



Quantifying the Impact of Jiddu Krishnamurti's Philosophy on Students' Education and Well-being

“There is no end to education .It is not that you read a book, pass an examination, and finish with education. The whole of life,from the moment you are born to the moment you die ,is a process of learning.”

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Abstract:

This abstract provides an overview of the impact of Jiddu Krishnamurti's philosophy on student well-being and education. Krishnamurti's philosophy, rooted in principles of self-awareness, psychological freedom, and non-comparative evaluation, has left a profound mark on education. This influence is reflected emotional, psychological, social, and personal well-being of students'. His concept has been shown to produce emotionally stable, psychologically sound, socially harmonious, and personally developing students. Education practises have also been transformed by Krishnamurti's philosophy, which emphasizes inquiry-based learning, self-directed education, flexibility in the curriculum, and non-hierarchical learning. Although it is difficult to measure this impact, case studies and empirical data indicate that his concept has made education a more comprehensive process that places a high value on each person's well-being. This article examines Krishnamurti's philosophy's long-lasting influence on education and student wellbeing, promoting a society that is more self-aware and compassionate.

Introduction

Jiddu Krishnamurti, an iconic philosopher and educator, has left an enduring impact on the world of education, with his philosophy emphasizing holistic learning, self-awareness, and individuality. He has left an indelible mark on the realm of education with his distinctive philosophical insights. His approach emphasized holistic learning, self-awareness, and a deep understanding of the self and the world. This paper seeks to delve into the philosophy of Jiddu Krishnamurti and its quantifiable impact on students education well-being in contemporary educational settings.

An Education Philosopher

Jiddu Krishnamurti was groomed by the Theosophical Society to become a world teacher, but he eventually renounced this role and embarked on a lifelong journey of philosophical exploration and education. Krishnamurti's philosophy revolved around several key principles that influenced the way he approached education.

“In oneself lies the whole world and if you know how to look and learn, the door is there and the key is in your hand. Nobody on earth can give you either the key or the door to open, except yourself”.

The concept of self-awareness is one of Krishnamurti's main ideas. He believed that people could only truly learn and transform when they had a profound understanding of who they were.. His educational approach, therefore, was rooted in encouraging students to explore their thoughts, emotions, and motivations. He often stressed the importance of questioning, observing, and examining the self without judgment, as these practices were considered essential for genuine self-discovery.

Another fundamental concept in Krishnamurti's philosophy is the notion of psychological freedom.. He was not orthodox in his principles of education .He has paid special attention to the problems of the new generation. He felt sorry that the most children in the modern times do not respect and listen to their parents, teachers and elders; and spare no time to think for them. He opines that this condition has arisen due to sheer faulty breeding. The children should be given proper breeding from the earliest times coupled with training in proper conduct and education. He advocated the formation of such society and generation which is fearless, pragmatic, intelligent and prudent, and which can use better methods to improve upon the present situations. He said : "The function of education is to help you to face the world in a totally different intelligent way." Criticising the prevalent educational system, Krishnamurthy said that our education is faulty because it stresses more on acquiring knowledge, but it does not develop sensibility, sensitivity and intelligence to solve the problem of the whole life.

He wanted education to work for preparing the new generation for a fruitful human life. Education is neither acquiring knowledge, nor passing examinations, nor taking degrees or earning abilities.

He argued that true education should lead to inner freedom from the constraints of tradition, authority, and dogma. He was of the opinion that students could develop a sense of autonomy and self-reliance, which are essential for overall well-being, in an environment free from fear, competition, and conformity.

A non-comparative assessment of students was another key component of Krishnamurti's methodology. He supported an educational approach that discouraged individual comparison and competition because he believed that these activities were harmful to learning and personal development. His conviction that in the uniqueness of every individual led to a focus on individualized and holistic education that considered each student's distinct needs and capabilities.

While Krishnamurti's philosophy has been widely acclaimed for its holistic approach to education, quantifying its impact on student well-being presents certain challenges. Well-being is a multifaceted concept that encompasses physical, emotional, social, and psychological dimensions. However, a number of crucial markers and approaches can be found to evaluate how Krishnamurti's philosophy affects the wellbeing of students like -

Surveys and questionnaires can be used to gather self-reported data from students who have experienced education inspired by Krishnamurti's philosophy. Aspects of well-being like self-awareness, emotional stability, and life satisfaction can be the subject of questions.

Secondly emotional intelligence is closely related to well-being. Students' emotional intelligence can be measured using assessment instruments like the Emotional Intelligence Appraisal, and it is anticipated that an education influenced by Krishnamurti will have a positive impact on emotional intelligence. Besides this various standardized scales, like Psychological Well-Being Scale, can be administered to measure dimensions of psychological well-being, including autonomy, environmental mastery, and personal growth.

Thirdly self-directed learning is encouraged by Krishnamurti's philosophy, and this may have an impact on academic success. Analysing the academic achievement of pupils in traditional schools versus those with Krishnamurti influences can shed light on how this method affects cognitive health.

Teachers and peers can provide valuable insights into students' social well-being. Observations and evaluations of students' interactions, communication, and relationship-building can be assessed.

Also long-term studies that monitor students over an extended period of time can offer a more thorough understanding of the long-term effects of Krishnamurti's philosophy on wellbeing.

Review of Case Studies and Empirical Data :

While limited, a sparse amount of empirical data and case studies provide information about how Krishnamurti-inspired teaching affects students' overall wellbeing. His idea has been embraced by several educational institutions and schools across the globe, offering a backdrop for this kind of study.

Smith (2019) also looked at the experiences of students who went to Brockwood Park School, another school that was impacted by Krishnamurti's philosophy, in the United Kingdom. Based on their emotional stability, self-awareness, and personal growth, the results indicated that the students at this school had a strong sense of well-being.

One such study that has been conducted on the Krishnamurti-inspired Rajghat Besant School in Varanasi, India, has been this one. Comparing students at this school to those in traditional educational settings, researchers have discovered that the former typically display higher levels of self-awareness, emotional intelligence, and autonomy (Salvador et al., 2017).

For instance, the Rajghat Besant School in Varanasi, India, which follows Krishnamurti's philosophy, has been the subject of various studies. Researchers have found that students at this school tend to exhibit higher levels of self-awareness, emotional intelligence, and autonomy compared to their peers in conventional educational settings (Salvador et al., 2017).

Similarly, a study conducted by Smith (2019) explored the experiences of students who attended Brockwood Park School in the United Kingdom, another institution influenced by Krishnamurti's philosophy. The findings suggested that students at this school reported a strong sense of well-being, characterized by their emotional stability, self-awareness, and personal growth.

In a similar vein, a 2019 study by Smith investigated the experiences of pupils attending another school influenced by Krishnamurti's philosophy, Brockwood Park School in the United Kingdom. The results revealed that this school's students had a strong sense of well-being, which was demonstrated by their emotional stability, self-awareness, and personal development.

Gaur, A.K (2011) conducted a study in which he explained how Krishnamurti's highly unorthodox and original approach to education is helpful in inner transformation. Rathnam, A. (2013) in his study pointed out wisdom

gained through experiencing life and wisdom gained through practices that bring harmony to the mind, body and spirit.

Challenges and Limitations

There are challenges and limitations in assessing the manner in which Krishnamurti's ideology influences students' well-being when attempting to quantify its influence on their well-being. Here are a few of these:

- The effectiveness of education influenced by Krishnamurti may rely on the particular setting and the instructors' capacity to apply his ideas completely.
- As well-being is intrinsically subjective, it is difficult to measure with precision using only quantitative techniques. By capturing the complex experiences of students, qualitative research methods can be used in addition to quantitative data.
- Krishnamurti's philosophy emphasizes long-term personal growth and transformation, which may not be fully captured by short-term quantitative studies.
- The size of the study samples that are available is constrained by the relatively small number of institutions and schools that adhere to Krishnamurti's philosophy.

Conclusion

Jiddu Krishnamurti's philosophy of education, emphasizing self-awareness, psychological freedom, and individuality, has the potential to significantly impact student well-being. Quantifying this impact, however, presents challenges due to the multifaceted and subjective nature of well-being. Empirical evidence and case studies suggest that students in Krishnamurti-inspired educational settings tend to exhibit higher levels of self-awareness, emotional intelligence, and autonomy. While these findings are promising, further research is needed to provide a more comprehensive understanding of the long-term effects of Krishnamurti's philosophy on student well-being. Combining quantitative and qualitative research methods can help capture the depth and breadth of this impact, ultimately shedding light on the potential benefits of his unique educational approach.

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