Education Approached from Psychological, Sociological and Philosophical Perspectives: An Analytical and Comprehensive Study

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ABSTRACT

The interdisciplinary nature of education has made of it the subject matter of many scientific disciplines among which there are philosophy of education, sociology of education and educational psychology. And, this has contributed positively to the development of educational theory and approaches. Therefore, this paper will focus on the processes that can be applied to education through the scientific tools provided by these fields of research. The human sciences' contributions to education have led to the adoption of many educational approaches that aim to make the activity of teaching and learning more rewardingly effective. Sincere questions on education development have enlightened educators and policy makers and urged the components of human society to think thoroughly about education which is a multifaceted subject. When education is discussed, many related ideas come to the surface as, for example, the idea that education is more than just schooling. It is more than that and it reaches all the societal sides such as the family, socio-cultural settings, media and any other contributive element in the shaping of the learner within society.

Key Words and Phrases: Education, educational theory, human sciences, teaching and learning, learner …

INTRODUCTION

Education is the process through which learning can be reached and it is assumed to facilitates knowledge acquisition. It opens the individual's eye to see how the world around him or her functions. So, education without any doubt helps the individual to develop his or her personality, and this fact positively affects the whole community. The importance of education to the individual and community is stressed by scholars in behavioral sciences such as sociology, psychology and philosophy. Those scientists show the positive effects of education on the person's social productivity and its contribution to societal progress. It is undoubtful that education works as a social engine that reinforces economic growth which automatically improves the sense of *good citizenship* and it also creates a healthy cultural atmosphere.

Education is a very powerful tool that can be used to solve societal and economic problematic issues because it provides *knowledge* that the learner can utilize to strengthen their perspective on life. It also helps develop a critical mind that can actively participate in human development. In this way, the learner through *progressive stages* will level up and develop the faculty of interpreting what goes around whether the matter is *political, economic or societal*. Put in simple words, the person, through good education, can apply the acquired knowledge to real life scenes in adaptive and proactive ways.

The question about how to improve the quality of education has been investigated by educational theorists on basis of social and behavioral sciences. Dewey (1915) emphasized the strong link between the *school and social*

progress and he insisted on broadening the concepts on education by avoiding the individualistic view that aim to make education just at hand of a small group. *"What the best and wisest parent wants for his own child, that must the community wants for all its children"* Dewey (1915, p. 3). Dewey wanted the school to be serving and working for the benefit of *all* social groups. *"All that society has accomplished for itself is put, through the agency of the school, at the disposal of its future members"* Dewey (1915, p. 3). He wanted a democratic vision concerning the activity of schooling in the state. He also stressed upon the principle that would make schooling affordable for everyone, not only for the people with fortune. According to this great philosopher, the opportunity for good schooling must be an equal and national share that is accessible to *all* and that is in the service of the progression of society as an integrated whole. Through this holistic vision, all the members of the community will take benefit from social and career progression by means of efficient life-long education which is affordable for all.

Summing up the ideas mentioned above, education is a highly rewarding social activity and *Dewey* wanted its bounties to be democratically shared. He knew that *schooling* developed character through providing the *ability to judge one's experience and others' behaviors*. This paper attempts to investigate and closely look at the interdisciplinary nature of education and how the social functionality of education can be affordable for the welfare of society through the findings and the positive outcomes of human sciences more especially philosophy of education, sociology and psychology and their contribution to *educational theory* and approaches. In other words, this paper is about the processes that can be applied to *elevate* education through the scientific tools provided by sociology of education, educational psychology and philosophy of education which are fields of scientific research addressing educational issues.

LITERATURE REVIEW

The Usefulness and Utility of Educational Psychology

The responsibility of the teacher towards his or her students is very huge vis-à-vis his or her pedagogical efficiency and awareness about the developmental stages of the student and their impact on the learning process. So, we have to be aware of the usefulness of psychology in education and how to implement the findings provided by educational psychology. From this standing position, we see psychology and education close to each other. The main aim of education is to construct a desired behavior that respects the *social norms* and helps produce a good and responsible sense of citizenship in a well conducted environment that promotes ongoing development by the pedagogical procedures and facilities at hand of educators who are responsible for applying the educational methods based on their awareness about psychological interconnections between the learner and the imposed learning processes. In other words, we can say that psychology as the science of behavior is strongly linked to education because it is through the study of behavior that the desired behavioral modifications and amendments can take place. So, it clearly appears that educating is logically connected with behavioral sciences.

The child's behavioral development is a core element and a factor that must be given high attention in order to attain and maintain efficiency in the process of teaching and learning. It is by the scientifically proven frames provided by behavioral sciences that we can have in-depth insights into the correct educational concepts. These concepts have to be guided constantly by the relevant findings of educational sciences among which educational psychology stands very influential. In modern education, it is the learner who is at the center of the educational process rather than the learning task itself. In the same scope, efficiency in education is the aim of any society that sincerely wants to achieve good standards in social quality and economic enhancements. This educational efficiency can be achieved when the *psychological needs and capabilities* of the learner become known for the instructor. So, it is logically obvious that educational efforts on basis of social and behavioral sciences can improve the *quality of education*. And through these sciences, education will be an enlightening power that ignites the curiosity of the learner to question the matters of life.

There are many aspects that show that psychology is strongly linked with education. First, the educational aims differ according to the behavioral and cognitive development of the learner through different age stages, and this fact causes the curriculum to be different and needs modeling for the various age-based learning stages. Aligning the educational process with the learner's psychological competence based on age is a fact proving that education is psychologically based and we cannot escape this truth. Educational psychology has contributed immensely to

the teaching methods employed by educators so as to use the most suitable techniques according to the specific behavioral characteristics of the learner. Furthermore, and as the second aspect about the interconnection between psychology and education, we highlight that psychology also answers many of the educational problematic issues by means of scientific research related to *behavioral phenomena* and human cognitive faculties. Psychology in fact serves education through providing ideas about schooling time and space management for students, teachers and administrators. Psychology helps educators know how to deal with a gifted learner who has *innate advanced faculties* and not underestimate the retarded one. From a psychological perspective, no child is to be ignored or underestimated. This means that education must be affordable for everyone. The third worth mentioning aspect is that educational psychology is greatly useful in solving classroom problems and educators can take advantage of this fact. In this light, Williams & Burden (1997) relied on the definition provided by Kaplan (1990) for educational psychology to highlight its crucial utility:

Educational psychology has been defined in many different ways. One such definition offered by Kaplan (1990) describes it as the application of psychology to education by focusing on the development, evaluation and application of theories and principles of learning and instruction that can enhance lifelong learning. (p. 6)

This definition shows that education relies on educational psychology to develop through the application of learning and teaching approaches based on the findings of psychology. So, education needs the scientific contribution of behavioral sciences so as to reach efficiency.

From the ideas mentioned and discussed so far, we can see that psychology is intrinsically connected to education and this is reflected in the subject matter of educational psychology. The subject matter of educational psychology is *human learning* and it studies learning processes from the behavioral and cognitive sides. Therefore, *educational psychology* can have a notable effect on the management of educational processes so as to improve the quality of schooling and learning through all life stages.

The process of education is one of the most important and complex of all human endeavors. A popular notion is that education is something carried out by one person, a teacher, standing in front of a class and transmitting information to a group of learners who are all willing and able to absorb it.

Williams & Burden (1997, p. 5)

Williams & Burden (1997) emphasized the importance of education and described the popular and prejudiced idea that is thought of education as a *direct transfer of information* from a teacher to an audience as an inadequate view that does not touch and understand the real nature of education. This immature view, however, simplifies what is highly complex process involving an intricate interplay between the learning process itself, the teacher's intentions and actions, the individual personalities of the learners, their culture and background, the learning environment and a host of other variables. Thus, the successful educator must be one who understands the *complexities* of the teaching-learning process and so can draw upon this knowledge to act in ways which empower learners both within and beyond the classroom situation.

From the two quotes, we can see the notion of education as '*an intricate interplay*' which means that the educational processes are composed of many active factors and parameters such as the *source of information* who is the instructor, the *receiver of information* who is the learner, the *social setting* which is school and the *psychological parameter*, which is guided by the *teacher's purpose* and intention. This parameter is also affected by the *learner's personality*, culture and background. This implies that '*the educational environment is not static'*, and that its complexities cause it to be variable. This variability needs to be highly considered and thought of during the teaching programs and the preparation of curricula.

According to Williams & Burden (1997), a good educator must be aware of the 'interdisciplinary nature of education' so as to make the whole class benefit from his or her teachings. And, this aim can be fulfilled by the good mastery and application of educational paradigm derived from psychology. Therefore, educational psychology, as an applied branch of psychology, aims to provide education with the knowledge useful for the development and improvement of the educational theory, approaches and practices. As a conclusion of the ideas that have been discussed until now, we see psychology standing as powerful contributing field of science to the

development of the educational approaches. In the next section, I will highlight some of the educational approaches that are based on social and behavioral sciences and try to show their vital importance to education.

Educational Approaches Explored and Discussed

One of the features of humans is that they *physically and psychologically* develop through gradually-chained stages from infancy to adulthood; and, they are endowed with the *innate* faculty of learning which is also reinforced and motivated through their *social interaction*. In modern society, many societal institutions intervene and participate in this process of learning among which are basically the family and the schooling institutions. But the question here is about what is the most effective way that we can apply in raising and educating a child? And, answering this question will lead to the adoption of a suitable teaching and learning approach as part of a well-elaborated educational system. Educators adopt an educational method according to their perceptions about the learner, the world and education itself.

A behaviorist educator emphasizes the importance of the instructor over the learner who is considered to be as *a white board* to fill with appropriate knowledge; and, the learner is to be conducted to reach correct behavior. From the cognitivist's point of view, humans have a brain that enables them to process information and use it approximately in the same way as a computer; and, the human brain, in this view, has computing abilities and functions that make the human cognitive activity develop, thus making humans intelligent beings.

Another approach termed social constructivism sees that humans and the world are linked through social action produced by the whole community rather than the one individual. According to this approach, people as social groups, construct their *reality*, and this means that we cannot educate people outside an *interactive community*. Society, as an interactive body, majorly contributes to the education of its people. Human beings are attached to the world through action and by means of group work they create '*their world'*. The single individual, in this view, cannot ensure his or her existence on their own. Therefore, community works as an *interconnected social entity* to solve its problems and validate means and tools for the whole community using the provided and accumulated knowledge.

The Contributions of Behaviorism to Education

Behaviorism is founded on the notion that humans and animals are born in the state of a *tabula rasa*. In other words, they are like an empty white board that the environment fills in. According to this psychological approach, animals and humans come to be successful in their reactions with the environment and survive through the association and conditioning of their behavior to adapt to a given environment.

The behaviorist approach in psychology is mainly interested in the study of behavior that can be observed and analyzed. This approach refused introspection due to the assumption that this method was not exact in measurement and lacked objectivity. Instead, laboratory experiments are highly favored as a way of observing behavior; and, through experimentations on animals, the behaviorists have come to identify two forms of learning which are classical conditioning and operant conditioning.

The Classical Conditioning Theory was set forth by the famous Russian psychologist *Ivan Pavlov*. Pavlov noted that the behavior of the dogs who were subject of experimentation gave a sign to the scientist in the lab as the dogs got exited on hearing footsteps just before they were given food. So, the rational finding, which *Pavlov* made upon this observation, was that the dogs made an *association* between the *sound* and *food* and this resulted in the conditioning of the dog's behavior. There are four steps to follow so as to reach the conditioned behavior:

1. *Before Conditioning (a):* The dog responds to seeing food by salivation. Here, food is an *unconditioned stimulus* and salivation is an *unconditioned response*.

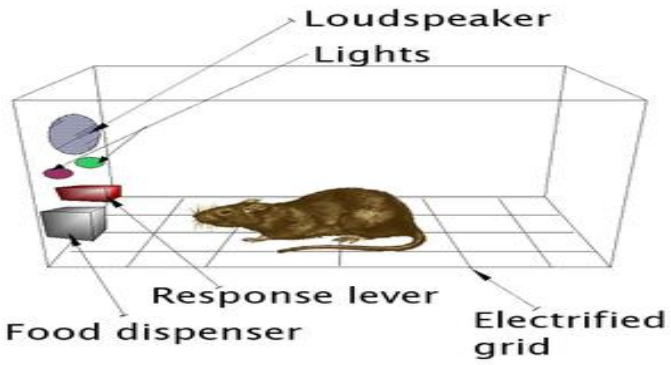
2. *Before conditioning (b):* The dog does not respond to a tuning fork and no salivation is noticed. Here, the fork is a *neutral stimulus*; and, no salivation means there has been no conditioned response.

3. *During Conditioning:* Before being given food, the dog sees the tuning fork in repetition and the dog responds by salivation. Here salivation is an *unconditioned response*.

4. *After Conditioning:* The dog sees the tuning fork which has become a *conditioned stimulus* for the dog that responds by salivation that becomes a *conditioned response*. And the conclusion derived from this observed experimentation is that the dog has learned that the tuning fork is a *signal* for his feeding. In behaviorism, this is termed *association* which is the foundation of classical conditioning theory.

For Skinner (1953), based on his *operant conditioning theory*, the process of learning is active and it results from interaction with the environment through *chained consequences*. This theory shows the active phase of social learning which is illustrated when an animal, the subject of experiment, does something and learns from the consequences. There are three types of consequences. The first is termed '*positive reinforcement'* in which the subject is rewarded, thus increasing the likelihood that the subject will repeat the behavior. The second is termed '*negative reinforcement'* in which the subject is yelled at (slightly punished) for something wrong, thus causing the subject to refrain and avoid the behavior again. The third is a strengthened form of the second termed '*punishment'* in which the subject is punished for a given behavior and this results in decreasing the possibility that the subject will repeat the behavior. '*Skinner's operant conditioning chamber'* illustrates how operant conditioning is applied to a rat and how the subject of this experimentation avoids punishment and seeks rewards which systematizes and manipulates the rat towards the desired behavior.

Figure 1 Skinner's Operant Conditioning Chamber



Note. Figure 1 illustrates *Skinner's Operant Conditioning Theory* applied to a rat and how the rat is conditioned through stimulus-response reinforcement methods.

In education, *Behaviorism* can be applied as a learning theory that aims to manage the student's behavior in classroom so that they would behave in appropriate ways. Subsequently, the principles and assumptions of behaviorism mentioned and discussed previously can be used in educational settings to *modify* and *control* the student's behavior relying on *antecedents and consequences* of behavior. This technically implies that the classroom environment has to be shaped in a way that it will reinforce the desired behavior. Following the behaviorist parameters, the students is *rewarded* for his or her good conduct and *punished* for his or her bad deeds. For example, students who do their homework will enjoy the class parties in weekends; but the others, who don't, will be prevented from participating in the party.

The Contributions of Cognitivism to Education

The principles of cognitive psychology have contributed to the development of the cognitive learning theory which aims at uncovering and explaining the role of cognitive processes in learning. These cognitive activities, such as observation, categorization and the ability to construct generalization by means of the similarities or oppositions to the information provided, have been a solid ground for the cognitivist scholars that learning mainly results from '*internal cognitive activity'* and not from the external stimulus in the surrounding environment. According to this approach, the learner has an '*innate mental mechanism'* that enables him or her to deal with a learning situation.

Piaget (1936) emphasized the crucial role of the learner's biological mechanism, namely *the brain* in the process of learning. He related between the biological mechanisms of the human species and their role in creating *intelligence*, which is the outcome of a continuum of learning processes.

Intelligence does not by any means appear at once derived from mental development, like a higher mechanism, and radically distinct from those which have preceded it. Intelligence presents, on the contrary, a remarkable continuity with the acquired or even inborn processes on which it depends and at the same time makes use of.

(Piaget, 1936, p. 21)

Piaget considered the learner to be an active participant in the learning process, using various strategies to process and construct their understanding of the content they are exposed to. Following this perspective, learning goes hand in hand with the Piaget' s *constructed developmental stages* and the cognitive processes associated with them.

The developmental stages in Piaget's theory are of vital utility in the cognitive approach concerning the activity of learning. Piaget constructed four stages through which the child's cognitive abilities develop.

1. *Sensory-motor 0-2:* The sensory-motor stage ranges from zero to two years and during this stage the child's senses act to explore his or her environment. Another feature of this stage is that the child shows *sensory curiosity* about the world.

2. *Preoperational 2-7*: The preoperational stage ranges from two to seven years and during this stage the child's thoughts acquire flexibility and the role of imagination and the recall of information in learning become noticeable. During this stage, also the language faculty develops and shows in the proper *application of grammar* to express the child's concepts about himself or herself and the world.

3. *Concrete Operational 7-11*: The concrete operational stage ranges from seven to eleven years and during this stage the child's cognitive activity operates within their immediate environment relying on concrete material for reasoning.

4. *Formal Operational 11+*: The formal operational stage starts at eleven years and goes afterwards. During this stage the child's cognitive operations reach *abstract reasoning* and the possibilities to plan through strategy become possible. Another feature in this stage is that the concepts that the child has learned in one context can be transferred and applied to another context by means of *accommodation* which is the process by which the child modifies what they already know to fit with new information or situation. The child also becomes capable of using assimilation and equilibration. *Assimilation* is the process through which new information is adjusted to fit with another old piece of information. And *equilibration* is producing balance between what is already restored as a known piece of knowledge and what is being processed at the current time.

Accordingly, the cognitive approach as regards the learning processes has implications in the field of education as it can be applied in teaching methods in the classroom. In this respect, learning is viewed as the process of relating new information with what has already been restored. In other words, learning is regarded to be accumulative and learners need to be assigned activities that are convenient to their developmental stage. So, the notion of a hierarchical structure imposes itself and it is reflected in *Bloom (1956)'s Taxonomy* that shows that learning goes in a *hierarchical order* from lower order thinking skills/LOTS to higher order thinking skills/ HOTS.

Figure 2 Boom's Taxonomy on Learning Stages

Note. As shown in this pyramid structure, learning has a hierarchical order starting from the LOTS skills upwards to the HOTS skills and every lower level is the foundation of the upcoming stage that rises from within it.

Bloom's Taxonomy shows that the stages of learning have an upward direction from one step to another. In the first step, the learner collects information, restores it and recalls it when they need it. The second step allows for the comprehension and understanding of knowledge. The third step shows the application and use of knowledge and the other steps that are regarded as higher order thinking skills provide the learner with analytical and evaluating competencies allowing him or her to retrieve information by means of comparison, organization, construction, and deconstruction. In the highest layer of *Bloom's Taxonomy*, the learner becomes capable of evaluating and hypothesizing. Another cognitive feature that has been added to the *Bloom's Revised Taxonomy* by Anderson and Krathwohl (2001) and has been given the top position is the creating competence.

The cognitive approach appears to have implications in the teaching setting that aim to develop the learner's conceptual understanding through cognitive skills and learning strategies rather than just relying on a behavior-oriented method. In accordance, the learner needs to be assigned tasks that require the application of problem-solving methods which ultimately results in the construction of critical thinking skills.

Bruner's theory (1966) on the modes of thinking identified three ways through which the learner processed information:

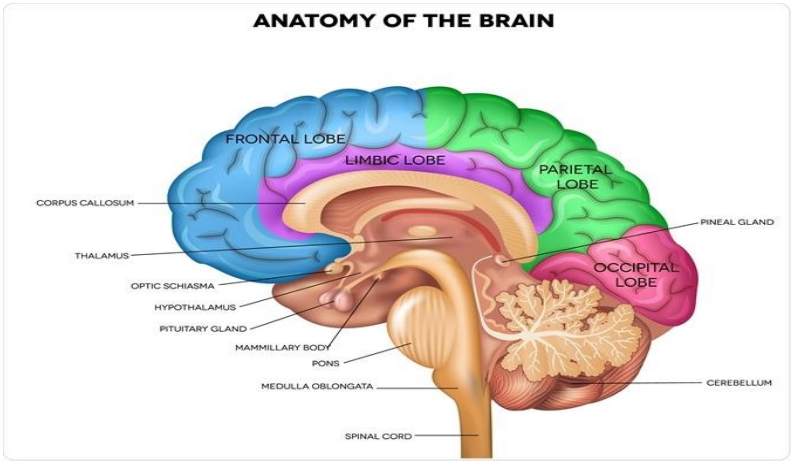
1. *Enactive Level*: In this stage learning is performed through a direct engagement in dealing with objects.

2. *Iconic Level*: Objects have a representation by means of visual images and are recognized for what they denote.

3. *Symbolic Level*: During this stage, it is possible for the process of learning to occur via the use of *symbols* along with objects and mental images. Also in this level, the learner can express his or her thought and experience via *language*.

In teaching settings, the cognitive approach can be applied as a learning theory, which is primarily based on how the mind receives, stores, organizes and processes information; and in this respect, the mind is regarded as an '*information processor'* just like a computer. Accordingly with the assumptions of this computing approach, instruction need be organized in logically sequence-based steps in order to provide meaningfulness to the learner. And on this basis, the learner will be given more opportunity to actively participate in making sense of the material being taught, thus of course will develop the learner's ability to analyze, generalize and learn from possible errors. And also, this approach causes the learner to actively interact with the curriculum taking into consideration the accumulative nature of learning that requires the *revision of old material* and makes it the foundation for a new one, thus ensuring the continuity and progress in learning.

Figure 3 Human Brain Anatomy



Note. The anatomy of the Human Brain shows the complexity of its biological constituents. The Human brain is the central mechanism of the nervous system and one of its main functionalities is cognition.

Adapted from: https://www.news-medical.net/health/The-Anatomy-of-the-Human-Brain.aspx

The Contributions of Social Constructivism to Education

Derry (1999) highlighted and put emphasis on the important role of *social and cultural context* in the construction of meaning in accordance with the shared social activities. The Social Constructivist Approach has been developed through its specific view and assumption as regards the nature of *reality* and its relation to the acquisition of knowledge. For the social constructivist, reality is an outcome of collective human activity. In other words, it is the members of society who create their reality about themselves and the world. Accordingly, reality is created and constructed by means of social activities (Kukla, 2000).

Social Constructivism values social interactions in vis-à-vis the production of knowledge and their role in the learning processes. Therefore, knowledge is considered as a human collective product, which is constructed through social and cultural shared activities. And this implies that individuals construct meaning while they are interacting with each other in a given environment that itself has a social impact in the shaping of meaning (Gredler, 1997). Learning is regarded to occur as a result of socially interactive processes that take place while people are engaging in social interactions and being successful in the interpretation of the shared social meanings and codes.

The intersubjectivity of social meaning is an outcome of an active social body whose components are intrinsically related and affecting each other. This *intersubjectivity* is viewed by the social-constructivist thinkers to be a shared set of concepts and meanings in a given community that interacts on the basis of *common interests*. Following the assumptions of this psychosociological approach, meaning and knowledge are '*collective social products'* that depend on social communication and interaction and any shaping of personal meaning has, within it, the impacts of the intersubjectivity of social concepts in the community where it occurs (Gredler, 1997).

The intersubjectivity of meaning and knowledge, discussed above and which is based on social shared concepts among a given community, is the basis of successful interactions and understanding among people, because it facilitates the transfer of information and works as a *decoding parameter*. And based on the social-constructivist paradigm, the social context contributes largely to the learning processes; and, according to (Gredler, 1997), this contribution of the social context shows in two aspects:

1. The inheritance of historical traits and developments by the learner is an aspect of the contribution of the social and cultural context to the learning process. This primarily results from the learner's experience of *membership* in a given culture. And, this also enables the learner of *decoding the symbol system* within this culture that affects and guides the learning process by exerting the force of the social context.

2. The second aspect related to social context and learning is that the nature and engagement of the learner in interactions with members of his or her society plays an important role in the acquisition of the '*social meanings'* built through the shared symbol system and the use of this system among members of a particular community who are *knowledgeable to each other*.

Social constructivism, as a learning theory that can be applied in the field of education, is founded on (Gredler, 1997)' s general perspectives on this theory and its impacts on learning. Accordingly, there are four applicable ways to improve the quality of learning through the social-constructivist theory:

1. *Cognitive Tools Perspective*: This method emphasizes the importance and utility of the learner's involvement in hands-on assignments and taking part directly in social learning activities, thus improving the learner's cognitive faculties via the acquisition of *social applicable strategies*. The possibility to produce something that would have value for the whole group who has produce it by the participation of all members is the basis of this method.

2. *Idea-based Social Constructivism*: Gredler (1997) views the implication of social constructivism in education mainly by the assumption that it provides knowledge through the classification of concepts by means of scientific methods related to different disciplines, such as mathematics and literature.

3. *Pragmatic or Emergent Approach*: This perspective on the social constructivist's approach as an applied learning theory emphasizes the involvement of this approach in the class environment on basis that meaning and knowledge are social products and can be dealt with in the classroom within the individual perspective and the collective one that represents the components of the whole class (Gredler, 1997).

4. *Transactional or Situated Cognitive Perspective*: This perspective highlights the impact of environment on people through the relation that links people to their environment. Gredler considered that environment has a contributive role in the construction of the individual. According to this perspective, environment is an *active* factor that takes part in shaping the social meaning and has influence on the learning process in which the individual is involved.

From these four aspects of social constructivism already mentioned and the possibility of applying social constructivism as a learning approach, the idea has become crystal-clear that society, as an integrated and interrelated community whose components cooperatively and collaboratively work together to set agreed-upon concepts that construct social meaning and knowledge, can take advantage from the perspectives of social constructivism to improve education and teaching methods relying on the collaboration within the circle of learners and all practitioners (Lave & Wenger, 1991).

The Usefulness and Utility of Sociology to Education

Straightforward and following Waller (2011), we list the main objectives of *sociology of education* by numerating them for more clarification and ease of assimilation.

1. Sociology of education helps the academic researcher understand the educational processes.

2. The academic research conducted by educational sociologists shows the key concepts and theoretical approaches related to sociology of education and their development within time.

3. Educational sociology constructs scientific awareness of how social context, diversity and social factors such as inequality can have obvious effects on educational activity and the intended aims of education.

4. Educational sociology, as a subfield in sociology, has come to explain why social groups' achievements are different when embarking in education.

5. Sociology of education is a scientific field of research that investigates the social nature of education by means of research strategies and methods.

For Waller (2011), any academic research that aims to understand the nature of the subject matter of sociology of education has to step from the *broad aim of sociology* which is the study of society and social phenomena to a more *specific goal* and interest that a sociologist of education is supposed to work and focus on. This methodological step will enlist the key concerns of sociology of education. Therefore, to have an insight in the subject matter of sociology of education, Richard Waller suggested some questions based on an article by Lauder et al. (2009) that highlighted by means of key questions they consider have founded the basis and patterned the sociological study of education. The listed key questions by Waller (2011) are: 1. What is the *purpose* of schooling? 2. How does education *affect* the life chances of different groups in society? 3. Why do *some social groups* generally win in terms of educational outcomes and others lose? 4. Why are there *variations* or different exceptions for individual members of such groups to this norm? 5. How can educational *processes* be understood? 6. What do pupils *learn* at school apart from the official curriculum? 7. Is education a means of *liberating* people or *controlling* them? 8. What is the relationship between educational outcomes and economic success for individuals and the wider society? 9. How do peoples' educational experiences affect their sense of *identity*? 10. What role does post-compulsory education play in society?

To sum up, education as a societal phenomenon is the subject matter of sociology of education. This subfield of sociology studies how individuals, private and public institutions affect education. And, the relation between *society* and *education* is intricate in a way that the societal needs make education adjust its processes to answer those needs. Sociological studies and analyses related to education aim to explain issues such as how education

may affect social stratification, sex and race discrimination and other issues that have developed through the theories of the sociology of education.

Theories Related to Sociology of Education

Political Arithmetic Tradition Theory

The theory of political arithmetic tradition is a theory in sociology based on the use of quantitative methods to highlight inequalities in educational achievement and follow the rate of any improvement related to this issue in a way that would enlighten *policy makers* about the field of education. The term arithmetic is paralleled to the quantitative methods applied within this theory. And, the term political comes as a result of the use of the findings of this theory by decision makers in government (Heath, A., 2000).

Structural Functionalism

From the view of structural functionalism, education is considered to be as *part of a large body* which is the whole society. This social body works as a *complex interrelated system* that has its components functioning to create sustainable harmony. So, following this theory, education is part of the social structure; and, it has a social function whose primary goal is promoting knowledge for progress (Durkheim, 1858-1917).

From almost the same sociological perspective, Dewey (1915) defended the view that school could have a strong *function* in constructing democracy through the combination of *individualism* and *socialism* in a way that all individuals would have chance to grow. "*Only by being true to the full growth of all the individuals who make it up, can society by any chance be true to itself*" (Dewey, 1915, p. 4). Dewey, the great social philosopher, considered school to be as a locomotive or telegraph service whose primary role was to produce a service for *All* individuals. And, he insisted on the idea that education transformations occurred as a response to the change occurring in society, "and as much an effort to meet the needs of the new society that is forming, as are changes in modes of industry and commerce" (Dewey, 1915, p. 4). He emphasized that the changes caused by the industrial revolution affected the way by which education functioned. It was notable that before the industrial era, people were educated through daily life training.

Observation, of ingenuity, constructive imagination, of logical thought, and of the sense of reality acquired through first-hand contact with actualities. The educative forces of the domestic spinning and weaving, of the sawmill, the gristmill, the cooper shop, and the blacksmith forge, were continuously operative.

(Dewey, 1915, p. 8)

In the very precious quote above, it is clear that the traditional way of social life before the industrial era affected the way through which people were educated. We can say that education during that time was operative on the basis of *daily life training*. The complexities imposed by industry caused education to adjust with the new era. And, the Deweyan vision defended a pragmatic school that would be part of the community's life, a school that would not eliminate the traditional ways of household training and learning, but "*the school itself shall be made a genuine form of active community life, instead of a place set apart to learn lessons*" (Dewey, 1915, p. 11).

From the ideas that have been mentioned about the interaction between the issues in education and behavioral and social sciences such as sociology and psychology, we have come to notice through crystal-clear lenses that education is indeed *interdisciplinary* and this shows in the intervention of sociology and psychology to study and analyze educational issues so as to provide the tools through which pedagogical efficiency can be reached in educational programs and to give answers to the problems within the circle of education through sociological and psychological inquiries; and by this thinking process, philosophical thought is also called to take part in education.

Philosophical Thought Applied to Education: **The Usefulness and Utility of Philosophy to Education**

Questions on education as an interdisciplinary field of research, whose major aim is to enlighten the whole society through applied scientific methods along all the societal layers whether within individuals or institutions,

have been investigated which has caused an ongoing development in educational sciences and approaches. Education is indeed a vital subject to study and analyze; and, throughout the human history education has been highly regarded by eminent thinkers such as Socrates, Plato, Aristotle, Confucius, Ibn Khaldun, Jean Jacque Rousseau, John Dewey, Kar Marx, Jean Piaget, Lev Vygotsky, Burrhus Frederic Skinner among others. The great number of scholars and thinkers who have been giving close attention to the vitality of education shows that the *active functionality of education* has had an impact on the evolution of humanity throughout history. The issues related to education have to be given deep consideration because education takes part in the shaping of child and society's future. When a child comes to life, his or her parents look at him or her with great hope. Now, *the logical question is what conditions are to follow while raising this precious being?* So, educational approaches based on logical thought and analysis through the influence of philosophy have tried to bring about some methods to apply in education such as *Logical Positivism*.

Logical positivism later termed logical empiricism is a school of thought that relies on both *observational evidence* and *rationalism*. The first method relies on the observation of nature and experiments on objects leading to tangible results. The second sees the truth as an inevitable outcome of reasoning by means of logic. In terms and scope of logical positivism, theory as an *abstract construct* needs to be proven by observation and reason. Adams (1912) saw that theory had something sophisticated when compared with the straightforwardness of practice.

To the plain man there is something sophisticated about theory, which he contrasts disadvantageously with the simple straightforwardness of practice. He does things and admires others who do things; but he looks askance at the man who insists upon reasoning about how things ought to be done.

(Adams, 1912, p. 1)

The plain man does not realize that there is a strong link between *theories and practice* and that theory tests itself on the actual life. "When divorced from practical life theory is necessarily one-sided and incomplete. It has to be reached by the careful examination and comparison of facts" (Adams, 1912, p. 1). For this philosopher, *the theorist* is not to be considered as a dreamer, but he is the one who sees facts and evaluates them in abstract enriching ways. The theorist has insights about life's layers. Therefore, we can say that he or she uses the ability of mind to understand phenomena and their logical interrelations. Therefore, theorization is regarded as a correcting and guiding force that stimulates the mind for further activity.

Adams (1912) regarded a sound theory to be well-elaborated and had to be justified through successful practice and that successful practice would always be performed on the basis of *justifiable theory*. "In the ultimate resort, sound theory must justify itself by successful practice, while successful practice will always be found to be based upon sound theory, though this theory may not be consciously formulated" (Adams, 1912, p. 4). For this philosopher, practice and theory are continually reacting and mirroring upon each other.

Looking through the above ideas, we can say that the improvement of education needs a thorough consideration of how theorizing upon education can help educators avoid misleading concepts on education; and then become more capable to understand its interdisciplinary nature and scope by applying *rational thought*.

By and by reflection arises and as a consequence we have a crop of theoretical speculations. These are at first vague, but as they gradually clarify themselves, they leave room for the development of a general theory that triumphantly justifies the claims of the practical man, explains the current practice, corrects errors, and gives guidance for the future.

(Adams, 1912, p. 8)

The scope and nature of education goes beyond the narrow concept that put it just within the direct transmission of information from a source (teacher) to a passive receiver (learner). Education is far more than that; it covers many layers. Those layers that form an interrelated strata that begin with what the learner does to and knows about himself or herself; and, this can be imaged as a *within-self-simulation*, what others do to the learner in social interaction and this can be imaged as the reactions of the learner upon outer stimulations. And of course,

there is other societal and psychological factors that have to be highly considered and evaluated regarding the learning and teaching activity. So, the scope and nature of education go beyond the school and classroom to be subject to other sociological and psychological factors which are in one way or another embodied in the educational processes.

The Interrelated Sides Between Philosophy and Education

Amim (2016) stated six interrelated sides that strongly showed the relationship between education and philosophy.

1. Philosophy has founded the methods of thought applied to education; and not only to education, but also to all the related fields of research related to it. This is clear because the educational theory and thought are founded upon philosophical inquiry whether the concepts are related to the *aims of education*, the *educational approaches* or the question of norms and ethics as regards education.

From this statement, we can infer a very interesting point that links between philosophy and education and it is stated by the words of Amim (2016), "Is it not philosophy the seeking of wisdom and knowledge or the research for the truth. This is mainly the aim of the educational efforts in providing the learners with wisdom in perception and practice and to help them constructing truth about themselves and their integrated society" (Amim, 2016, p. 116).

2. The relation between education and philosophy is methodologically oriented. The methodology applied in the educational theory is almost the same in philosophy in terms of the use of phenomenology, ideological analysis and others. Educational sciences make use of these rational and scientific methods in educational researches. Therefore, we can say that educational sciences have improved through the means provided by epistemology also termed the theory of knowledge. Thus, the improvement of education is a matter of applying rational thought which is the foundation upon which philosophy stands.

3. The subjects of philosophy, its findings and its scholars can be dealt with, studied and be a subject matter during the learning stages which is regarded as part of education.

4. Philosophy provides a guiding force to pedagogy in terms of the principles and norms to be taught within the educational scope. And, those are later poured into the societal, economic and political institutions. Amim (2016) emphasized this point by stating that education mostly aims to improve the learner's ethics so that they could get on a higher level in terms of human principles.

5. Whenever the philosophical thought develops, this is reflected positively on educational theory and sciences in terms of content and analytic methodology.

6. A Very enlightening point that Amim (2016) highlighted is that educational sciences needed philosophy to detect some possible mistakes within the scope of knowledge used by educators and this could be very useful in eliminating *dogmatic views* more especially those which are ideologically stimulated and oriented.

From these six arguments that have been shown above, we can note that education takes advantage of the application of philosophical thought to the issues and problems within the scope of education. Also, the researchers in the field of education rely on the educational theories that evaluate and try to answer problematic questions on the aims, concepts and applied approaches within the field and scope of education.

What has been discussed so far stands in response to the question *what does philosophy have to do with education?* And while trying to answer this inquiry, it is necessary to depict the layers of education among which there are knowledge and skills that come as a result of being able to bring the acquired materiel successfully into practice. And the central point in all this is *the learner* along with the mediator of knowledge who is *the instructor* by means of teaching processes. These teaching processes primarily aim to *facilitate* the acquisition of knowledge so that the learner could be equipped with the competences needed for a successful and productive integration into the socioeconomic layers of the social life. So, the educational system works as an *active and transformative channel* that the learner goes through during a certain amount of time (curriculum and syllabus)

and by providing the needed material resources for the intended aims. And as a matter of observational fact, whenever society develops and becomes more complex, the aims of education step forwards in accordance with the societal and economic shifts.

The educational aims and their relation with philosophy is *a matter of analogy* as philosophy questions many life issues by means of analysis and reasoning so as to achieve logical findings and education's objective is to develop the psychological, social and pragmatic competences to achieve personal, collective and even global growth through equity and social justice and the provision of equality for opportunity. If we adapt the philosophical pattern in dealing with the educational subjects and issues, we automatically will use the questioning methods of philosophy and ask the following question: *What is education?* Based on the literature discussed so far, we can say that education is the process through which learning becomes possible by means of adequate teaching methods that aim to provide the learner with *knowledge* that would develop into the *practical skills* needed for a productive social and economic life.

Also, it is worth to remind ourselves that the educational aims are fulfilled through an *input-output formative line* and figuratively the raw material that goes along this line is the learner; so, we can note with strong assumption that the central point of the process is the learner. At the *input* phase, the learner lacks a skill that he or she acquire along the formative process linking between the input and the output phase at which the learner will be able to apply successfully the acquired skill. And by questioning the nature of the learner, we will come to the fact that he or she as a human being has *needs* and *capacities*. Those needs and capacities full into two categories which are physical or psychological. Concerning the physical needs, we can mention nutrition and rest and for the psychological ones there is stimulus and comfort. Concerning the physical capacities, there is strength and dexterity and for the psychological ones we can mention the cognitive faculty as for example the ability to imagine and count. So, if we want to deal successfully with the educational problems, we need to know more about the core element of the process which the learner and our concepts on education need to be broadened and clarified to cover all the specific layer within the matter.

As a conclusion of what has been discussed above on the concept of education and how can philosophy intervene to uncover the layers within the *educational strata*, we can say that the role of philosophy in the field of education is multi-functional and central to educational theory. Hence, philosophy of education, as an application of philosophical thought to investigate the nature and pragmatic role of education, guides the work of educators and it builds a linking bridge between the theoretical side and practice in terms of pedagogical decisions and choices.

Educational issues in Philosophy of Education

Moore (1982) stated that philosophers of education were concerned with the critical observation and examination of what educators said about education and the ideas of those who theorized about it. This scholar viewed the complicated nature of educational phenomena as "a group of activities going on various logical levels, 'logical' in the sense that each higher level arises out of and is dependent on the one below it" (Moore, 1982, p. 3).

Philosophy of education according to the Moroccan scholar Abd Eljalil Amim, who is Professor of pedagogy specialized in the application of philosophical thought to education, approximates the view of Moore (1982) and they both assumed that philosophy of education can guide *theory* and *practice* in the field of education in many ways. Amim (2016) mentioned those ways through which philosophy of education acts upon education as follow:

1. Philosophy of education constructs rational findings and the knowledge related to educational issues along with the circle of a general philosophical view as regards Man's essence and this field basically contributes to featuring the right and appropriate educational theories and practices.

2. It recommends the appropriate general educational projects and means for the activities of education after its examination and investigation.

3. It clarifies and patterns between the educational concepts so that the educational activity can have *meaning* and *clear objectives*.

4. It contributes to the construction of new educational concepts while investigating on the traditional and imitating ones.

5. Philosophy penetrates into all the educational sides by questioning everything related to education issues whether on the basic levels or upgrading ones in relation with the aims and objectives. It also contributes to the evaluation of techniques and methods applied in education.

From the valuable points mentioned by Amim (2016), we can emphasize the vital usefulness of *philosophy of education* to the people who work as educators and bear the responsibility of delivering the components of knowledge. Those instructors need to go through the problematic issues of education debated by philosophers so as to arm themselves with the philosophical and epistemological material and apply it to their educational practice. In this way, the issues within the range of education will be analyzed and studied by means of rational thought through logic and evidence. So, philosophy of education can contribute effectively to education as it is the application of philosophy to the issues of education in order to evaluate and develop the intended educational aims and policy.

METHODOLOGY

Research-Project-Questionnaire

- Research-Project-Questionnaire about the Concepts of Moroccan Educators on the Contributions of the Educational Sciences and Theories to Learning, Teaching and Education in the Moroccan Context

- 15 Moroccan educators take part in this questionnaire and comment on the following statements by choosing whether they totally agree, agree, neutral opinion, disagree or totally disagree.

N°	*STATEMENTS*	Totally Agree	Agree	Neutral Opinion	Disagree	Totally Disagree
1.	Education is an interdisciplinary field of research.	60 per cent	40 per cent	0 per cent	0 per cent	0 per cent
2.	Education and knowledge acquisition are intrinsically dependable on each other.	33 per cent	46 per cent	13 per cent	0 per cent	0 per cent
3.	The scientific disciplines that have contributed in a notable way to educational approaches and theories are philosophy, sociology and psychology.	46.6 per cent	53.3 per cent	0 per cent	0 per cent	0 per cent
4.	Schooling is to be considered the core and most important element in the general layout of education.	6.6 per cent	40 per cent	0 per cent	26.6 per cent	26.6 per cent
5.	Education is more than just schooling because it reaches all the societal sides among which there are the family, socio-cultural settings, media and any other contributive factor in the shaping of the individual.	53.3 per cent	46.6 per cent	0 per cent	0 per cent	0 per cent
6.	Education works as a social engine that multiples social and economic growth.	53.3 per cent	46.6 per cent	0 per cent	0 per cent	0 per cent

7.	The learner, through progressive learning stages, develops the faculty of interpreting what goes around, whether the matter is political, economic or societal.	13.3 per cent	80 per cent	6.6per cent	0 per cent	0 per cent
8.	A democratic vision, concerning the activity of schooling, is that which aims to provide good knowledge and education to all social groups regardless of their different material means.	40 per cent	46.6 per cent	6.6 per cent	6.6 per cent	0 per cent
9.	The responsibility of teachers towards their students is very huge in terms of the pedagogical efficiency of teachers and their awareness of the developmental stages of the student and their impact on the learning process.	20 per cent	46.6 per cent	0 per cent	26.6 per cent	6.6 per cent
10.	The child's behavioral development is a core element and factor that must be given high attention and consideration in order to attain and maintain efficiency in the process of teaching and learning.	26.6 per cent	53.3 per cent	0 per cent	20 per cent	0 per cent
11.	A behaviorist educator emphasizes the importance of the instructor over the learner who is considered to be as a white board to fill with appropriate knowledge and the learner need be conducted to reach the desired behavior.	0 per cent	26.6 per cent	33.3 per cent	33.3 per cent	6.6 per cent
12.	For the cognitivist's point of view, a human being has a brain that enables them to process information and use it in the same way as a computer.	6.6 per cent	26.6 per cent	20 per cent	26.6 per cent	20 per cent
13.	Reality is an outcome of collective and social human activity.	33.3 per cent	46.6 per cent	6.6 per cent	6.6 per cent	6.6 per cent

DISCUSSION OF RESULTS

The fifteen participants in the questionnaire responded to the thirteen statements according to their assumptions and concepts on the notion of education and its interdisciplinary nature.

Statement one: Sixty per cent totally agree that education is an interdisciplinary field of research and forty per cent agree with this. So, there is a majority agreement with this statement which implies that the majority of the participants, who are Moroccan educators, see education as a patterned system and strata. This means that educational issues are to be handled through the contribution and findings of behavioral sciences and the application of philosophical thought. Therefore, behavioral sciences can contribute to educational issues by means of the application of educational approaches based on psychology such as behaviorism and cognitivism. And as mentioned previously, behaviorism is an applied psychological approach in education adopted as a learning theory that aims to manage the learners' behavior in educational settings so that they would behave in an appropriate way.

Statement two: Thirty-three per cent totally agree and forty-six per cent agree that education and knowledge acquisition are intrinsically dependable on each other. This shows that the majority of the participants see that education and knowledge are strongly linked one to the other. This implies that all the scientific fields that intervene in educational issues are based on theorizing on education by means of the exploration of knowledge related to learning and teaching methods. So, education as an interdisciplinary field has taken advantage of the knowledge provided by behavioral, social and analytical disciplines which confirms that education and knowledge are strongly linked one to the other.

Statement *three*: 46.6 per cent totally agree and 53.3 percent agree that among the scientific disciplines that have contributed in a notable way to educational approaches and theory are philosophy, sociology and psychology. This shows that the participants have the assumption that those fields of research have provided the educational approaches with the material needed for their development. So, educational psychology, as the branch of psychology that deals with issues related to the learners' cognitive and behavioral processes in schooling settings so as to understand how learning processes take place and provide rational recommendations for teaching and learning methods, has contributed to an ongoing development of the educational approaches. Accordingly, there has been the adoption of learning theories based on psychological studies such as the theory of *Cognitive Development* by *Piaget*. This theory implies that instructors have to adapt the ways and level of instruction to the cognitive level and capacities of the learner's developmental stages. And if the activity of instruction does not go in accordance with the specific features of the developmental cognitive stage of the learner, the instructor's efforts would go in vain.

Also, sociology has contributed to education along with psychology through the study of educational issues as social phenomena. In this respect, many questions have been debated so as to determine the social functionality of education and schooling and how this functionality develops to meet the needs of society in order to achieve enhancement in social development relying on investments in *human capital*. This means that, by means of education, the human capital can be trained and consistently qualified in all societal sides and this would automatically be reflected in the strengthening of the economy. So, from a sociological perspective, there would be no progress without the consistent participation of a well-developed education.

On the part of philosophy of education, Amim (2016) emphasizes its vitality and usefulness to education, the channel through which knowledge is delivered for the learner. This implies that educators, in all levels of instruction, have to consult this analytical field of research in order to have the required *philosophical methodology* in dealing with problematic issues in education.

Statement four: 6.6 per cent totally agree and 40 per cent agree that schooling is to be considered the core and most important element in the general layout of education. The majority of the participants disagree and totally disagree with this statement with 26.6 per cent for disagree option and the same percentage for totally disagree option. This indicates that the majority of the participants believe that education is more than just schooling and that the latter is just a part of the general layout of education. Therefore, the general layout of education reaches all the societal sides such as *the family, media and other socio-cultural settings*. This implies that education patterns throughout the components of society, thus resulting in an intrinsic role-governed nature between society and educational processes.

Statement five: The majority of the participants totally agree with 53.3 per cent and agree with 46.6 per cent that education is more than just schooling because it reaches all the societal sides among which are the family, socio-cultural settings, media and any other contributive factor to the shaping of the individual's cognition and perception. This shows that the participants see education as a multiple-layered system. As mentioned, the educational activity is socially interrelated with society. In other words, the education functionality, though it may seem mainly occurring in school settings, goes further than that.

Statement *six*: The majority of the participants totally agree with 53.3 per cent and 46.6 per cent agree that education works as *a social engine* that multiples social and economic growth. This shows that the participants admit that social and economic development depend on high-quality education. In this scope, the economic growth in a given state is no doubt dependent on how skillful and *highly-qualified* the workforce is. This

skillfulness and qualification of the workforce is far to be attained and maintained without a *high-qualified educational system* that answers the needs of a potentially sophisticated workplace. So, the equation is that proficiency in education affects positively the enhancement of economy.

Statement *seven*: The majority of the participants agree with 80 per cent and totally agree with 13.3 that the learner, through progressive learning stages, develops the faculty of interpreting what goes around, whether the matter is political, economic or societal. This implies that the majority of the participants believe in the crucial role of education in the development of the analytical competencies of the learner. In relation with the assumptions already mentioned, we can note: The process of learning is indeed a long process that takes place while the learner is engaged in the activity of *knowledge acquisition* with the aim that he or she will be able to use this knowledge adequately in real life scenes, whether to improve his or her family life, profession or attaining a targeted goal. And by means of the rationality provided through long educational activities, the learner comes to be able to make conclusions about diverse matters of life and applies them successfully.

Statement *eight*: 40 per cent totally agree and 46.6 percent agree which means that the majority adopt the assumption that a democratic vision concerning the activity of schooling is that which aims to provide good knowledge and education to all social groups regardless of their different material means and social backgrounds. In other words, there must be a balanced combination between the individualistic and holistic view as regards the educational activity; in accordance with Dewey (1912) who wanted the school to be providing knowledge and benefit for all social groups.

Statement *nine*: 20 per cent totally agree and 46.6 percent agree which means that the majority of the participants are for the statement that the responsibility of teachers towards their students is very huge in terms of the pedagogical efficiency of teachers and their awareness of the developmental stages of the student and their impact on the learning process. This implies that there is awareness about the importance of efficiency in pedagogy. Efficiency in pedagogical methods depends primarily on the awareness about the adequate educational approaches. These approaches, as mentioned previously, are founded on the findings of behavioral and social sciences, along with the analytical and rational methodology of philosophy. In this respect, behaviorism and cognitivism can be mentioned as psychological schools applicable to learning theories. And also, social constructivism is worth mentioning, in this regard, as a sociopsychological approach whose findings are applicable to educational issues.

Statement ten: 20 per cent totally agree and 46.6 per cent agree with the statement that the child's behavioral development is a core element and factor that must be given high attention and consideration in order to attain and maintain efficiency in the process of teaching and learning. And 20 per cent disagree with this statement. This shows that the majority of the participants believe in the solid attachment between the behavioral development of the child and the need for conditioning teaching and learning methods on this basis. The fact that just the minority of the participants disagree means that there exist some educators who do not give much importance to the behavioral development of the learner.

The behavioral development enables the learner to step from one stage to another. *Bruner's three modes of representation* is paralleled to this assumption that stresses the important role of cognitive development through three main levels, namely the *enactive level* which is action-based, the *iconic level* which is image-based and the *symbolic level* which is language-based.

Statement *eleven*: 0 per cent totally agrees, 26.6 per cent agree, 33.3 per cent have neutral opinion, 33.3 per cent disagree and 6.6 per cent totally disagree. This shows that the majority of participants either has neutral opinion or disagrees and the minority agrees. And, this implies that there is a major opposition to the statement that tells that a behaviorist educator emphasizes the importance of the instructor over the learner who is considered as a white board to fill with appropriate knowledge and the learner need be conducted to reach the desired behavior. So, the majority opposes the behaviorist approach.

The behaviorist approach, which is founded on the assumption that behavior can be managed and conducted by means of reinforcement and conditioning (Skinner, 1953), is not enough for a well elaborated educational activity. This activity has proved to be multi-layered. This implies that the educational activity must not only rely

on the behaviorist theories, but takes advantage from all other scientific perspectives whether are they sociological, psychological or even philosophical.

Statement twelve: The majority of participants either disagree with 26.6 per cent or totally disagrees with 20 per cent and the minority either agree with 20 percent or totally agree with 6.6 per cent and 20 per cent have neutral opinion. This indicates that the majority do not accept the cognitivist assumption as regards the human brain. Cognitivism as a psychological school sees the human brain as an information processor equipped with restoring abilities. The cognitivist approach relies on the assumption that the human brain performs a mental activity which is cognition, thus allowing the acquisition and processing of information. Cognitivism applied to education as a learning theory stresses the importance of processing information between the in-put and out-put phases, thus resulting in mental activities. Based on this perspective, learning can take advantage from the processing activities of the brain by its application to teaching and learning situations.

Statement thirteen: The majority of participants either totally agrees with 33.3 per cent or agrees with 46.6 per cent. The minority disagrees with 6.6 per cent or totally disagrees with 6.6 per cent. The same percentage, 6.6, has neutral opinion. So, this implies that there is a major agreement with the assumption of the social-constructivist approach. This approach sees reality to be an outcome of collective and social human activity. Subsequently, the social constructivist's assumption that reality, knowledge and meaning are the outcome of collective and social human activity has implications in the educational settings. Such implications can contribute in the learning processes by means of the interrelations of shared social meanings and knowledge among students. And, this causes learning experiences to be *interactive* and *socially stimulated*. From this sociologically based approach, knowledge is not stagnant, but dynamically evolutive through interactive and social experience.

Implications Of The Study

From the above figures on the statements placed in the questionnaire related to the educational approaches on the basis of *behaviorism, cognitivism and social constructivism*, some implications can be derived such as:

1. There is a major agreement among the participants upon the interdisciplinary nature of education, thus reinforcing the assumption that to reach efficiency in education, the intervention of behavioral sciences and philosophical thought is evident in educational issues.

2. Knowledge and education are strongly interrelated. This means that education provides knowledge; and, education is constantly developed by the application of knowledge.

3. Psychology, sociology and philosophy have provided the field of education with the scientific material through which educational approaches have developed, namely *behaviorism, cognitivism and social constructivism*.

4. The general layout of education reaches all the societal sides such as the family, socio- cultural settings and media. And, the school is part of this general layout. So, education is considered, from this view, as *a multilayered social system*.

5. Social and economic development relies mainly on a *high-quality education* that provides the work place and the state with highly skilled and very qualified technicians and officials.

6. Good education provides the learner with knowledge, thus developing their *analytical competencies* and helping them understand what goes around, whether the matter is societal, economic or even political.

7. The activity of schooling, from a democratic vision, must be affordable for everyone regardless of their different social abilities.

8. Efficiency in pedagogy relies on the awareness of the educator about the psychological features of the developmental stages of the learner and their impact on the learning processes.

9. There is a strong attachment between the behavioral development of the learner and the need for conditioning teaching and learning methods on this basis.

10. The *behaviorist approach* on education, though it is very helpful in conditioning behavior by means of reinforcement rewarding and punishment strategies, the educator must not rely only on it. This means that the educator needs to know other educational approaches and put them into practice such as *cognitivism and social constructivism*.

11. *Cognitivism*, as a psychological school applicable to education, must be given high consideration in dealing with learning issues. This is mainly because of its emphasis on the important role of the *cognitive abilities of the human brain* and that learning can be enhanced through the application of cognitivism in education.

12. *Humans* are social beings who interact in social settings in collaborative ways that ensure the continuity of their *collective existence*. This sociological rule has its impact on education. And, this shows in the social constructivist approach by means of its intervention in educational issues on basis of the *shared* social meanings and knowledge and how these can be solid ground in educational settings.

CONCLUSION

The study of how psychology, sociology and philosophy have contributed in the development of educational approaches, namely behaviorism, cognitivism and social constructivism throughout this research paper have shown that there has always been a solid shared ground between behavioral sciences, philosophical thought and the application of the findings of those vital fields of research to educational approaches and issues. In other words, education, as part of an interrelated social pattern, cannot go any further without relying on behavioral sciences and philosophy. Sociology, on its part, has studied the *functionality of education* in society and the intrinsic effects of each one on the other.

The contribution of psychology to education is clear by means of the adoption of psychologically based approaches such as *behaviorism and cognitivism*. So, psychology is applicable to educational issues, mainly in teaching and learning methods. Also, *Behaviorism* has been adopted in education as a learning theory whose primary goal is the management and conduction of the learner's behavior in classroom by means of the application of the behaviorist theories such as *Pavlov's Classical Conditioning and Skinner's Operant Conditioning Theories*. And, in the two theories, conditioning is highly stressed by means of reinforcement methods such as punishment and rewarding.

Psychology has proven to take part in educational issues and approaches based on the achieved psychological findings. Thus, the cognitive approach is a psychological approach applied as a learning theory that has come to the assumption that *the human brain receives, stores, organizes, categorizes and processes information in approximately the same way as an information processor* and the human cognitive faculty develops through age stages allowing the child to discover and explore their environment. This solid assumption is stressed by Bruner's Modes of Thinking Theory (1966).

In addition to behaviorism and cognitivism as learning theories applied to education, social constructivism based on sociology is also an educational approach based on the *intersubjectivity of social meaning and knowledge*. This intersubjectivity is an outcome of an interrelated social body whose components are intrinsically collaborating and affecting one another. On basis of social constructivism, education can take advantage of this *social intersubjectivity* and use it as a solid ground in classroom and school settings. The shared social meaning and knowledge among the components (people from all social backgrounds) of a given society can be a basis of successful interactions and mutual understanding so as to smoothen the transfer of knowledge and function as an *encoding and decoding parameter* among the members of a learning experience.

The fact that education is part of society has made it one of the subject matters in social sciences, namely sociology of education so as to study and explain the nature of the relationship between *society and education* and how they affect each other. According to this sociologically based perspective and paralleled to *Structural Functionalism Theory* in sociology, education is seen to be as part of a large societal body and that education

has a function in social development; and also, in consolidating values such as good citizenship and the principles of democracy among people. Dewey (1915) theorized that school could take part in the construction of democracy by means of *individualism and socialism* in a way that the members of the community would have equal possibilities and the opportunity to develop and prosper. So, through the application of social sciences, the educational goals would be clear for policy makers, thus promoting ongoing progress.

The vital function of education vis-à-vis the evolution of humanity has urged many thinkers to deal with it as a subject matter in their philosophical and analytical works. This has resulted in the application of philosophical thinking on education which has cleared out the narrow concepts that consider it to be just a simple transfer of information from a source, the instructor, to a passive receiver, the instructed. Philosophy has enlightened our assumptions on educational matters and explained by means of rational thought that education is a multi-layered system that reaches all societal sides; and, that the development of high-quality education needs the intervention of social and behavioral sciences on basis of epistemological evidence so as to detect the possible mistakes and prejudices within the pedagogical scope. Going this way, education will reach its *noble goal* which is helping people to become the best they can. And on the basis of this view, education is going to be a powerful locomotive on rails providing motive power to eliminate dogmatic views, more especially those which are ideologically stimulated, and education will always be directed to its right way by means of rational thought.

As a conclusion of this research paper, psychology, sociology and philosophy have shown to be strongly related to education and that the latter cannot go any further without the application of the scientific and empirical findings of those fields of research by means of the adoption of educational approaches based on social, behavioral and analytical methods of research. But we have to note in this conclusion that the affecting relation between *education and development* through highly planned strategies needs more in-depth research so as to reach an effective educational policy that urges all the societal practitioners to take action, whether they are private or public, personal or institutional for one educational goal that would strengthen our society and enhance ongoing development in all socio-economic sides of our social life.

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