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## Research Article

### Exploring the Value of Philosophy in Curriculum Implementation in Physical Education: A Scoping Review

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#### ABSTRACT

Educational philosophy provides a strong pillar of support and guidance to an institution. The scoping review aims to examine the significance of educational philosophies to curriculum implementation in Physical Education. The purpose was to provide a comprehensive overview of other relevant literature to identify gaps and observe existing cases related to this review. Additionally, it explores how these theoretical-based approaches influence the selection of content, teaching pedagogy, and preferred learning styles to deliver instructions effectively. Arksey and O'Malley's (2005) five-stage framework was employed for a comprehensive and transparent process. Moreover, the study covered a criterion for inclusion and exclusion studies. The researchers selected articles from 1998 to 2024 that focused on the accuracy and consistency of the scope and material and underwent a rigorous evaluation to identify peer-reviewed papers. Further, the references list was manually searched and extracted from Google Scholar. The results indicate that educational philosophies are the common basis of reflection on how certain curriculum content should be properly implemented. Though learning contents might vary, teachers could still find an effective way to sustain the demands of learners providing substantial experiences in academic pursuit.

**Keywords:** Curriculum implementation, Philosophy, Physical Education, Teaching practices, Theories

#### Introduction

Philosophy is the central heart of teaching. It serves as a guiding light in shaping a curriculum that reflects how teachers implement their

instruction and teaching practices with the beliefs, attitudes, and principles towards supporting learning and encouraging students' growth. The teachers' philosophy is paramount

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to impact the overall progress of their learners significantly. Moreover, program heads supervise their philosophical stance to influence curriculum design, implementation, and learning outcomes. To support this, experts argued that instructors' teaching philosophies are based on the university's and faculty's vision, mission, and ideas about teaching, affecting curriculum development, pedagogy, and classroom management (Roehrig et al., 2007; Wahyudin, 2016). It is also suggested that teachers can enhance the authenticity of their classrooms by broadening their awareness of their philosophical ideas and values (Beatty et al., 2009; Francis, 2013).

Although several studies found various factors of barriers and challenges in curriculum implementation, there remains a problem with how teachers' beliefs influence their teaching practices. The misalignment of the philosophy and pedagogical approaches in teaching might hinder the effectiveness of the curriculum and its ability to cater to the diverse needs of learners. In some cases, curriculum problems have been encountered that hinder the efficiency of the implementation causing the incompetency to sustain the demand of learners. According to Karakus (2019), she found out that the curriculum implementation challenges were divided into four: teacher-related, student-related, curriculum-related, and school-related. The study highlights these problems can be determined and identify necessary measures by the teachers and administrators. Therefore, instructional approaches must be aligned with the curriculum and the preparedness in curriculum implementation is tantamount to student engagement (Pandey, 2018). However, there are a plethora of factors that influence curriculum implementation such as the learners, resource materials and facilities, the teacher, the school environment, culture and ideology, instructional supervision, and assessment (Chaudhary, 2015; Ortega et al., 2022).

Curriculum implementation is the process of translating the curriculum document into action in the classroom by the teacher. It is a critical step in ensuring that the curriculum is effectively delivered to the students (Dizon et al., 2022; Almario et al., 2023). In a study conducted by Obilo and Sangoleye (2010), they

recommend that teachers must be actively involved in the curriculum planning process to ensure that the curriculum is aligned with the specific needs of their students to improve the effectiveness of curriculum implementation. Further, Syomwene (2018) found that a clear mission, vision, and goal is a key indicator of the quality curriculum implementation process. This clarity provides a sense of purpose for the students and a compelling vision that creates direction to make it a fundamental driver of educational success.

In the field of Physical Education, it is known as one of the most significant subjects in a curriculum that is essential in molding the well-being and physical literacy of children and adolescents attending school. In particular, the physical education teacher education is at the forefront of the task of physical education teachers to be equipped with the necessary content knowledge, competencies, skills, attitudes, values, and dispositions that will allow them to plan developmentally appropriate lessons, demonstrate skills effectively, and model healthy well-being. Additionally, physical educators should be able to fully articulate their philosophies of Education as this underpins their teaching practices, which is paramount in influencing not just their pedagogical approaches but also the learning outcomes they instruct their learners.

Previous research has tended to examine facets of implementing an effective curriculum, such as ideology on teaching, assessment, and classroom management (Dizon & Tolentino, 2022; Tolentino et al., 2024). The points made earlier relate to the characteristics, status, methodology, usefulness, and contribution of complexity theory to educational philosophy. Although complexity theory is a descriptive framework, it can be misunderstood as prescriptive and fails to fully address the ethical and value-based concerns that education philosophy should encompass. Furthermore, it is internally inconsistent and has limited practical utility in the education field (Morrison, 2008). Although studies have explored different factors of barriers and challenges, there remains a gap in understanding how these beliefs translate into actual teaching practices (Ortega et al., 2022; Sinio & Tolentino, 2024).

Educators employ various teaching methods to enhance the implementation of academic programs based on different educational theories, as highlighted in a research study by Çelik and Orçan (2016). Teachers need to develop their pedagogical knowledge and style, which can be achieved through educational approaches and training. Thus, teachers must continuously reflect on their pedagogies and assimilate feedback from other educators to evolve their teaching philosophies and methods, as emphasized in a study by Soccorsi (2013).

In addition, it aims to give a full understanding of how important philosophy is when it comes to putting pedagogical models into practice in physical education (PE) (Bjørke & Casey, 2022; Fjellner et al., 2022). This scoping review covers multiple positions held by teachers within the domain of PE scholarship as related to pedagogical models. Some of these positions include being resistant to using models, implementers who find it difficult to make them work, and researchers' collaborators when they are trying to use models.

Researchers who recognize and adapt to the diverse roles and perspectives of teachers can promote the development of a more collaborative and effective method for implementing models in physical education. This is made evident when we integrate studies that showed the importance of matching teachers' philosophical orientations with their individual needs and levels of independence; hence emphasizing that implementation of curriculum details becomes dynamic in P.E.

Therefore, this study aims to assess fundamental problems in the teaching field and provide valuable insights to enhance the efficacy of curriculum implementation and encourage prospective and in-service educators to develop a strong belief that influences students to stay actively involved in the learning process. Educational philosophies are essential in the academic practice of teachers and serve as a driving force to enrich the quality of education that every student deserves.

## Methods

The scoping review employed Arksey and O'Malley's (2005) five-stage framework for a comprehensive and transparent process. The framework includes identifying research questions, identifying relevant studies, study selection, charting data, and summarizing and reporting results. This approach ensures that the review is exhaustive, transparent, and reliable in addressing research questions about incorporating philosophy in curriculum implementation. Furthermore, the source of the study's literature found in Google Scholar supports and strengthens the credibility of the data (Bariao et al., 2024; Campo et al., 2024).

### *Identifying the initial research questions*

The focus of our review was the exploration of the significance of philosophy in curriculum implementation and its influence on an effective teaching and learning process. To ensure a substantial range of literature was captured relating to the topic of interest, we posed the following initial research questions to guide the search:

1. To what extent does the explicit articulation of a curriculum's underlying philosophical assumptions influence the selection of content, teaching methods, and assessment practices in its implementation?
2. How do studies explore potential tensions between the philosophical aims of a curriculum and the realities of its Implementation within diverse educational contexts?
3. What evidence is there for the Impact of a curriculum's philosophical grounding on a student's learning outcomes, particularly in terms of critical thinking, problem-solving, and ethical reasoning skills?

### *Identifying Relevant Studies*

The authors adhered to the framework of Arksey and O'Malley (2005) in finding relevant studies. It suggests that using a wide range of keywords could provide more cases related to the search terms regarding the significance of philosophical foundations in curriculum implementation. The idea was paramount in establishing a solid basis to determine the appropriate databases to utilize.

Table 1 presents the outline of the key search terms the authors developed in foraging relevant literature. In some cases, procedural

search knowledge concentrates on the arrangement of various relevant sources to get comprehensive information (Bhavnani et al., 2006).

*Table 1. Key searched terms*

Search Terms
('Significance of Philosophy*') AND (Curriculum Implementation)
(Influence of Philosophy*) AND (Teaching Pedagogy*)
(Educational Theory*) AND (Curriculum Practice*)

The inclusion and exclusion criteria were developed. Therefore, the studies from the year 1998 to 2024 were found appropriate. Table 2 presents the outline of the criteria to provide consistency and accuracy of the scope and searched pieces of literature. Additionally, the

list of references was manually searched and extracted from Google Scholar to determine peer-reviewed studies. The review of related literature was accomplished over a month ending in May 2024.

*Table 2. Inclusion and exclusion criteria*

Criteria	Inclusion	Exclusion
Time/Period	1998-2024	Studies outside these dates
Language	English	Non-English studies
Type of Article	Original research and published journal	Articles that were not peer-reviewed or original research
Study Focus	Philosophies, Educational Theories, Curriculum Implementation	Other employment settings
Literature Focus	Articles were focused on implementing curriculum and the educational philosophies they employed in teaching	Articles that were editorial discussions or opinion cases
Population and Sample	The teacher who implements the curriculum	Other institutions or employees do not implement a curriculum

### **Study selection**

The total number of searched articles was 60 according to the key search terms. These articles were related to the influence of philosophical orientation in curriculum implementation. However, they were found irrelevant upon reviewing the abstracts. 25% of the articles were excluded due to their duplication and failed to meet the specific criteria. After the removal of the duplicated articles, 45 remained included in the selection process. Further, a thorough analysis was held to meticulously screen these articles based on the inclusion and exclusion criteria. The authors have identified

15 studies directly relevant to the research topic. Each of these articles has been evaluated and reviewed its relevance carefully after obtaining their full text versions.

This process sought an opportunity to discover other literature through the examination of the reference lists of the chosen studies. Hence, the procedures of the article selection followed the guidelines outlined in the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) Statement (Moher et al., 2009). Figure 1 depicts the visual representation of the selection process framework.

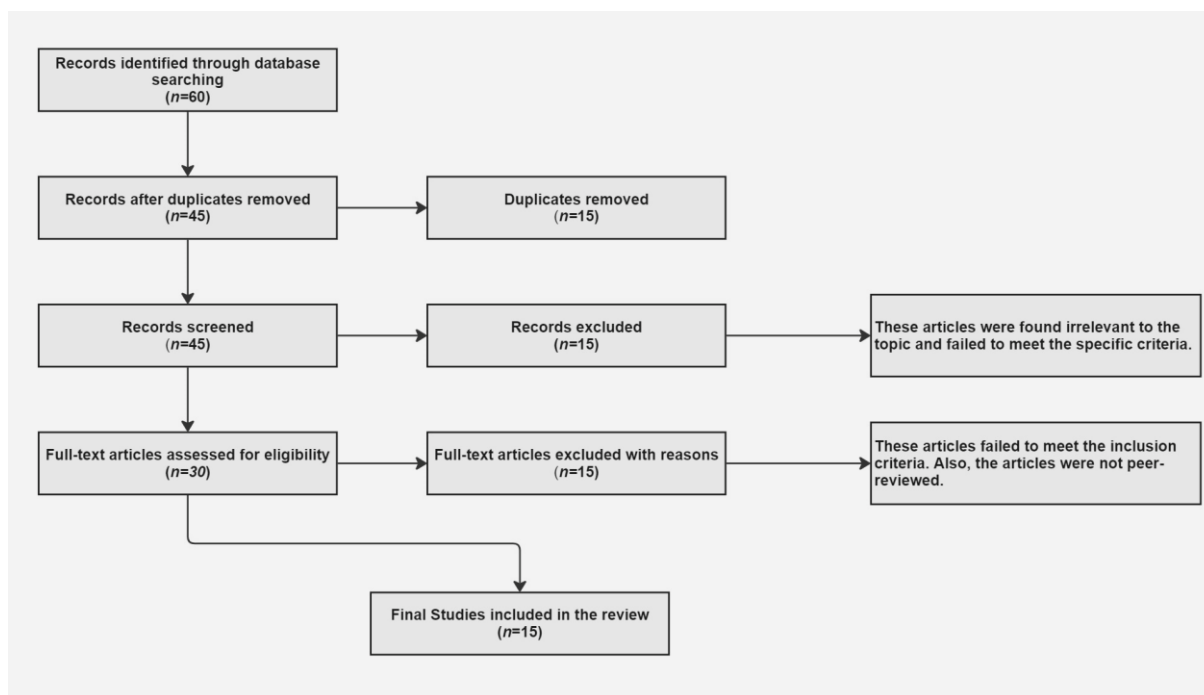


Figure 1. PRISMA flow diagram for article selection

### Data charting and collection

Following this stage of the scoping review Arksey and O'Malley's (2005) framework involved charting the important details of the selected articles. This includes the title, author/s, publication year, methodology, and outcome.

### Summarizing and reporting findings

This final stage focuses on the summary and report findings of Arksey and O'Malley's (2005) framework of scoping review.

## Findings and Discussion

The scoping review yielded 15 articles that were found in Google Scholar. This section presents articles that focus on the initial research questions. These articles were included in the selection process due to their relevance to the topic and discussion with the importance of reflecting educational theories into teaching practices and how philosophical stance influences curriculum implementation.

### 1.1 Educational theories translate into practice

Several articles focused on the practical application of educational philosophy, learning theories, and teaching practices. It deals with

how educational philosophies can be applied in real classroom settings, studying theories of teaching as well as actual teaching techniques revealing that an alignment between theory framework and practice is necessary with a view to enhancing quality in teaching, student learning outcomes including constructive thinking while at school levels (Adom et al., 2016; Carr, 2002; Elliott, 2015; Green, 1998; Gouëdard et al., 2020; Pala, 2022; Yilmaz, 2011). Additional resources noted were the experiences and beliefs of physical education teachers regarding teaching methods, preferences, and various factors influencing their educational choices (Syrmpas et al., 2017).

### 1.2 Integration of Philosophical Foundations in PE

Integrating philosophical principles with practical teaching strategies in physical education emphasizes the need to bridge theory and practice in education. Thus, incorporating philosophical foundations in PE requires understanding different learning theories and applying suitable approaches to enhance student learning. This connection can be a transformative power of integrating philosophical beliefs and educational theories to create effective and

meaningful teaching experiences (Elliott, 2015; Yilmaz, 2011). Additionally, this can strengthen firm foundation teaching strategies that can be employed for instructing learners in the constructivist approach to maximizing learning teaching, and activities (Choobforoushzadeh et al., 2023; Gouédard et al., 2020; Pauzi, 2024; Yilmaz, 2011).

### **2.1 Aligning philosophical stance towards a differentiated approach**

Education opens various channels that we use to analyze and interpret knowledge to be passed on to generations as a guide toward in-depth studies. It also focuses on different teaching methods that were mirrored through studies and research; this holds an important role in creating techniques for methods of teaching analysis (Abdul-Jabbar, 2024; Carr, 2002; Gheysens et al., 2020).

### **2.2 Exploring theoretical practice towards teaching efficacy**

The exploration of educational philosophies serves as a roadmap for teaching methods to discover a wider knowledge of different perspectives of learning beliefs about teaching and learning interaction. Proficiency in teaching pedagogy encourages students to enhance critical thinking and fosters students' development (Carr, 2002; Pala, 2022; Orafi & Borg, 2009; Choobforoushzadeh et al., 2023). Additionally, instructors must reflect on their experiences and visualize academic pursuits to establish a strong vision aligning teaching methods and approaches to meet the objectives of the curricula. This could help teachers evaluate the effectiveness of the curriculum implementation by incorporating theories in the actual classroom setting (Pauzi, 2024).

### **3.1 Effectiveness of theory-based assessments**

Effective philosophical foundations imply the utilization of formative and summative assessments that necessitate critical thinking, problem-solving, and ethical reasoning practices. These assessments are integrated into experimental group activities, facilitating comprehensive evaluation practices within theory-based practices (Adom et al., 2016;

Choobforoushzadeh et al., 2023; Daniel and Bergman-Drewe, 2012; Pala, 2022; Pauzi, 2024). Additionally, collaborative and reflective experiences, embedded in a constructivist approach, foster the development of higher-order thinking skills (Adom et al., 2016).

### **3.2 Influence of educational philosophies to students' performance**

The articles found the emphasis on student learning outcomes enhancing critical thinking, problem-solving, and ethical reasoning skills. A thorough examination of the studies and methodologies perceived that the philosophical beliefs influenced the holistic development of the students. This suggests that the integration of philosophical assumptions strengthens the idea of effectively implementing curriculum during class discussion (Choobforoushzadeh, 20023; Pala, 2022; Pauzi, 2024).

Philosophy continues to be an integral part of the teaching profession. It is crucial in shaping a framework for students to influence teaching pedagogy in classroom education. With an established philosophical foundation, instructors would align their students' interests to create a vision that corresponds with the intent of learning competencies. In this contemporary period, teachers must build professional practices and educational beliefs to make informed choices about curriculum implementation, classroom structure, and teaching styles. A strong theoretical basis in physical education was viewed as effective for classroom management and student engagement to obtain the aim of learning competencies through the teacher's vision and instructional approaches. Thus, the teachers must justify an appropriate methodological framework and beliefs to improve the quality of the learning experience. This would provide substantial insights into fostering educational excellence and improving optimal health in the field of physical education.

Numerous articles were discovered adaptive and flexible through the provision of differentiated instruction according to the articulated philosophy. Teachers apply multiple strategies with proper implementation of curriculum content based on the diverse theories of learning. The selection of content was found

to be vital to assessing appropriate pedagogical approaches and techniques in the learning process of students. Further, philosophical foundations were broadened, and teachers can evaluate what pre-assumptive theory be applied to implement instruction effectively and efficiently.

The curriculum's philosophy provides a vision and mission that serves as the bedrock of the implementation process. Further, several articles found in their findings that most of the objectives obtained impressive outcomes including improved critical thinking, problem-solving, and ethical reasoning skills that combined holistic growth and development for students. These articles viewed the importance of educational philosophies that strengthen a solid basis to enrich positive learning experiences. Therefore, theories of learning were crucial to ensure an effective curriculum implementation.

## Conclusion

This scoping review assessed how a curriculum considers numerous factors that could contribute to an effective implementation. While teachers have a strong driving force to navigate academic voyages, there remains a gap in teaching practices. It was found that several theories were deprived of the actual teaching implementation. However, educational philosophies are the common basis of reflection on how certain curriculum content should be properly implemented. Though learning contents might vary, teachers could still find an effective way to sustain the demands of learners providing substantial experiences in academic pursuit. With that, philosophy stands as the central heart of teaching providing a roadmap to enhance the teaching and learning process.

## Implication of the Study

Following the findings of the study, while there is a growing body of evidence on the challenges of curriculum implementation there's still a dilemma on how teachers translate educational theories into teaching practice.

Further research needs to explore the following variables to address this issue.

1. Teacher Beliefs and Practices
2. Professional Development
3. Curriculum Design and Implementation
4. School Leadership

These are the major factors that contribute to the holistic development of students in the process of teaching and learning. Thorough examinations for these are highly needed to improve the standard and quality of teaching efficacy.

## Limitations

The limitation of the study includes the date period published before 1998, non-English language articles, non-peer-reviewed, and those who were not authentic research. In addition, the scope of the study was limited to institutions and employees that do not implement a curriculum and instruction.

## Recommendations

The researchers suggest that future researchers can explore the impact of the different traditional contexts in teaching, examining the long-term effects of curriculum implementation, and how to strengthen the value and integrity of educational philosophies to meet the demands of the learners.

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