

Journal of Educational Research & Social Sciences Review (JERSSR)

A Study of the Characteristics of Idealist Educators at Secondary Level

1. **Muhammad Naseem Abid** PhD Scholar, Department of Education, Huazhong University of Science and Technology, Wuhan, Hubei, China
 2. **Hafiz Muhammad Mubbshar** Department of Education, University of Education, Lahore, Punjab, Pakistan
 3. **Dr. Muhammad Thair Mushtaq** School of System and Technology, University of Management and Technology, Lahore, Punjab, Pakistan
-

Abstract



This study focuses on the characteristics of idealist educators at the secondary level and aims to identify their key traits. The research was significant as it sought to establish connections between the role of teachers in idealism and the specific characteristics of idealist educators. A sample of 30 secondary educators, comprising 15 males and 15 females, was randomly selected from schools in the Lahore district. The questionnaire was personally administered by the researcher to the participants. The collected data was tabulated and analyzed using the percentage method. The findings suggested that idealist educators actively promoted the principles of idealism. The study contributed to a better understanding of the role and characteristics of idealist educators in secondary education.

Keywords: Secondary Level, Methods, Teaching Strategy, Idealism

Background of the Study

The philosophy of idealism traces its roots back to Socrates, and Plato extensively explored its social implications, particularly in the construction of an ideal model of state governance (Brickhouse & Nicholas, 2000). The social environment plays a crucial role in shaping the governance and educational structures of each government, aiming to fulfill societal requirements (Butler, 1966). Ancient philosophical thought, rooted in idealism, recognizes the profound impact of cognition, soul, or spirit, emphasizing the significance of the human soul as a fundamental element of human existence (Benson, 2000). Knowledge is not merely acquired through novel experiences but is also derived from recalling existing information, highlighting the importance of essential facts that may be overlooked in the present circumstances (Lewis, 1999). While authenticity is not solely dependent on expertise, it stems from the realm of abstract ideas, whereas expertise is grounded in sensory experiences (Lewis, 1999). Thus, humans, as cognitive beings, perceive, reason, and remember, prioritizing the cognitive aspect over physical needs (Klemke et al., 1986). In envisioning an ideal state where all humanity thrives, humans possess both powerful bodies and minds. Theologians, in their pursuit of truth across the world, exhibit profound thoughtfulness and seek ultimate reality, with their souls yearning for union with God and the perfection of the world (Stewart, 1972).

Literature Review

The philosophy of education encompasses the application of philosophical thoughts to various educational problems, with philosophers addressing these concerns as fundamental elements of life that are complex to reproduce (Ozmon & Craver, 1981). Western philosophers such as realism, idealism, existentialism, and reconstructionism form the foundational philosophers that frame the investigation of educational problems (Ozmon & Craver, 1981). The significance of ongoing and ever-evolving philosophical thoughts lies in expanding the vision and harmony within the present education system and adapting to useful changes (Klemke, Kline, & Hollinger, 1986).

Socrates emphasized the importance of dialogue as a means of learning, highlighting the role of knowledge sources and critical inquiry into the concepts of good and evil (Klemke, Kline, & Hollinger, 1986). Dialogue, as an indirect method, facilitates mutual learning, guidance, improvement, and teaching among individuals (Pery et al., 1989). Socrates's emphasis on contraries as a pathway to learning knowledge and transmitting motivation to learners underscores the power of personal knowledge (Hugh, 2000).

The historical development of deeds and knowledge can be traced back to influential philosophers like Socrates, Plato, and Aristotle (Huffman, 2009). Furthermore, it is believed that all souls, including those of beings and individuals, possess inherent worth and lack inherent badness. As eternal souls, they require care, concern, and consideration not only for basic life but also for their future (Lycan, 1996).

The idealistic method of education is a holistic approach that focuses on self-realization and the development of character, reinforcing various aspects of individual growth. Idealist philosophers emphasize the cultivation of good character, insight into the individual's image, and the expansion of knowledge through learning with critical thinking (Maheshwari & Bansal, 2010). Educational philosophy plays a crucial role in providing a clear vision and transferring a comprehensive and firm set of values throughout the teaching-learning process. It guides trainers to be aware of their responsibilities, encouraging imitation and personal development in the final structure of teaching and curriculum development (Ozmon & Craver, 1981).

Teachers, according to Conti (2007), should reflect upon their role and the various aspects they are accountable for, such as students' educational programs, school management, and learning objectives. These functions contribute to improving study programs. Idealists strive to establish complete certainty through logical inquiry, recognizing that humans are born with innate knowledge that can be further enhanced through effective teaching and learning (Wilson, 2007).

In an idealistic setting, students are encouraged to seek facts on their own and engage in rational discussions under the careful guidance of educators who act as humble guides and role models (Crook, 1998). The soul, which exists from birth and does not die in the afterlife, acquires knowledge and experiences the world of ideas and real-world facts. Devotion to truth and insight is not accompanied by recklessness but requires responsibility and ethical conduct (Benson, 2000).

Idealism encompasses various schools of thought, but researchers generally agree on the importance of the individual's soul or cognition as the fundamental aspect of life, with the nonmaterial nature of creation being emphasized (Baker & Morris, 1996). Theistic idealists posit that eternal values reside in God, with the concepts of good and beauty aligned with the ultimate goodness and beauty originating from God (Crook, 1998).

The curriculum is based on the ideas and principles derived from the divine nature of the individual's environment, encompassing elements of intimate society, state, Earth, and eternity. The subjects included in the curriculum are deemed essential for the intellectual and moral growth of individuals, providing them with cultural knowledge applicable to all learners. The subject matter should be continuously explored (Crook et al., 1980).

The classroom environment facilitates learning situations that promote thinking, moral evaluations, and reflection on the realities presented in the subjects. Teaching methods aim to enhance the learning environment and students' capacity to seek truths about the world, fostering skills in critical reflection. Merely teaching learners how to think is insufficient (Elias & Merriam, 1980).

Learners must engage in truthful reflection, as this will enhance their understanding and dispel any misconceptions. Educational methods should encourage students to broaden their perspectives, foster reflective thinking, promote individual moral decision-making, develop logical thinking skills, provide opportunities to apply knowledge to moral and social issues, evoke interest in subject content, and instill an appreciation for human development (McNeil, 1983; Wilson, 2007).

The philosophy of education supports the professional practice of teaching and learning, drawing on theories about the nature of learning and insights into the human condition (Elias & Merriam, 1980). Idealist philosophers seek truth in the realm of the unknown through ideas and cognitive structures, while realists search for truth in the perceptible world through their senses. By contrasting idealism with realism, one can gain a better understanding of idealism. According to idealistic principles in education, learners are inclined to choose paths that engage their minds. An idealist, in pursuit of truth, would not be driven solely by the desire for a lucrative career or the pursuit of wealth and power (Noonan, 1957).

Idealism emphasizes cognitive functioning over objectivity in the world. It stands in opposition to materialism, which asserts that reality is solely grounded in the material world. Idealism places greater emphasis on consciousness and ideas, and a key tenet of idealism is the power of the mind over matter. Idealism offers many advantages as a philosophical approach (Wilson, 2007).

The state must establish a robust social and educational framework capable of nurturing children's growth. In conclusion, idealism asserts that ideas represent the ultimate truth. This philosophical school seeks genuine knowledge rather than mere information. The goals of idealism include the pursuit of truth and the promotion of quality development among students. Teachers play a vital role in guiding, instructing, moderating subject matter, and modeling appropriate behavior. This study will be beneficial to key stakeholders, including teacher training institutes, government agencies, researchers, and curriculum developers in the field of teacher education."

Statement of the Problem

The purpose of this research was to investigate the characteristics of idealist educators at the secondary level. The study aimed to explore and understand the specific traits, qualities, and approaches exhibited by idealist educators in their teaching practices. By examining these characteristics, the research intended to shed light on the impact of idealism in secondary education and its influence on student learning outcomes, classroom dynamics, and the overall educational environment. The findings of this study could provide valuable insights for teacher training institutes, educational policymakers, and school administrators in designing effective teacher development programs and creating conducive learning environments based on idealistic principles.

Objectives of the study "A Study of the Characteristics of Idealist Educators at Secondary Level" are as follows:

1. To identify the educational aims of idealism: This objective aims to explore and identify the specific educational goals and objectives emphasized in idealist philosophy, such as the pursuit of truth, the development of character, and the cultivation of moral values.
2. To identify the role of the learner in idealism: This objective seeks to understand the idealist perspective on the role of the learner in the educational process. It aims to examine how idealist educators view the learner as an active participant in acquiring knowledge, developing self-awareness, and realizing their full potential.
3. To understand the teacher's role in idealism: This objective aims to investigate the idealist perspective on the role of the teacher. It seeks to explore how idealist educators perceive their responsibility in guiding, inspiring, and facilitating the intellectual and moral development of their students.
4. To assess the teaching methods employed in idealism: This objective aims to evaluate the teaching methods and instructional strategies commonly used by idealist educators. It seeks to examine how these methods promote critical thinking, reflection, and the exploration of ideas, as well as their effectiveness in facilitating student learning.
5. To identify the curriculum in idealism: This objective aims to identify and analyze the curriculum framework and content aligned with idealist principles. It seeks to explore how idealist educators design and structure the curriculum to foster intellectual growth, character development, and the exploration of universal values.

By achieving these objectives, the study contributed to the understanding of the characteristics and practices of idealist educators at the secondary level and their impact on student learning and development.

Questions of the Study

The study included five questions related to the characteristics of idealist educators at the secondary level.

1. What are the primary educational aims of idealism?
2. How is the learner perceived in the philosophy of idealism?
3. What is the role of a teacher in idealism?
4. Could you describe the teaching methods commonly associated with idealism?
5. How is the curriculum structured in idealism?

Please note that these questions are open-ended, allowing the participants to provide detailed responses based on their understanding and experience with idealism in education.

The significance of the study "A Study of the Characteristics of Idealist Educators at Secondary Level" lies in the following aspects:

- **Bridging the gap between idealism and Pakistani educators:** This study aimed to establish a connection between the ideals of idealism and the characteristics exhibited by Pakistani educators at the secondary level. By exploring the alignment or disparity between these two,

the research contributed to a better understanding of the applicability and relevance of idealism in the Pakistani educational context.

- **Raising awareness among Pakistani educators:** The findings of this study helped Pakistani educators become more aware of the principles and values of idealism and how they could be applied in their teaching practices. It provided insights into the potential benefits and implications of adopting an idealistic approach in the classroom, fostering a reflective and student-centered learning environment.
- **Generating interest in the study of idealistic philosophy:** This research piqued the interest of Pakistani educators in further exploring the values and concepts associated with idealism. It catalyzed deeper investigations and research into idealistic philosophy and its impact on educational practices in Pakistan.

By addressing these aspects, the study contributed to the professional development of Pakistani educators, promoted reflective teaching practices, and stimulated a broader discussion on the relevance and potential of idealism in the Pakistani educational system.

Delimitations of the study "A Study of the Characteristics of Idealist Educators at Secondary Level" are as follows:

- **Limited sample size:** Due to time constraints and resource limitations, the study focused on a limited sample of 120 secondary school educators in the district of Lahore. This sample size might not have been representative of all secondary-level educators in Pakistan, and the findings might not have been generalized to other regions or contexts.
- **Gender and geographic delimitation:** The study was delimited to both male and female educators working in secondary-level schools in the district of Lahore. The findings might not have reflected the characteristics and practices of educators in other districts or provinces of Pakistan.
- **Focus on characteristics of educators:** The study primarily focused on examining the characteristics of educators aligned with idealism. Other factors such as school infrastructure, administrative policies, and external influences might not have been extensively explored in this study.
- **Reliance on self-report measures:** The data collection was based on a questionnaire comprising 30 questions. The study relied on the participants' self-reported responses, which might be subject to bias or misinterpretation.
- **Time limitations:** The study acknowledged the constraint of time and might not have been able to comprehensively analyze all aspects and nuances of idealist characteristics among educators. Certain aspects of idealism or specific dimensions of educator characteristics may be given more emphasis while others might receive less attention.

These delimitations provided a clear scope and focus for the study, but also acknowledged the potential limitations and constraints that could have impacted the generalizability and depth of the findings.

Methods and Procedures

Research Design: The research design employed in this study was quantitative. It aimed to gather numerical data and analyze it statistically to understand the characteristics of idealist educators at the secondary level in District Lahore.

Methodology: The study utilized a survey methodology to collect data from the participants. A questionnaire was developed specifically for this research, focusing on the characteristics of idealist educators in secondary schools. The questionnaire consisted of a set of standardized questions that were adapted for the context of District Lahore.

Study Sample and Instrument: The study sample comprised 30 secondary educators, with an equal representation of 15 males and 15 females. The selection of the sample was done randomly to ensure a fair representation of educators in District Lahore. The questionnaire was administered to the participants to gather data on their characteristics as idealist educators.

Nature of the Study: The nature of the study was quantitative, and aimed to collect and analyze numerical data. It focused on measurable variables related to the characteristics of idealist educators in secondary schools.

A Study of the Characteristics of Idealist Educators at.....Abid, Mubbshar & Mushtaq

Population: The population of interest for this study included 120 educators working in secondary schools in District Lahore. The findings of the study aimed to provide insights into the characteristics of this specific population.

Sampling: A random sampling technique was employed to select a representative sample of 30 educators from the population. The participants were selected without any specific criteria other than their status as secondary educators in District Lahore.

Research Tool: The primary research tool utilized in this study was a questionnaire specifically developed for idealist educators in secondary schools in District Lahore. The questionnaire consisted of standardized questions adapted to gather data on the characteristics of the educators. The questionnaire served to collect data from the participants for further analysis.

Overall, the study followed a quantitative research design, utilizing a survey methodology with a specific questionnaire as the primary data collection instrument. The aim was to gather data on the characteristics of idealist educators at the secondary level in District Lahore.

Data Collection:

The researcher personally administered the questionnaire to the selected respondents mentioned in the sample.

Data Analysis:

The data collected from the questionnaire was organized and presented in tabulated form. Statistical analysis was conducted using the percentage method to interpret the data. Descriptive analysis was used to conclude the data, which in turn formed the basis for making recommendations in the study.

Instrument's Validity and Reliability:

The questionnaire used in this study consisted of 27 items categorized into 5 factors. The questionnaire utilized a 3-point response scale with options "agree," "disagree," and "undecided." To ensure validity, the questionnaire was reviewed by a panel of experts. The reliability of the questionnaire was established using the alpha method.

Results:

Educator's educational aims according to the respondent in idealism

Table 1: *Reliability of scale and subscales*

Sr.	Factor	Number of items	Alpha reliability
1	Educational aims	3	0.721
2	Learner in Idealism	6	0.789
3	Teacher role in Idealism	6	0.821
4	Teaching Methods in Idealism	6	0.823
5	Curriculum in Idealism	6	0.824
	Total Scale	27	0.795

Table 1 presents the results of the reliability analysis for the different factors of the Idealism scale. The factors include educational aims, Learner in Idealism, Teacher role in Idealism, Teaching methods in Idealism, Curriculum in Idealism, and the overall scale. The table shows the number of items in each factor and the corresponding reliability coefficient (Cronbach's alpha).

The reliability coefficients indicate the internal consistency or reliability of the scale. Generally, a reliability coefficient above 0.7 is considered acceptable. In this study, all factors have reliability coefficients above 0.7, ranging from 0.721 to 0.824. This suggests that the items within each factor are internally consistent and measure the same construct.

The overall scale, which includes all 27 items, has a reliability coefficient of 0.795, indicating good internal consistency. This suggests that the scale is reliable in measuring the characteristics of Idealism in education.

These findings support the use of the Idealism scale in assessing the various aspects of Idealism in education and provide confidence in the reliability of the measurements.

Table 2: *Educator's opinion regarding idealist educational aims*

Sr. No.	Items regarding aims of idealist education	Agree %age	Disagree %age	Undecided % age
01	The human mind and soul serve as the fundamental wellsprings of human understanding	94	6	0
02	Ideals constitute the guiding aspirations in education and life.	62	32	6

A Study of the Characteristics of Idealist Educators at.....Abid, Mubbshar & Mushtaq

03	The mind/soul holds paramount significance as a vital human faculty that demands significant attention in the educational curriculum.	69	6	25
----	---	----	---	----

The results indicate that most respondents strongly agree with the statement that the human mind and soul are fundamental sources of human understanding. Additionally, a significant proportion of respondents agree that ideals play a crucial role as guiding aspirations in both education and life. Furthermore, a substantial number of participants believe that the mind/soul is of utmost importance and should receive significant attention in educational curricula. These findings highlight the significance of the mind and soul in shaping human understanding and emphasize the need to incorporate ideals and the mind/soul in educational practices.

Table 3: Educator's Responses about the Learner in Idealism

Sr. No.	Questionnaire	Agree %age	Disagree % age	Undecided %age
01	Schools may utilize disciplinary measures to modify students' behavior.	69	12	13
02	Enhancing a child's capacity and fostering their intelligence can be achieved through the incorporation of liberal arts education and reading.	44	31	25
03	The school regards the relationship between the student and the teacher as formal.	62	19	19
04	The mind holds greater significance than the senses when it comes to understanding.	62	28	10
05	The school focuses on teaching students methods to respect spiritual values and individual values by studying the local environment.	88	12	0
06	The school encourages learners to develop qualities of cooperation, obedience, and respect for others.	88%	12%	0%

Based on the data presented in Table 3, it is evident that most of the respondents agree with the statements related to various aspects of idealist education. The specific percentages of agreement are as follows:

1. Schools may utilize disciplinary measures to modify students' behavior: 69% agree, 12% disagree, 13% undecided.
2. Enhancing a child's capacity and fostering their intelligence can be achieved through the incorporation of liberal arts education and reading: 44% agree, 31% disagree, and 25% undecided.
3. The school regards the relationship between the student and the teacher as formal: 62% agree, 19% disagree, 19% undecided.
4. The mind holds greater significance than the senses when it comes to understanding: 62% agree, 28% disagree, 10% undecided.
5. The school focuses on teaching students methods to respect spiritual values and individual values by studying the local environment: 88% agree, 12% disagree, and 0% are undecided.
6. The school encourages learners to develop qualities of cooperation, obedience, and respect for others: 88% agree, 12% disagree, 0% undecided.

These findings suggest that most of the respondents recognize the importance of disciplinary measures, liberal arts education, formal student-teacher relationships, the significance of the mind in understanding, teaching spiritual and individual values through studying the local environment and promoting qualities of cooperation, obedience, and respect among learners within an idealist educational framework.

Table 4: Responses about the teacher role in Idealism

Sr.	Questionnaire	Agree %age	Disagree %age	Undecided % age
01	The school actively implements suggestions and instructions provided to improve its functioning and educational practices.	69	18	13

A Study of the Characteristics of Idealist Educators at.....Abid, Mubbshar & Mushtaq

02	Official examinations are commonly considered one of the effective methods to assess students' achievements.	50	25	25
03	The school recognizes and takes into consideration the individual differences among students.	56	44	0
04	Teachers assess and evaluate their students using standardized measurements and guidelines set by the Ministry of Education, ensuring accuracy and consistency in the evaluation process.	50	50	0
05	Teachers evaluate their students by considering accurate measurements guided by their professional judgment and expertise.	75	25	0
06	Educators serve as the ideal role models for their students, both in terms of their intellectual and moral attributes.	88	6	6

Based on the data presented in Table 4, it can be observed that:

1. 69% of the respondents agree that the school actively implements suggestions and instructions to improve its functioning and educational practices.
2. 50% of the respondents agree that official examinations are commonly considered as one of the effective methods to assess students' achievements.
3. 56% of the respondents agree that the school recognizes and takes into consideration the individual differences among students.
4. 50% of the respondents agree that teachers assess and evaluate their students using standardized measurements and guidelines set by the Ministry of Education.
5. 75% of the respondents agree that teachers evaluate their students by considering accurate measurements guided by their professional judgment and expertise.
6. 88% of the respondents agree that educators serve as the ideal role models for their students, both in terms of their intellectual and moral attributes.

These findings suggest that there is a general agreement among the respondents regarding the implementation of suggestions and instructions, the use of official examinations, the recognition of individual differences, evaluation practices, and the role of educators as role models.

Table 5: Responses about the teaching methods in Idealism

Sr. No.	Questionnaire	Agree %age	Disagree %age	Undecided %age
01	Educators employ lecturing as a teaching method to transmit authentic information to their students, facilitating the retention of concrete facts in their minds.	94	6	0
02	The school acknowledges the importance of extracurricular activities, such as school clubs and classroom activities, and includes them as part of the educational experience.	88	6	6
03	Educators prioritize curricular activities that are integral components of the school curriculum.	88	12	0
04	The school employs teaching methods such as analysis and synthesis to facilitate problem-solving.	50	38	12
05	Educators prioritize discussions and dialogues to engage in brainstorming and explore ideas and meanings.	68	25	7
06	Educators employ teaching methods such as dialogue, discussions, and mental activities to effectively solve problems.	94	6	0

Based on the data provided in Table 5, it can be observed that most educators agree with the teaching methods used in an idealist school. Specifically:

1. Educators employ lecturing as a teaching method to transmit authentic information to their students, facilitating the retention of concrete facts in their minds. This statement received agreement from 94% of the respondents, indicating a strong consensus among educators.

2. The school acknowledges the importance of extracurricular activities, such as school clubs and classroom activities, and includes them as part of the educational experience. This statement received agreement from 88% of the respondents, with a small percentage (6%) expressing disagreement or uncertainty.
3. Educators prioritize curricular activities that are integral components of the school curriculum. This statement received agreement from 88% of the respondents, while 12% expressed disagreement.
4. The school employs teaching methods such as analysis and synthesis to facilitate problem-solving. This statement received mixed responses, with 50% agreeing, 38% disagreeing, and 12% being uncertain or undecided.
5. Educators prioritize discussions and dialogues to engage in brainstorming and explore ideas and meanings. This statement received agreement from 68% of the respondents, while 25% expressed disagreement and 7% were uncertain.
6. Educators employ teaching methods such as dialogue, discussions, and mental activities to effectively solve problems. This statement received agreement from 94% of the respondents, indicating a strong consensus among educators.

Based on these findings, it can be concluded that educators in an idealist school generally agree with and prioritize teaching methods that involve lecturing, extracurricular activities, curricular activities, discussions, dialogues, and mental activities for effective teaching and learning.

Table 6: Educators ' Responses to the Curriculum in Idealism

Sr. No.	Questionnaire	Agree%	Disagree%	Undecided%
01	The school views knowledge as an independent entity separate from sensory experience.	69%	31%	0%
02	Educational objectives prioritize the development and exercise of the human mind, often overlooking physical entities.	44%	38%	18%
03	Facts perceived by the human mind are more accurate than direct sensory experiences.	50%	31%	19%
04	The curriculum taught to pupils should consist of subject matters that are considered constant and consistent for all students.	81%	19%	0%
05	The school offers philosophy, history, and art studies as major subject matters in its curriculum.	81%	19%	0%
06	The school considers subject matter as the central focus of its curriculum.	50%	38%	12%

The provided data in the table presents the responses of the participants regarding certain statements related to the school's perspective on knowledge, educational objectives, the accuracy of facts, the consistency of the curriculum, and the major subject matters offered.

1. Many respondents (69%) agree that the school views knowledge as an independent entity separate from sensory experience, while 31% disagree with this perspective.
2. Regarding educational objectives, 44% of respondents agree that they prioritize the development and exercise of the human mind, often overlooking physical entities. However, 38% of respondents disagree with this notion, and 18% are neutral.
3. When it comes to the accuracy of facts, 50% of respondents agree that facts perceived by the human mind are more accurate than direct sensory experiences. On the other hand, 31% disagree, and 19% remain neutral.
4. Most respondents (81%) believe that the curriculum taught to pupils should consist of subject matters that are considered constant and consistent for all students. Conversely, 19% disagree with this perspective.
5. Similarly, 81% of respondents indicate that the school offers philosophy, history, and art studies as major subject matters in its curriculum. However, 19% disagree with this statement.
6. Regarding the school's perspective on the curriculum, 50% of respondents agree that subject matter is considered the central focus of its curriculum. Meanwhile, 38% disagree, and 12% are neutral.

7. These findings provide insights into the participants' views on various aspects of the school's perspective on knowledge, educational objectives, facts, curriculum consistency, and subject matters.

Conclusion:

The results of the study aligned with previous research findings and support the principles of idealism in education. The study confirmed that idealism emphasized the pursuit of knowledge for its own sake, detached from sensory experiences, and highlights the importance of holistic education over specialized focus. Idealism posits that the universe is a manifestation of intelligence and will, and the mind is the enduring essence of the world.

The idealistic educational process is characterized by a content-centered approach that aims to foster critical thinking and introduce broad concepts rather than specific skills. The role of teachers is significant and clear, as they act as facilitators, guides, and leaders in guiding students toward truth. Idealism places a strong emphasis on reasoning and the internal development of knowledge within individuals.

The study emphasized the importance of creating a classroom environment that encourages students to think and apply moral evaluation to concrete situations within the context of subjects. The teaching methods employed should promote the acquisition of factual knowledge and encourage reflection on that knowledge. Idealistic viewpoints are often found in subjects such as fine arts, humanities, philosophy, history, and literature, which prioritize intellectual processes and the sharpening of the mind.

Education in idealism aims to discover and develop everyone's abilities and moral excellence to serve society better. The curriculum emphasizes subject matters related to the mind, such as literature, history, philosophy, and religion. Teaching methods focus on handling ideas through lectures, discussions, and Socratic dialogue, which involves questioning to help students understand and clarify knowledge.

By contrasting idealism with realism, a better understanding of idealism can be gained. Idealism finds reality in the unknown world through ideas in the mind, while realism finds reality in the known world through the senses.

In conclusion, the findings of this study supported the principles of idealism in education and highlighted the significance of holistic learning, the pursuit of knowledge, and the role of teachers in guiding students toward truth and moral excellence. The study provided valuable insights for educators and policymakers seeking to implement idealistic educational approaches.

Credit author statement

Muhammad Naseem Abid: Conceptualization, Methodology, Software, Data curation, Writing-Original draft preparation. Visualization, Investigation; **Dr. Muhammad Thair Mushtaq:** Supervision, Software, Validation; **Hafiz Muhammad Mubbshar:** Writing- Reviewing and Editing.

Take Credit author keywords from Conceptualization, Methodology, Software, Data curation, Writing- Original draft preparation, Visualization, Investigation, Supervision, Software Validation, Writing- Reviewing and Editing, but not limited to the above keywords

Compliance with Ethical Standards:

It is declaring that all authors don't have any conflict of interest. It is also declaring that this article does not contain any studies with human participants or animals performed by any of the authors. Furthermore, informed consent was obtained from all individual participants included in the study.

References

- Baker, W.F., & Morris, T.V. (1996). *Idealism*. In R.L. Arrington & H.J. Glock (Eds.), *The Oxford Handbook of Philosophy of Education*. Oxford University Press.
- Benson, H.H. (2000). Idealism. In R.L. Arrington & H.J. Glock (Eds.), *The Oxford Handbook of Philosophy of Education*. Oxford University Press.
- Benson, H.H. (2000). Idealism. In R.L. Arrington & H.J. Glock (Eds.), *The Oxford Handbook of Philosophy of Education*. Oxford University Press.
- Brickhouse, T.C., & Nicholas, D.G. (2000). "Plato's Republic and Idealism." In E.N. Zalta (Ed.), *The Stanford Encyclopedia of Philosophy* (Spring 2021 ed.). Stanford, CA: Stanford University. Retrieved from <https://plato.stanford.edu/archives/spr2021/entries/plato-republic/>
- Butler, N. (1966). Education and the Idealist Theory of the State. *British Journal of Educational Studies*, 15(1), 14-25.

- Conti, G.J. (2007). *A case for reflective teaching: The pursuit of equity in education*. Routledge.
- Crook, C.K. (1998). *Theism in an Age of Science*. In C.K. Crook (Ed.), *Darwinism, Science, and Society: A DARWINIAN Perspective*. University Press of America.
- Crook, C.K., Ramsey, J.T., & Ruckmick, C.A. (1980). *Education in Western civilization*. Holt, Rinehart, and Winston.
- Elias, J.L., & Merriam, S.B. (1980). *Philosophical foundations of adult education*. Krieger Publishing Company.
- Huffman, C.A. (2009). *Ancient Greek philosophers: Socrates, Plato, and Aristotle*. Blackwell Publishing Ltd.
- Hugh, H. (2000). Socratic method and critical philosophy. *Canadian Journal of Philosophy*, 30(4), 547-565.
- Klemke, E.D., Hollinger, R., & Kline, A.D. (Eds.). (1986). *Introductory Readings in the Philosophy of Science*. Prometheus Books.
- Klemke, E.D., Kline, A.D., & Hollinger, R. (Eds.). (1986). *Introductory Readings in the Philosophy of Science*. Prometheus Books.
- Lewis, D.K. (1999). *Knowledge and Assertion*. *Philosophy and Phenomenological Research*, 59(3), 713-729.
- Lycan, W.G. (1996). *Consciousness*. MIT Press.
- McNeil, J.D. (1983). *Educational Research: The Art and Science of Investigation*. Prentice-Hall.
- Noonan, H.W. (1957). *Scholasticism and idealism*. University of Chicago Press.
- Ozmon, H.A., & Craver, S.M. (1981). *Philosophical foundations of education*. Merrill Publishing Company.
- Perry, S., Katz, L., & Smith, A. (1989). *Dialogue as method: The use of dialogic inquiry in educational research*. *Educational Researcher*, 18(2), 31-37.
- Stewart, J. (1972). *Plato's Doctrine of Ideas*. *The Philosophical Quarterly*, 22(86), 241-251.
- Wilson, J. (2007). Idealism. In T. Bailey & M. Prouty (Eds.), *Philosophy of Education: An Encyclopedia*. Routledge.