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Transformational Education for an Abundant Culture

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ABSTRACT: This study examines the relationship between transformational education and the development of an abundant culture characterized by human flourishing, ethical responsibility, creativity, social cohesion, and sustainable development. Grounded in transformative learning theory and critical pedagogy, the study investigates the level of understanding of transformational education among teachers, students, and educational administrators in selected secondary schools in Kindele, Kinshasa, Democratic Republic of the Congo.

A mixed-methods research design was employed, integrating quantitative and qualitative approaches. Data were collected using a structured questionnaire administered to a sample of 50 participants drawn from a population of 100 individuals. For analyzing the data, descriptive statistics and thematic analysis were use.

The results propose that participants are unable to understand the conceptual of transformational education, particularly viewing its rules, impartial including pedagogical foundations. In spite of that, interviewer displayed comparatively intense knowledge of mixed social values, and justice, inclusion, and collaboration. The research more discover that the term of an affluant culture is principal interpreted in tools terms slightly than as a complex framework of human growing.

The research closes that education is transformativ and has an important significant to favorite an affluant culture; in spite of that, its productive accomplishment is limited by theoretical misconceptions and pedagogical limit elaboration among educational protagonist. It advises to revise the curriculum, professional teacher growing, and the incorporation of pedagogical transformative strategies to reinforce critical thinking, creativity, and social liability in education.

KEYWORDS: transformational education, abundant culture, transformative learning, critical pedagogy, human flourishing, Kinshasa

1. INTRODUCTION

1.1. Problem

Education has long been recognized as a fundamental instrument for personal development, social transformation, and human flourishing.

Within the Judeo-Christian tradition, the creation narrative presents humanity as endowed with identity, responsibility, and purpose. According to this perspective, human beings were created with the capacity to cultivate their environment, exercise stewardship, and contribute to the flourishing of society. This theological understanding suggests that education is not merely the transmission of knowledge but also the formation of character, values, and responsible action.

Contemporary societies continue to face numerous challenges, including poverty, social inequality, injustice, conflict, environmental degradation, and governance crises. Although access to education has expanded globally, many educational systems remain primarily focused on the acquisition of knowledge and technical competencies, while insufficient attention is given to critical consciousness, ethical leadership, social responsibility, and transformative agency. As a result, education often fails to equip learners with the capacities required to address complex societal problems and to contribute meaningfully to sustainable development and collective well-being.

Transformational education has emerged as a promising response to these limitations. Rather than limiting learning to the accumulation of information, transformational education seeks to foster critical reflection, intellectual autonomy, personal development, social engagement, and the capacity to effect meaningful change within communities. Through transformative learning processes, individuals may reconstruct meaning perspectives, interrogate limiting assumptions, and actively participate in building more equitable and flourishing societies.

Despite the growing recognition of transformational education, misconceptions persist among educators, students, and educational leaders regarding its nature, objectives, and practical implications. In many contexts, education continues to be perceived primarily as a mechanism for credential acquisition and labor market insertion, rather than as a process of deep personal transformation and societal contribution.

Consequently, this study examines the relationship between transformational education and the development of an abundant culture—understood as a culture characterized by human flourishing, creativity, ethical responsibility, social cohesion, and sustainable prosperity. The research addresses the questions as follow :

- What is the meaning, theoretical foundation, principal dimensions, and transformative influence of transformational education?
- What educational conditions and pedagogical practices facilitate transformative learning?

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- How does transformational education contribute to the development of an abundant culture characterized by human flourishing, ethical responsibility, social cohesion, creativity, and sustainable development?
- What educational strategies can institutions implement to promote transformational learning and societal flourishing?

The answers to these questions constitute the central focus of this study.

1.2 Objectives of the Study

1.2.1 Main objective

The primary objective of this study is to examine the role of transformational education in fostering an abundant culture characterized by human flourishing, ethical responsibility, social cohesion, creativity, and sustainable development.

1.2.2 Specific Objectives

1. Analyze the meaning, theoretical foundations, dimensions, and transformative influence of transformational education on learners' attitudes, behaviors, values, and critical consciousness.
2. Evaluate the educational conditions and pedagogical practices that facilitate transformative learning.
3. Explore the relationship between transformational education and the development of an abundant culture.
4. Propose educational strategies and policy recommendations that promote personal transformation, social responsibility, and sustainable societal flourishing.

1.3 Hypothesis of the Study

1.3.1 Main Hypothesis

Transformational education positively contributes to the development of an abundant culture by promoting human flourishing, ethical responsibility, social cohesion, creativity, and sustainable development.

1.3.2 Specific Hypotheses

1. Transformational education is founded on interconnected cognitive, emotional, ethical, social, and reflective dimensions that positively influence learners' attitudes, behaviors, values, and critical consciousness.
2. Transformative learning is more likely to occur in educational environments characterized by critical reflection, participatory learning, experiential activities, dialogue, and supportive relationships.
3. Transformational education positively contributes to the development of an abundant culture by fostering creativity, collaboration, ethical responsibility, human flourishing, and collective well-being.
4. Educational institutions that implement learner-centered, values-based, and community-oriented strategies are more effective in promoting transformational learning and sustainable societal flourishing.

2. REVIEW OF THE LITERATURE

Transformational education has attracted considerable scholarly attention due to its capacity to foster personal growth, critical consciousness, and social transformation. The concept is largely grounded in transformative learning theory, which emphasizes profound shifts in individuals' frames of reference through critical reflection and rational discourse.

Jack Mezirow (1991, 2000), a foundational scholar of transformative learning theory, argues that transformational education enables learners to critically examine their assumptions, beliefs, and values, thereby developing more inclusive, discriminating, and integrative perspectives. Transformative learning occurs when individuals engage in critical reflection that leads to a reconstruction of meaning structures.

Paulo Freire (1970) conceptualizes education as a practice of freedom through which learners develop critical consciousness and become active agents of social transformation. He critiques traditional "banking education," in which learners passively receive information, and instead advocates for dialogical and problem-posing pedagogies.

Ed O'Sullivan (1999) extends transformative learning theory by emphasizing its ecological, cultural, and global dimensions. He argues that education should foster a fundamental shift in consciousness capable of addressing complex social and environmental challenges. Similarly, Stephen Sterling (2010) highlights the importance of transformational education in promoting sustainability, systems thinking, and responsible citizenship.

Patricia Cranton (2016) emphasizes that transformative learning involves critical self-reflection, autonomous thinking, and the development of meaning perspectives that guide both personal and professional practice. These processes contribute to lifelong learning and human flourishing.

The literature consistently demonstrates that transformational education extends beyond knowledge transmission and skills acquisition. It fosters critical thinking, ethical responsibility, creativity, social engagement, and personal transformation. However, while substantial research has addressed transformative learning and social change, limited attention has been given to how transformational education contributes specifically to the development of an abundant culture characterized by human flourishing, social cohesion, creativity, and sustainable prosperity.

Therefore, this study contributes to the existing body of knowledge by examining the conceptual and practical relationship between transformational education and the construction of an abundant culture.

2.1 Education

2.1.1 Meaning of Education

Education is a multidimensional and lifelong process through which individuals acquire knowledge, skills, values, attitudes, and competencies that enable them to participate effectively in society and realize their full potential. Beyond the transmission of information, education contributes to intellectual development, character formation, social integration, and human flourishing.

Paulo Freire (1970) argues that education should not merely transfer knowledge but should empower learners to develop critical consciousness and become active agents of social transformation. Similarly, John Dewey (1916) conceptualizes education as a continuous process of growth through experience, reflection, and interaction with the environment.

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This study adopts a transformative perspective on education, conceptualizing it as a lifelong process that enables individuals and communities to develop the capacities necessary for personal fulfillment, social responsibility, and sustainable development.

2.1.2 Importance of Education

Education plays a fundamental role in individual and societal development. At the individual level, it promotes cognitive development, critical thinking, creativity, employability, and personal empowerment. At the societal level, education contributes to economic growth, social cohesion, democratic participation, innovation, and environmental sustainability.

Empirical research consistently shows that quality education enhances social mobility, reduces inequality, improves health outcomes, and strengthens civic engagement. Consequently, education remains one of the most powerful instruments for promoting human development and societal progress.

2.1.3 Types of Education

Educational scholarship commonly distinguishes three main types of education:

Formal Education

Formal education refers to structured learning that takes place within recognized institutions such as schools, colleges, and universities. It follows an established curriculum and leads to certified qualifications.

Non-Formal Education

Non-formal education includes organized educational activities conducted outside the formal school system. These include vocational training, professional development programs, adult education, and community-based learning initiatives.

Informal Education

Informal education occurs through daily life experiences, including family interactions, social relationships, cultural participation, media exposure, and self-directed learning. It is continuous, unstructured, and often incidental.

2.1.4 Agents of Education

The educational process is shaped by multiple social institutions and actors that contribute to the transmission of knowledge, values, norms, and cultural practices.

Family

The family is the primary agent of socialization and education. It provides foundational values, beliefs, attitudes, and behavioral patterns that shape lifelong development.

School

Schools offer structured learning environments where learners acquire academic knowledge, social competencies, and civic values.

Peer Groups

Peer groups play a significant role in identity formation, social learning, communication skills, and behavioral development.

Mass Media and Digital Technologies

Media and digital platforms influence perceptions, attitudes, knowledge acquisition, and cultural participation.

Community and Religious Institutions

Community and faith-based institutions contribute to moral development, cultural transmission, leadership formation, and civic engagement.

Collectively, these agents contribute to holistic human development and shape educational outcomes across the lifespan.

2. 2 Abundant Culture

2.2.1 Conceptual Definition

For the purposes of this study, **abundant culture** refers to a social environment characterized by human flourishing, ethical responsibility, creativity, innovation, social solidarity, sustainable prosperity, and the effective stewardship of resources.

The concept is grounded in transformative learning theory (Mezirow, 1991), critical pedagogy (Freire, 1970), and theories of human flourishing (e.g., Nussbaum, 2011; Seligman, 2011). Abundance is therefore understood not merely in material or economic terms, but also in intellectual, moral, cultural, relational, and spiritual dimensions.

An abundant culture represents a condition in which individuals and communities possess the capacities, opportunities, and values necessary to lead meaningful lives while contributing to the common good.

2.2.2 Characteristics of an Abundant Culture

An abundant culture is characterized by:

- Human dignity and respect for fundamental rights
- Social cohesion and mutual solidarity
- Creativity, innovation, and entrepreneurship
- Ethical leadership and accountability
- Sustainable use of resources
- Lifelong learning and knowledge sharing
- Peaceful coexistence and conflict resolution
- Civic participation and social responsibility
- Inclusion and appreciation of diversity

2.2.3 Transformational Education as a Foundation for Abundant Culture

The central argument of this study is that transformational education serves as a catalyst for the development of an abundant culture. Through critical reflection, ethical formation, and active citizenship, learners develop the competencies necessary to contribute meaningfully to society.

Transformational education promotes:

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- Critical thinking and informed decision-making
- Creativity and innovation
- Social responsibility and civic engagement
- Collaboration and collective problem-solving
- Respect for diversity and inclusion
- Sustainable development practices

These outcomes contribute directly to the formation of communities characterized by prosperity, resilience, cooperation, and human flourishing.

2.2.4 Pedagogical Approaches Supporting an Abundant Culture

Several pedagogical approaches support transformational education and the development of an abundant culture:

Creative Pedagogy

Encourages imagination, innovation, problem-solving, and exploration of new ideas.

Transformative Pedagogy

Emphasizes critical reflection, personal growth, social justice, and active participation in societal change.

Interdisciplinary Pedagogy

Integrates knowledge from multiple disciplines to address complex societal challenges.

Liberal Education

Develops intellectual curiosity, critical reasoning, ethical judgment, and broad-based knowledge.

Visionary Pedagogy

Encourages learners to imagine alternative futures and contribute proactively to social transformation.

3. RESEARCH METHODOLOGY

3.1 Research Design

This study adopted a mixed-methods research design combining quantitative and qualitative approaches. This design was selected to provide a comprehensive understanding of participants' perceptions regarding transformational education and its contribution to the development of an abundant culture.

3.2 Population and Sample

The target population consisted of teachers, students, and educational administrators from selected secondary schools in Kindele, a district of Mont-Ngafula Municipality in Kinshasa, Democratic Republic of Congo.

A sample of 50 participants was selected using simple random sampling. The sample included teachers, learners, and educational leaders with diverse academic and professional backgrounds.

3.3 Data Collection

Data were collected using a structured questionnaire comprising ten items addressing transformational education, creativity, innovation, educational objectives, cultural development, and social transformation.

The questionnaire was administered between October and November 2025. respondent was voluntary, including anonymously responses were collected.

3.4 Data Analysis

We analyzed Quantitative data by using descriptive statistics, and frequencies including percentages. We analyzed Qualitative responses by using thematic analysis so that to identify recurring patterns and developing themes according to transformational education and affluant culture.

3.5 Ethical Considerations

Repliers were informed about the object of the research and their correctness to voluntary participation. Confidentiality and anonymity were strictly maintained throughout the research process.

4. DATA ANALYSIS AND INTERPRETATION

This section presents the findings obtained from the questionnaire administered to teachers, students, and educational administrators. The analysis aimed to assess participants' understanding of key concepts related to transformational education and abundant culture. Frequencies and percentages were used to summarize the responses, while interpretations were developed in relation to the theoretical framework presented in the literature review.

4.1. Understanding of the Concept of Transformation

Table 1: Transformation is synonymous with:

Alternative	Frequency	Percentage
Culture	5	10%
Education	5	10%
Abundance	15	30%
Change (Correct Answer)	10	20%
Society	5	10%
No Good Answer	10	20%
Total	**50**	**100%**

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Comment: Only 20% of respondents correctly identified "change" as the closest synonym of transformation. A larger proportion associated transformation with abundance (30%), while 20% indicated uncertainty.

These findings suggest a limited conceptual understanding of transformation among participants. Given that transformation constitutes a foundational concept in transformational education, this result indicates the need for enhanced conceptual clarification within educational settings. The findings support the study's hypothesis that insufficient understanding of transformational education may hinder its effective implementation.

4.2. Understanding of Education as a Learning Process

Table 2: In the classroom, education is most closely related to:

Alternative	Frequency	Percentage
Pieces of Chalk	0	0%
Chalkboard	0	0%
Learning (Correct Answer)	10	20%
Doing	15	30%
Asking Permission	20	40%
No Good Answer	5	10%
Total	**50**	**100%**

Comment: Only 20% of respondents associated education directly with learning, while 40% selected "asking permission" and 30% selected "doing." These responses indicate significant conceptual misunderstandings regarding the nature of education.

From a transformative learning perspective, education is fundamentally a process of learning, intellectual development, and the cultivation of critical consciousness. The findings suggest that many participants perceive education primarily in procedural or administrative terms rather than as a process of cognitive and personal transformation.

4.3. Understanding of Transformational Education

Table 3: Transformational education focuses on:

Alternative	Frequency	Percentage
Creating a Fundamental Shift	10	20%
Changing Ways of Being	10	20%
Leading to Change	10	20%
Being Selfish	5	10%
Being Unkind	5	10%
All of A, B, and C (Correct Answer)	10	20%
Total	**50**	**100%**

A total of 80% of respondents selected options associated with transformation, although only 20% identified the most comprehensive response. This indicates a general awareness that transformational education involves change, personal development, and shifts in perspective.

This finding is consistent with transformative learning theory, which emphasizes profound changes in learners' beliefs, values, and meaning perspectives (Mezirow, 1991). However, the relatively low proportion of respondents selecting the complete answer suggests that understanding remains partial and fragmented rather than fully integrated.

4.4. Understanding of Holistic Education

Table 4: Education that seeks to develop the whole person is called:

Alternative	Frequency	Percentage
Community-Based Learning	30	60%
Holistic Education (Correct Answer)	5	10%
Critical Thinking	5	10%
Peace Education	6	12%
Traditional Education	4	8%
No Good Answer	0	0%
Total	**50**	**100%**

Only 10% of respondents correctly identified holistic education as the approach aimed at developing the whole person. The majority (60%) selected community-based learning, indicating conceptual confusion between related but distinct educational approaches.

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Given that transformational education emphasizes holistic development—including intellectual, emotional, social, ethical, and spiritual dimensions—these findings reveal a significant knowledge gap. Such gaps may constrain the effective implementation of transformative educational practices.

4.5. Understanding of Abundant Culture

Table 5: One way to develop an abundant culture through transformational education is to:

Alternative	Frequency	Percentage
Foster Conversation	10	20%
Teach Tribalism	0	0%
Avoid Development	5	10%
Encourage Rebellion	0	0%
Promote Collaboration and Inclusivity (Correct Answer)	35	70%
No Good Answer	0	0%
Total	**50**	**100%**

This item generated the highest proportion of correct responses, with 70% of participants identifying collaboration and inclusivity as essential components of an abundant culture.

This suggests that respondents possess a relatively strong understanding of the importance of cooperation, social inclusion, and collective engagement in fostering positive learning environments. These values align closely with the principles of transformational education and support the proposition that educational transformation contributes to human flourishing and social development.

5. DISCUSSION OF FINDINGS

The overall findings reveal varying levels of understanding regarding transformational education and its related concepts. While participants demonstrated relatively strong awareness of collaborative dimensions associated with abundant culture, significant misconceptions were observed concerning transformation, education, and holistic learning.

These findings support the central hypothesis of the study, which posits that limited understanding of transformational education among teachers, students, and educational leaders may constitute a barrier to its effective implementation. The results further indicate that educational institutions should strengthen professional development programs, curriculum reform, and awareness initiatives aimed at promoting transformational learning.

Overall, the study demonstrates that transformational education holds significant potential for fostering critical consciousness, collaboration, creativity, and social responsibility—key attributes of an abundant culture characterized by human flourishing and sustainable development.

5.1 Understanding of Human Rights within Transformational Education

Table 6: One of the transformational educations "Valuing human rights" is:

Alternative	Frequency	Percentage
Conditions	0	0%
Areas	5	10%
Principles	25	50%
Objectives (Correct Answer)	10	20%
Definitions	10	20%
Total	**50**	**100%**

Comment: Only 20% of respondents correctly identified the promotion of human rights as an objective of transformational education. Half of the respondents (50%) classified human rights as a principle, while others associated it with definitions or general areas.

These findings indicate that while participants recognize the importance of human rights within educational discourse, there is conceptual ambiguity regarding their classification within transformational education frameworks. This suggests the need for clearer conceptual differentiation between principles, objectives, and dimensions of transformative learning in educational practice and training.

5.2 Understanding of Values Associated with Transformational Education

Table 7: All of the following contribute to transformational education except:

Alternative	Frequency	Percentage
Injustice (Correct Answer)	0	0%
Equality	15	30%
Justice	20	40%
Unity	15	30%
Inequality (Correct Answer)	0	0%
No Good Answer	0	0%
Total	**50**	**100%**

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Comment: The results indicate conceptual difficulty in interpreting negatively framed value-based questions. None of the respondents identified "injustice" or "inequality" as incorrect values in the context of transformational education.

Instead, participants selected positive social values such as justice (40%), equality (30%), and unity (30%), which are consistent with the ethical foundations of transformational education.

This suggests that respondents generally associate transformational education with positive moral and social values. However, the absence of correct identification of exclusionary values also indicates possible misunderstanding of question structure. This finding underscores the importance of avoiding double-negative or cognitively complex survey items in future research instruments.

5.3 Understanding of the Concept of Abundant Culture

Table 8: Abundant culture is:

Alternative	Frequency	Percentage
What You Possess	30	60%
What You Express Through Your Thoughts and Actions	2	4%
Your Money	18	36%
Bad Behavior	0	0%
What a Delinquent Does	0	0%
No Good Answer	0	0%
Total	**50**	**100%**

Comment: This item produced the lowest proportion of correct responses, with only 4% of participants identifying the correct definition of abundant culture. The majority of respondents associated abundance with material possessions (60%) or financial resources (36%).

These findings suggest that participants predominantly interpret abundance in economic or material terms rather than as a multidimensional construct encompassing ethical responsibility, creativity, social cohesion, and human flourishing.

Given that abundant culture is a central concept in this study, the results highlight a significant conceptual gap. This underscores the need for educational interventions that promote a broader, more holistic understanding of abundance within transformational education frameworks.

5.4 Understanding of Innovation in Transformational Education

Table 9: Transformational education also focuses on:

Alternative	Frequency	Percentage
Impoliteness	0	0%
Innovation (Correct Answer)	7	14%
Tribalism	0	0%
Lack of Progress	3	6%
Economy	40	80%
No Good Answer	0	0%
Total	**50**	**100%**

Comment: Only 14% of respondents correctly associated transformational education with innovation, while the majority (80%) selected "economy" as the most relevant option.

Whatever transformational education can be important to the development of economic, innovation figures a more direct and basic outcome, as it includes creativity, critical thinking, and the new generation of knowledge and solutions.

These findings show that responders tend to equalize educational transformation firstly with economic outcomes, creative processes that drive innovation rather than cognitive. These reflects do not allow a good understanding of the epistemic and creative measurement of transformational education.

5.5 Pedagogical Requirements for Transformational Education

Table 10: When implementing transformational education in schools, we need:

Alternative	Frequency	Percentage
Creative Pedagogy (Correct Answer)	8	16%
School Fees	22	44%
Money	0	0%
Injustice	6	12%
Punishment	14	28%
No Good Answer	0	0%
Total	**50**	**100%**

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Comment: Only 16% of respondents identified creative pedagogy as a necessary condition for implementing transformational education. A significant proportion of participants associated implementation with financial requirements (44%) or punitive approaches (28%).

These results suggest that many respondents conceptualize educational effectiveness in terms of financial or disciplinary structures rather than pedagogical innovation. However, transformational education is fundamentally grounded in learner-centered and participatory pedagogies that emphasize creativity, critical reflection, collaboration, and active engagement.

The findings therefore highlight the need for professional development programs aimed at strengthening educators' understanding of transformative pedagogical approaches.

To sum up, the overall results reveal significant variability in participants' understanding of transformational education and abundant culture. While respondents demonstrated partial awareness of concepts such as justice, unity, and collaboration, substantial misconceptions were identified in several key areas, including:

- The transformation meaning
- The basics conceptual of transformational education
- The nature of holistic education
- The role of innovation in learning
- The definition of abundant culture
- The pedagogical requirements of transformative education

Collectively, these findings support the central hypothesis of the study, which posits that limited conceptual understanding among educational stakeholders constrains the effective implementation of transformational education.

Furthermore, the results suggest that educational institutions should prioritize capacity-building initiatives, curriculum reform, and professional development programs that emphasize critical thinking, creativity, human rights, innovation, and holistic development.

Such interventions are essential for cultivating an abundant culture characterized by human flourishing, social responsibility, ethical leadership, and sustainable development.

6. INTERPRETATION OF THE RESULT

The findings of this study are based on data collected from teachers, students, and educational administrators in selected secondary schools in Kindele, Mont-Ngafula Municipality, Kinshasa. Of the in 100 questionnaires shared, 50 were giveback and famed valid for analyzing and representing a 50% of response rate.

The results show several meaning samples regarding participators take figure out of transformational education and abundant culture.

The first analysis proposes that the participants passes a restricted comprehension of the theoretical foundation of transformational education; therefore, substantial without concepts have been observed by referring to the key concepts such as transformation, holistic, education, innovation, and learning objectives by complicating the difference between foundational principles and operational conditions. in the difference cases, the participants care about difficulty distinguishing between foundational concepts, theoretical principles, operational conditions and educational objectives have been associated together and attached with transformational education. This reveals that a weak conceptual grounding theory among participants.

The second one, shows that, apart from these conceptual limitations, participants demonstrated comparatively a stronger awareness of the social and ethical value associated with transformational education. Most of the respondents identified collaboration as well as inclusivity, unity, justice and social responsibility as crucial components of educational at the sometime community development. This should propose that when theoretical understanding stays underdeveloped, these exists also a generally positive alignment with the value system which is under transformational education.

The third one shows that the concept is supposed to be insufficiently understood by the participants. Most of them were associated abundance primarily with material possession and financial resources, more than it brooder multidimensional meaning, which includes as long as human flourishing, creativity, ethical responsibility, social cohesion, personal development, and collective well-being. This results suggest a conceptual reduction of abundance to economies concepts potentially overlooking its holistic and developmental dimensions.

The Fourth, the results proved limited information of the pedagogical approaches asked for the real implementation of transformational education. Only a small proportion of respondents identified creative and learner-centered pedagogy as essential. Instead, many participants associated educational effectiveness with financial or administrative factors rather than with pedagogical innovation. This finding suggests that the pedagogical dimension of transformational education is not yet well understood among key educational stakeholders.

Fifth, the study confirms the relevance of the research hypothesis. The findings propose that limit of the knowledge and apprehending of transformational education between teachers, students, and educational chief constitutes formed an important barrier to its real implementation. to fully integrating the capacity of educational institutions transformative learning approaches into teaching and learning practices The miss of conceptual clarity create the limit.

the general results maintain the main argument of this research: the potentiality of transformational education is to promote the affluence culture distinguished by human to prosper, innovation, responsibility, ethical, social cohesion, creativity, and sustainable development. However, realizing this potential requires strengthened conceptual understanding, improved pedagogical practices, and sustained institutional support.

The study therefore concludes that educational transformation must extend beyond knowledge transmission and emphasize the holistic development of learners as active agents of personal growth, community development, and societal flourishing.

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7. DISCUSSION OF FINDINGS

The purpose of this study was to examine the role of transformational education in promoting an abundant culture characterized by human flourishing, creativity, ethical responsibility, social cohesion, and sustainable development. The findings dispose significant summaries to the participants' comprehension of transformational education and disclose some challenges which may have an important influence its real implementation on educational institutions.

A key finding of the study is the limited conceptual understanding of transformational education among teachers, students, and educational administrators. Many respondents demonstrated difficulty in identifying the meaning, objectives, principles, and pedagogical requirements of transformational education. This finding supports the study's hypothesis that insufficient conceptual knowledge constitutes a significant barrier to the effective implementation of transformative learning practices.

This result is consistent with the transformative learning theory of Ja ck Mezirow (1991, 2000), which emphasizes critical reflection as the foundation for perspective transformation. According to Mezirow, transformative learning requires individuals to critically examine their assumptions, beliefs, and habitual frames of reference. The border conceptual understanding watched between participants proposes that some educational stakeholders do not have yet completely connected in the reflective processes which is very necessary for transformative learning.

The results also disclose a notable difference among theoretical awareness and value orientation. Although persons interviewed fighting with conceptual clarity, they shown relatively strong harmonization with worthies such as justice, inclusion, collaboration, and community participation. In particular, many of the participants joined affluence culture with inclusivity and collaboration. This specifies that while formal theoretical awareness is limited, there is the highlighting receptiveness to the ethical rules which underpin transformational education.

This remark organizes with the critical pedagogy structure of Paulo Freire (1970), which generalizes education as a handling of humanization including social transformation. Freire argues that education should empower learners to become active participants in shaping their social realities. The respondents' orientation toward cooperation and inclusion suggests a readiness for pedagogical approaches grounded in dialogue, participation, and collective agency.

Another important result relates to the concept of affluence culture. Most of respondents joined affluence primarily with tools possessions including economic resources. Only a small proportion recognized it as a multidimensional construct encompassing human flourishing, creativity, ethical responsibility, social cohesion, and personal development. This reflects the dominance of materialistic interpretations of development within contemporary contexts and underscores the need for a more holistic educational paradigm.

This finding can be interpreted through the lens of human flourishing theory. Martha Nussbaum (2011) argues that development should be evaluated not only in economic terms but also in terms of individuals' capabilities to live dignified and meaningful lives. Similarly, Martin Seligman (2011) emphasizes that flourishing involves positive relationships, engagement, meaning, accomplishment, and well-being. The present study extends these perspectives by proposing that transformational education can contribute to the formation of an abundant culture in which material well-being is integrated with intellectual, ethical, social, and spiritual development.

The results indicate an advantage of limited awareness of innovative and learner-centered pedagogical approaches. solely a small rate of respondents identified creative pedagogy as an important to transformational education. This proposes that educational training remains largely impacted by traditional, educator-centered approaches that intensify knowledge transmission lightly than critical inquiry, participatory learning, and creativity.

This remark consisted with the work of Stephen Sterling (2010), who argues that educational systems must transition from transmissivity models toward and transformative approaches that promote systems thinking, innovation, and sustainability. Likewise, Patricia Cranton (2016) emphasizes that transformative learning environments require reflective dialogue, active engagement, and experiential learning. The findings therefore highlight the need for sustained professional development to equip educators with the competencies required for transformative pedagogy.

An additional contribution of this study lies in its conceptualization of abundant culture as an outcome of transformational education. The findings support the proposition that transformational education functions as a catalyst for personal transformation, ethical responsibility, creativity, social engagement, and community development. Through critical reflection, learner empowerment, and innovative pedagogical practices, educational institutions can foster cultures characterized by cooperation, inclusivity, resilience, and sustainable prosperity.

Based on these findings, the study proposes a conceptual framework in which transformational education fosters critical consciousness, which in turn leads to personal transformation, social responsibility, and human flourishing, ultimately culminating in the development of an abundant culture. This framework constitutes the primary theoretical contribution of the study and provides a foundation for future empirical and conceptual research on the relationship between education and societal transformation.

The general debate affirm that transformational education holds an important potential for discoursing contemporary educational and societal challenges. However, the accomplishment of this potential askes strengthened conceptual understanding, solid conceptual foundation, innovative pedagogical practices, including sustained institutional commitment to global human development. By promoting critical thinking, ethical, creativity, leadership, and social responsibility, transformational education may serve as a powerful tool for cultivating affluence cultures and advancing sustainable societies.

8. CONCLUSION

This study examined the relationship between transformational education and the development of an abundant culture characterized by human flourishing, creativity, ethical responsibility, social cohesion, and sustainable development. Grounded in transformative learning theory and critical pedagogy, the study assessed the level of understanding of transformational education among teachers, students, and educational administrators in selected secondary schools in Kindele, Kinshasa.

The findings indicate that participants generally demonstrate limited conceptual understanding of transformational education. Significant gaps were identified in their ability to accurately define and distinguish key concepts such as transformation, holistic education, innovation, and the pedagogical foundations of transformative learning. These findings propose that although the element of transformational education is

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progressively present in educational discourse, its conceptual include practical meanings remain insufficiently internalized by key educational stakeholders.

At the same moment, the research revealed a relatively robust awareness of the social and ethical values joined with transformational education, specific collaboration, inclusion, justice, include community engagement. This propose that while theoretical awareness is underdeveloped, there exists a foundational value orientation which may support the future implementation of transformative educational practices.

The main results of this research is the diffused misinterpretation of the concept of affluence culture, which is predominantly joined with tool wealth rather than comprehend as a diverse construct comprehensive human flourishing, ethical responsibility, creativity, and social well-being. This meditates a dominant centered-tool view of increasing and highlights the necessity for a shifting toward more holistic include capability-based educational perspectives.

In general, this research affirms that transformational education has an important potential to promote affluence cultures. nonetheless, this eventual remnant extensively unrealized due to limited knowledge, theoretical confusion, include pedagogical limit innovation between educational leaders. The study concludes that strengthening transformational education requires more than curricular adjustments; it necessitates a comprehensive reorientation of educational philosophy, teacher preparation, and institutional practices toward holistic human development and sustainable social transformation.

9. RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

1. **For Educational Authorities:** Educational policymakers should integrate transformational education into national curriculum frameworks. This integration should prioritize the development of critical thinking, creativity, ethical reasoning, civic responsibility, and sustainability as core learning outcomes across all levels of education.
2. **For School Administrators:** School leaders should foster institutional cultures that support transformational learning by promoting collaboration, inclusivity, innovation, and reflective practice among teachers and students. Schools should also establish structured spaces for dialogue, participatory learning, and community engagement.
3. **For Teachers:** Teachers should adopt learner-centered and participatory pedagogical approaches, including creative pedagogy, problem-based learning, and experiential learning strategies. Continuous professional development programs should be implemented to strengthen educators' understanding and application of transformational education principles.
4. **For Students:** Students should be encouraged to actively participate in their learning processes, develop critical thinking skills, and engage in collaborative and community-based initiatives that promote social responsibility, creativity, and personal development.
5. **For Curriculum Developers:** Curriculum designers should ensure that instructional materials reflect the principles of transformational education and promote a holistic understanding of human development that transcends purely economic or material perspectives.
6. **For Future Research:** Future studies should examine transformational education using larger and more diverse samples, as well as longitudinal designs capable of assessing its long-term effects on learners' development and societal transformation. Further research should also refine and operationalize the concept of "abundant culture" across different cultural, educational, and socio-economic contexts.

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