

THE EFFECT OS TEACHERS' WORLDVIEW IN CLASSROOM

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Abstract

This paper will address the aspect of worldview in education under the topic: The effect of the Teacher's Worldview in the classroom. The key questions considered here are: What is worldview? Why is worldview important? What is the role of the teachers' worldview in the classroom? How teachers' worldview affects the students' worldview? The basic conclusion of this paper is that the teachers' worldview is very important in promoting students' worldview as future citizens. In today's scenario it is high time that students develop their worldview based on critical and analytical thinking secular and empathetic approach.

A worldview is the fundamental cognitive orientation of an individual or society encompassing the whole of the individuals or society's knowledge, culture, and point of view. 'A worldview is the way one looks at life' (Bertram-Troost, De Roos&Miedema 2006). It can be described as a philosophy of life or an approach to life. This includes how a person understands the nature of reality and their own place in the world. "The explicit, academic study of worldviews provides an opportunity to develop a range of specific and general transferable skills. Skills that are intrinsic to the disciplines involved in the study of worldviews include analyzing a range of primary and secondary sources, understanding symbolic language, using technical terminology effectively, interpreting meaning and significance, empathy, respectful critique of beliefs and positions, recognizing bias and stereotype, and representing views other than one's own with accuracy." (p.29) Worldview Education, hermeneutics and teaching pupils how to know, not just what to know , By: Professor Bob Bowie

In recent years, the concept of 'worldview' has resurfaced into the forefront of the international debate among scholars of religious education. Worldview education is seen as a vast umbrella concept that considers both religious and secular views, as well as teaching about values, ethics and convictions. It is about recognizing and embracing the increasing diversities in society. In this study "Worldview" means: view of life or worldview, beliefs, values and set of values. It can be religious, non-religious or secular.' Boundaries between countries have become fluid.

Tier says, "The world is more interconnected than ever before." (2003,p.77)

World-views are like the foundations of a house: vital but invisible. They are that through which, not at which a society or individual normally looks; they form the grid according to which humans organize reality, not bits of reality that offer themselves for organization. They are not usually called to consciousness or discussion unless they are challenged or flouted fairly explicitly, and when this happens it is usually felt to be an event of worryingly large significance.

With increasing globalization, it becomes a responsibility of the educational institutions to look after the development of students' own worldview; knowledge about other's worldviews, and promotion of acceptance and respect towards different worldviews. Teachers assist students in the double process of socialization and individuation, of becoming global citizen. Cornelia Roux emphasizes worldview education, citizenship education and human rights education, thus reconciling the sacred, the civic and the just within a transformative pedagogical paradigm. (Roux & Van der Walt 2011; Roux 2012; Roux 2013: 245)

Earlier to an extent, formation of the worldview were done through religious teachings and philosophy. Religions were the base of formation of the child's worldview. But looking at the fluidity of learners and cross cultural classrooms and teachers, it now requires a paradigm shift from religious education to broader worldview education. Religion is a sub set of worldview rather than base of it. Increasing incidences of intolerance across the globe also points out the need of worldview teachings which promotes acceptance of different cultures, religions and set of values and beliefs. The base of such world view is critical thinking, empathy, analytical skills and tolerance towards different. However the need for a paradigm shift by educators, teachers and school communities is of the utmost importance before it can be implemented in a multi-cultural school' (Roux 1998a: 88).

The four aspects that we need to consider about worldview in this discussion are: First, every human being has a worldview (Aerts et al. Citation1994; CoRE Citation2018; Miedema Citation2014; Naugle Citation2002; Valk Citation2009; van der Kooij, de Ruyter, and Midema Citation2013; Vroom Citation2006). Second, a worldview can be a secular or religious (or something in-between) view, vision or a set of presumptions about life (CoRE Citation2018; Miedema Citation2017; Naugle Citation2002; Valk Citation2017a; Vroom Citation2006). Third, a worldview is linked to the culture where an individual is living (Aerts et al. Citation1994; Vroom Citation2006).

Fourth, a worldview includes values and norms, and therefore worldviews are never neutral (Vroom Citation2013).

Worldview act as support for the student's ethical growth, the relationship between each other and social skills and the students' relationship with themselves. In addition, it is important to give students tools to ethics and moral development and an opportunity to reflect on their own values. Worldview is also seen as an aspect under which students learn tolerance, understanding others and accepting difference. Classroom is a place to learn social skills and humanity as well as reflect on self-image. It helps them develop their critical thinking and reflection, understand their own socialization in the matrix of unequal relationships and its implications, recognize mechanisms of oppression and learn the skills and have the courage to challenge these oppressors.

There is a need to nurture an appreciation of and respect for social, cultural and religious diversity, and a sense of global citizenship'. It also stressed that schools should 'play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and well-being of young Indians, and in ensuring the nation's ongoing economic prosperity and social cohesion'.

Understanding effect of worldview in classroom also touches on the very question of fundamental understanding about education and its character and role of educators. The question of worldview in education is complex in various ways. We can identify at least four aspects in this complexity. The first aspect is that the concept of worldview in education has multiple meanings. It deals with various aspects of child's personality and the way things are dealt. The second aspect concerns the space for worldviews and religions in school education. The third aspect is connected to the previous one, with an emphasis on worldviews as a curricular question. Here, worldviews entail questions related to the nature, objectives and organization of instruction in relation to religions and worldviews in public schools. The fourth aspect relates with teachers' worldview and its impact on classroom. This paper focuses on the fourth aspect addressing effect of teachers' worldview in a classroom.

Teachers need to encourage critical-evaluative attitude on the part of the students. Unquestioned acceptance or non-reflective, full identification with the views of the teachers is not an appropriate practice for the development of successful worldview formation of students in the classroom. The teacher need to recognize and embrace the increasing diversities in the classroom and accept their individuality. It can be difficult to articulate or explain one's personal worldview clearly. Everyone has a personal worldview, and whether or not they adhere to an organised worldview, it can be religious or non- religious, and it is reflected in the actions of an individual. In the classroom, teachers display their worldviews through their actions, words, and attitudes (**Moore, 2014**) It's important to note that worldviews can overlap and evolve, and individuals might identify with different aspects of multiple worldviews based on philosophical perspectives, context and personal beliefs. Teacher's worldview can deeply influence their teaching style, interactions with students, responses to challenges, and overall commitment to their profession. Schools and educational institutions that recognize and respect diverse worldviews can create an environment where teachers feel valued and, in turn, are more committed to their roles. Teachers' worldview influences their perspectives on various aspects of life, including morality, politics, education, and spirituality.

Teachers' worldview are directly reflected in their actions, decision making and commitment level. Few areas where teachers' worldview have a direct impact are:

TEACHING APPROACH: Different worldviews can influence teaching methods. For instance, a teacher with progressive worldview has an approach where she/he is a facilitator and uses more two way learning approach. Whereas a teacher with traditional worldview would rather adopt lecture method in the classroom. A teacher with progressive worldview shares the classroom powers with the students, on the other hand the teacher with traditional worldview would prefer keeping the dealings under his/her control.

RELATIONSHIP WITH STUDENTS: Teachers with a worldview emphasizing empathy and understanding might be more committed to building strong relationships with students. Such connections can enhance job satisfaction and commitment, as they see the direct impact of their work on students' lives. Such teachers are very aware and conscious about how they deal with their students and how their actions will affect their students. They emphasize on building strong relationship with the students.

DIVERSITY: Teachers with diverse worldviews might be more committed to creating an inclusive classroom where students from different backgrounds are respected and valued. This commitment stems from their belief in the importance of diversity and inclusivity in education. They handle the diversity in religion, race, ethnicity and intelligence with great sensitivity. They create a space where everyone feels valued and equal. They enjoy the diverse culture and welcome each other with open hearts.

PROFESSIONAL DEVELOPMENT: Teachers with a growth-oriented worldview, value continuous learning and development, they show commitment towards improving their skills. They view professional development as a means to enhance their teaching effectiveness, leading to higher commitment. They also try to be a role model for their students and keep learning new things to instill the habit of being a life long learner. They try to display a positive attitude toward learning new things to their students.

DEALING WITH CHALLENGES : A teacher's worldview can influence how they perceive and cope with challenges. Teachers with a resilient worldview might view challenges as opportunities for growth, leading to increased commitment to overcoming obstacles in their teaching journey. The same is reflected when faced

with challenges in terms of students. they do not easily give up in difficult situations or difficult cases and make an extra effort to bring a positive change in the student. They are very result oriented and creative in their problem solving.

ETHICAL DECISION MAKING: Worldview influences ethical beliefs. Teachers with a strong ethical framework are committed to making morally sound decisions in their teaching, ensuring the well-being and fair treatment of their students. Instilling honesty and fairness in students is their priority. For them creating ethically correct individuals is the aim of their career. They instill the feeling of being morally correct as utmost important aspect of life.

CONCLUSION

A teacher's worldview can deeply influence their teaching style, interactions with students, responses to challenges, and overall commitment to their profession. Schools and educational institutions that recognize and respect diverse worldviews can create an environment where teachers feel valued and, in turn, they will provide the same space to the students in their classrooms. A teacher with a worldview can look at the wider sense of education and understands they are not only imparting knowledge but are creating future global citizens who are going to be the future decision makers and hence its very crucial that they are critical thinkers with empathy, acceptance and justice as their assets. A teacher must possess a worldview that he/she wants his/her students to reflect in actions.

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