

Leveraging Philosophical Methods in Educational Research

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Abstract

Our zeal for objectivity and reliability has often emphasized truth at the expense of relevancy, value, and perhaps most importantly, understanding. It has blinded the profession to the fact that research methodologies, like the concepts of knowledge in which they are grounded, are human constructions. These methodologies define particular ways of seeing by designating refined procedures for systematically gathering information and organizing thought. Moreover, insofar as such procedures focus attention on specific aspects of experience to the exclusion of others, research methodologies also represent ways of *not* seeing. It is in this regard that this paper argues that the demands of the social sciences methodologies have dominated education research thereby putting philosophical methods on the periphery. Consequently, philosophical methods of research need not to be extinct, hence a justification for leveraging.

Key Words: *Empirical, Critical, Analytical, Methods, Social Science, Research*