a face of validity. Their feedback was taken into account, and changes as well as suggestions recommended by the validation panel of experts have been incorporated into the study instrument. Demographic information that includes teachers' level of education and teaching experience of the respondents that were also added to the questionnaire items.

The researchers estimated the internal consistency of the instrument in order to examine whether the items are correlated with each other and whether they all measure the same thing. The internal reliability of the instrument was found to be **(0.88)** for the whole questionnaire, whereas the correlations between the whole questionnaire items and the three domains as follow in table 2.

Table (2): The Correlations between the Whole Questionnaire items and the Three Domains:

		Qall	Child	Curr.	Activities
Qall	Pearson Correlation	1	.890(**)	.937(**)	.886(**)
	Sig. (2-tailed)		.000	.000	.000
	N	171	171	171	171
Childhood Curr.	Pearson Correlation	.890(**)	1	.761(**)	.642(**)
	Sig. (2-tailed)	.000		.000	.000
	N	171	171	171	171
Curriculum aims	Pearson Correlation	.937(**)	.761(**)	1	.777(**)
	Sig. (2-tailed)	.000	.000		.000
	N	171	171	171	171
Activities	Pearson Correlation	.886(**)	.642(**)	.777(**)	1
	Sig. (2-tailed)	.000	.000	.000	

These validity and reliability indicators were sufficient and acceptable for the researchers to use the questionnaire.

Procedures

The participants were given the questionnaire during the Fall semester in their assigned schools. The participants were told to respond to the questionnaire bearing in their mind the educational implications of Naturalism as an educational philosophy. They were also asked to indicate the extent to which they perceived the implications of Naturalism as an educational philosophy in childhood curriculum, content, and activities. Participants were given sufficient time to read and respond to the questionnaire.

4. Study Findings

The findings of the study were discussed according to the research questions.

Research Question One: *To what extent do kindergarten teachers believe that the naturalistic philosophical principles are implied in Jordanian kindergarten's curriculum ?*

To answer the first research question, means and standard deviations for the questionnaire items, the main domains, and every item of the questionnaire were obtained as shown in the following tables. Table 3 shows the findings of items according to the aims of education. These items have been ranked first according to the means as shown in table 3

Table (3): Means and Standard Divisions of Teachers' Responses according to the Whole Questionnaire and Domains

	Std. Deviation	Mean	N
Childhood	.78494	3.0944	171
Curriculum Aims	.77664	3.0652	171
Activities	.72622	3.0576	171
Qall	.68986	3.0724	171

The findings in table (3) also indicate that the kindergarten teachers' perceptions of the degree of implications of naturalism as an educational philosophy in the kindergarten curriculum in Jordan are moderate. On the other hand the results indicate that the philosophical principles of naturalism are implied more in childhood curriculum than in the aims and activities. The degree of the degree of implications of naturalism as an educational philosophy in most items of the domain can be shown in table 4.

Table (4): Means and Standard Deviations of Teachers' Responses concerning the Childhood Curriculum

Item	Mean	Std. Deviation	Degree of Implication
1. Childhood curricula looks at the child as the core of the learning process.	3.4269	2.51564	Moderate degree
2. Childhood education that human nature is unified.	3.1871	.95181	Moderate degree
5. Childhood education does not use punishment with children.	3.1871	.95797	Moderate degree
6. Childhood curricula believes that the child is naive.	3.1637	1.03871	Moderate degree
8. Childhood curricula motivates the child to observe, search, and reflect.	3.0234	.98789	Moderate degree
9. Childhood curricula encourages the child to freely express his/her ideas.	2.8772	1.11783	Moderate degree
7. Childhood curricula gives the child freedom of choice.	2.7953	1.10570	Moderate degree

The findings in table (4) show that the kindergarten teachers' perceptions of the degree of implications of naturalism as an educational philosophy in most items of the domain (childhood curriculum) are moderate. The findings in table 4 also revealed that the most acceptable implication of naturalism was the item: **“Childhood curricula looks at the child as the core of the learning process”** with a moderate degree. On the other hand, table (4) shows that the item **“Childhood curricula gives the child freedom of choice ”** was rated by kindergarten teachers in the last rank with a mean of (2.7).

With regard to the kindergarten teachers' perceptions of the degree of implications of naturalism as an educational philosophy in most items of the domain (**Kindergarten Curriculum Aims**) table (5) shows the means and standard deviations of the kindergarten teachers' responses.

Table (5): Means and Standard Deviations of Teachers' Responses concerning the Kindergarten Curriculum Aims

Item	Mean	Std. Deviation	Degree of Implication
14. Learning experiences within the kindergarten should focus on hands on professions.	3.5439	1.00710	Moderate degree
3 Childhood curricula philosophy in Jordan believes that change is a principle of nature.	3.2047	.96965	Moderate degree
13. Childhood education prepares children for developed and existing way of life	3.1871	1.00590	Moderate degree
4 Childhood curriculum aims avoids teaching the child adults moral standards.	3.1053	1.09035	Moderate degree
12. Childhood education believes that nature is the child curriculum aims	2.8889	1.12430	Moderate degree
10. Childhood education considers the child experience as the major source for knowledge.	2.8129	1.03473	Moderate degree
11. Learning experiences offered to children focus on the religion	2.7135	.97305	Moderate degree

The findings in table (5) show that the kindergarten teachers' perceptions of the degree of implications of naturalism as an educational philosophy in most of the items of the second domain (Curriculum Aims) are moderate. Results in Table 5 also show that the item "Learning experiences within the kindergarten should focus on hands on professions." ranked first of the aims of kindergarten curriculum. Kindergarten teachers rated the item "Learning experiences offered to children focus on the religion " last as shown by the means.

With regard to the kindergarten teachers' perceptions of the degree of implications of naturalism as an educational philosophy in most items of the domain (Kindergarten Curriculum Activities) table (6) shows the means and standard deviations of the kindergarten teachers' responses.

Table (6): Means and Standard Divisions of Teachers' Responses about the Activities in the Kindergarten

Item	Mean	Std. Deviation	Degree of Implication
16. Childhood education is concerned with children social experience learnt through practice.	3.3041	1.15857	Moderate degree
20. Individual differences are taken into account with the kindergarten.	3.1111	1.02006	Moderate degree
21. The kindergarten chooses younger female teachers to help and teach children.	3.1111	1.09246	Moderate degree
15. Teacher role is to direct, and overlook the child natural growth.	3.0877	1.03947	Moderate degree
19. 19The kindergarten focuses on self-active learning and children independence to accomplish such activities which he/she is able to do	3.0409	.9912	Moderate degree
18. The child is an active participant in declaring rules and regulation that lead their behavior in terms of learning activities	2.9708	.98475	Moderate degree
17. Teacher role is to observe, and direct children behavior from a distance.	2.7778	1.02198	Moderate degree
Total	3.0724	.68986	Moderate degree

The findings in table (6) show that the kindergarten teachers' perceptions of the degree of implications of naturalism as an educational philosophy in most of the items of the third domain (Curriculum activities) are moderate. It can also be seen from Table (6) that the item " Childhood education is concerned with children social experience learnt through practice" ranked first among the means of the items that show the implications of naturalism as an educational philosophy in the activities of kindergarten curriculum. The item; "Teacher role is to observe, and direct children behavior from a distance " was rated last by kindergarten teachers.

Research Question Two: Are there any statistical differences between kindergarten teachers' responses due to the level of education and years of experience?"

To answer this question, means and standard deviations were conducted to find out whether participants performed differently on their responses as a result of the differences in their level of education and years of experience. Table (7) shows the differences in the participants' responses as a result of their education and years

of teaching experience.

Table (7): Means and Standard Divisions of Teachers' Responses concerning the implication of naturalism in kindergarten curriculum

Education	Experience	Mean	Std. Deviation	N
Under Graduate	Short	3.0529	.62064	18
	Moderate	3.1287	.72937	27
	Long	3.1069	.70511	61
	Total	3.1033	.69196	106
Graduate Studies	Short	3.1320	.74004	22
	Moderate	3.0119	.69848	24
	Long	2.9073	.62903	19
	Total	3.0220	.68878	65
Total	Short	3.0964	.68146	40
	Moderate	3.0738	.71029	51
	Long	3.0595	.68925	80
	Total	3.0724	.68986	171

As indicated in table (7), there are some differences in the means between the responses of the two groups. The means of the responses of kindergarten teachers who have earned a graduate degree were higher than those who only earned an undergraduate degree. In order to determine further if there were statistically significant differences in the mean scores between the teachers' responses because of differences in their level of education and years of experience, ANOVA analysis was carried out. Table (8) shows the differences in the mean scores of kindergarten teachers' responses as a result of the differences of their education level and years of teaching experiences.

Table (8): Using ANOVA to show the differences of teachers' responses as a result of the level of education and years of experience

Source	Type II Sum of Squares	Df	Mean Square	F	Sig.
Education	.348	1	.348	.718	.398
Experience	.118	2	.059	.122	.886
Education*Experience	.465	2	.232	.479	.620
Error	80.054	165	.485		
Total	1695.086	171			
Corrected Total	80.904	170			

To further explore the differences in answering the following "Are there any statistical differences between kindergarten teachers' responses on the domains due to the level of education and years of experience?" the means and standard deviations of the teachers' responses were computed as shown in Table (9).

Table (9): Means and Standard Divisions of Teachers' Responses on the subscales

	Education	Experience	Mean	Std. Deviation	N
Child	Under Graduate	Short	3.1111	.65108	18
		Moderate	3.2487	.80383	27
		Long	3.1780	.88358	61
		Total	3.1846	.82265	106
	Graduate Studies	Short	3.0000	.70539	22
		Moderate	2.9464	.81339	24
		Long	2.8872	.55854	19
		Total	2.9473	.70057	65
	Total	Short	3.0500	.67516	40
		Moderate	3.1064	.81458	51
		Long	3.1089	.82434	80
		Total	3.0944	.78494	171
Curriculum Methods	Under Graduate	Short	2.9921	.66008	18
		Moderate	3.1481	.75331	27
		Long	3.0796	.79988	61
		Total	3.0822	.76104	106
	Graduate Studies	Short	3.0844	.88685	22
		Moderate	3.0655	.80810	24
		Long	2.9474	.74110	19
		Total	3.0374	.80665	65
	Total	Short	3.0429	.78460	40
		Moderate	3.1092	.77280	51
		Long	3.0482	.78376	80
		Total	3.0652	.77664	171
Under Graduate	Short	3.0556	.79485	18	
	Moderate	2.9894	.75689	27	
	Long	3.0632	.71120	61	
	Total	3.0431	.73087	106	
	Graduate Studies	Short	3.3117	.79434	22
		Moderate	3.0238	.62578	24
		Long	2.8872	.71837	19
		Total	3.0813	.72359	65
Total	Short	3.1964	.79486	40	
	Moderate	3.0056	.69162	51	
	Long	3.0214	.71233	80	
	Total	3.0576	.72622	170	

Table (9) shows that there is no significant difference in the teachers' responses to the whole questionnaire as a result of the level of education and years of experience.

To determine if there was a statistically significant difference in the mean scores between the teachers due to their level of education and years of experience, a MANOVA analysis was carried out as the following in table (10)

Table (10): Results of ANOVA for the teachers' level of education and years of experience in their responses

Source	Dependent Variable	Type II Sum of Squares	Df	Mean Square	F	Sig.
Education	Child	2.258	1	2.258	3.649	.058
	Curriculum	.114	1	.114	.184	.669
	Methods	.005	1	.005	.009	.924
Experience	Child	.091	2	.046	.074	.929
	Curriculum	.174	2	.087	.141	.868
	Methods	.960	2	.480	.904	.407
Education * Experience	Child	.249	2	.125	.201	.818
	Curriculum	.311	2	.156	.252	.778
	Methods	1.109	2	.554	1.045	.354
Error	Child	102.130	165	.619		
	Curriculum	101.973	165	.618		
	Methods	87.529	165	.530		
Total	Child	1742.122	171			
	Curriculum	1709.122	171			
	Methods	1688.367	171			
Corrected Total	Child	104.741	170			
	Curriculum	102.539	170			
	Methods	89.656	170			

Again, findings in table (10) show that there is no significant difference in the teachers' responses about the subscales related to the level of education and years of experience.

5. Conclusion and Recommendations:

This study intended to answer the following question: What are the Jordanian childhood education teachers' perspectives towards the implications of Naturalism as an educational philosophy throughout Jordanian kindergartens curriculum? This question was divided into the two research questions. Several statistical data analyses were used to answer the research questions. For example the means and standard deviations in addition to ANOVA and MANOVA were used to analyze the participants' responses to the whole questionnaire, the different questionnaire items and the different domains in the questionnaire (Childhood Curriculum, Aims, and activities).

Findings of this study concerning the items related to the aims of education revealed that the means of these items have been ranked slightly higher than the items of the other domains. This means that kindergarten teachers' perceptions concerning the degree of implications of naturalism as an educational philosophy in kindergarten's curriculum in Jordan were moderate. On the other hand, the results also showed that the reflections of naturalism philosophy were more reflections on childhood curriculum than on the aims or activities. Furthermore, the findings have also revealed that the item "**Childhood curricula looks at the child as the core of the learning process**" has shown a moderately acceptable implication. On the other hand, findings indicated that the item "**Childhood curriculum gives the child freedom of choice**" was ranked last by kindergarten teachers.

With regard to the **Kindergarten Curriculum Aims**, the item "**Learning experiences within the kindergarten should focus on hands on professions.**" was ranked first among all the items of the domain. On the other hand, the item "**Learning experiences offered to children focus on the religion**" was ranked last by kindergarten's teachers as shown by the findings. Furthermore, the item "**Childhood education is concerned with children's social experience learnt through practice**" was ranked first among the implications of naturalism as an educational philosophy in the domain activities of kindergarten curriculum. On the other hand, the item "**Teacher role is to observe, and direct children's behavior from a distance**" was ranked last by kindergarten teachers.

To answer the second question, the means and standard deviation were conducted to find out whether the participants performed differently on their responses as a result of differences of their level of education and years of teaching experience. Findings of this study revealed that there were no statistically significant differences between participants' responses on the overall questionnaire items as a result of their level of education or teaching experiences. Furthermore, there was no significant differences between the participants' responses on the different domains because of the participants' level of education and years of teaching

experiences.

To conclude, it clear that Jordanian childhood education teachers' perspectives toward the implications of naturalism as an educational philosophy were positive either in the curriculum, aims, and activities. There were some degrees of implications between some of the items of the different domains as indicated by the findings. Years of teaching experience and the level of education of the participants were not distinguishing factors in the degree of implications of naturalism as an educational philosophy throughout Jordanian kindergarten curriculum.

Based on these findings, the researchers provide some relevant recommendations. It is important for childhood education teachers to examine their beliefs and value system since they influence their teaching styles and their classroom interactions. Furthermore, they need to identify their teaching orientation to become aware of its influence on their teaching and their students' learning. We must recognize the fact that childhood education's teachers have their own philosophical beliefs and value system which can influence their learning.

It is also recommended that further research be conducted in the area of teachers' educational philosophies and their impact on the teaching-learning process. This way, we can inform teachers of their own prejudices or lack of while teaching our generations. This also can guide them to choose the appropriate curriculum, aims and classroom activities.

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