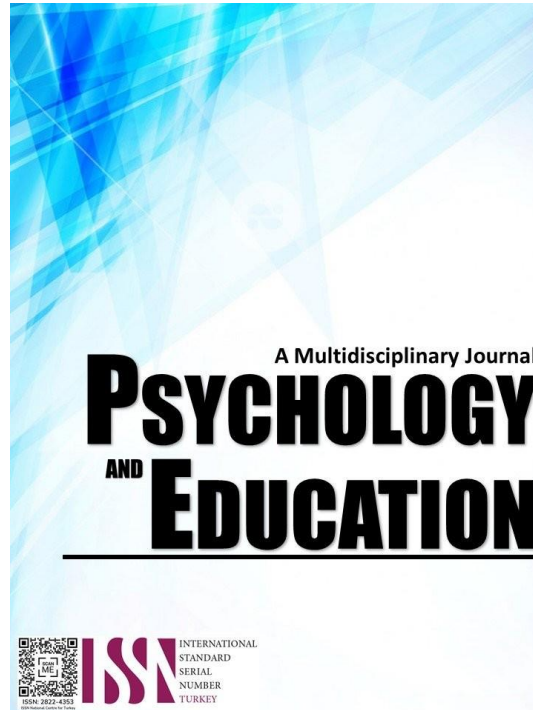


**PHILOSOPHICAL BELIEFS ON EDUCATION AND PEDAGOGICAL
PRACTICES AMONG TEACHERS IN SAN ROQUE,
MABINI, BOHOL**



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Philosophical Beliefs on Education and Pedagogical Practices Among Teachers in San Roque, Mabini, Bohol

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Abstract

The philosophies of education serve as the guide of the teachers in handling the teaching-learning process. However, a belief will remain as a belief unless it is practiced. This study aimed to find the relationship between the philosophical beliefs and practices of the 30 teachers of the schools in San Roque, Mabini, Bohol - San Roque Elementary School and San Roque National High School, S.Y. 2019-2020. The study utilized a quantitative method descriptive survey research design. The research instrument used was a self-constructed questionnaire in which the reliability was tested by a Cronbach's Alpha using Statistical Package for the Social Science (SPSS) software. Simple percentage and weighted mean were some of the statistical treatments used. Kendall's tau_b, a non-parametric test, was used to determine the correlation between philosophical beliefs and their equivalent pedagogical practices. All of the statistical treatments were also run using the SPSS software. Further, the researcher assured the proper observation of the research ethics protocol. Based on the results, the philosophies of Progressivism (3.63) and Perennialism (3.31) were the most and least prevailing philosophical beliefs, respectively. On the other hand, the most and least prevailing philosophies practiced are Progressivism (3.69) and Essentialism (3.19), respectively. Moreover, research findings revealed that there was a significant relationship between the philosophical beliefs of teachers and their pedagogical practices. In conclusion, this study claims that teachers' pedagogical practices are dependent to their philosophical beliefs; and as the teachers believed on a particular philosophy of education, they practice it accordingly to the extent of their adherence to the belief.

Keywords: *philosophy of education, philosophical beliefs, pedagogical practices, Bohol, Philippines*

Introduction

As defined, philosophy of education is a set of related beliefs that influence the what's and the how's of teaching (Lim, Caubic, & Casihan, 2014). It serves as the guide of the teachers in handling the teaching-learning process as to what to teach, how to teach, and why to teach (Bilbao, 2015). Acquiring a strong philosophy of education is powerful in directing the teaching practices of teachers in the classroom along with their perception towards teaching and learning as well as the learners around them (Soccorsi, 2013). As Winch mentioned, it takes for a solid philosophical approach to create upright and appropriate decisions about teaching (Doğanay & Sari, 2018).

In the context of the Philippines, the teachers are always demanded to apply their personal philosophy of teaching as stipulated on both the former National Competency Based Teacher Standards (NCBTS) and the presently considered teaching competency standards, the Philippine Professional Standards for Teachers (PPST). Hence, this study aimed to provide an empirical and substantial data to investigate the teachers' effort on attending this imperative competency.

In connection, this research sought to give an avenue and opportunity to the teachers to reflect and assess their thoughts, beliefs, and practices. Withal, this study can be supported by the Donald Schon's theory of reflective practice. As cited in the paper of Visser (2010), "reflection-in-action" adheres the idea that doing complements with thinking, such that doing extends thinking and reflecting feeds on doing and its outcome.

Meanwhile, the present research can be supported by several legal bases. According to the fourth Sustainable Development Goals (SDG4), the globe must work hand-in-hand to ensure and safeguard inclusive and equitable quality education and promote lifelong learning opportunities for all. As United Nations Educational, Scientific and Cultural Organization (2016) mentioned, teachers play a crucial role in attaining all the SDG4 targets. However, as UNESCO added, the lack and uneven dissemination of professionally trained teachers worsened the education's equity gap, most especially in deprived locales. Hence, this study sought to contribute information and evidence to the policy-makers and educational administrators on making decisions.

Furthermore, according to Article XIV, Section 1 of 1987 Philippine Constitution, all state shall protect and promote the right of all citizens to quality education at all levels and to take appropriate action to make such education accessible to all. In addition, the Article IV, Section 2 of Code of Ethics for Professional Teachers states that every teacher shall uphold the highest possible standards of quality education, shall make the best preparations for the career of teaching, and shall be at his best at all times and in the practice of his profession.

Moreover, the Philippine Professional Standards for Teachers or PPST (Department of Education – Teacher Education Council (2017), demands every Filipino teacher to articulate, apply, manifest, and model a philosophy of teaching that is beneficial to the learners and can encourage colleagues to engage in further professional advancements.

In this research, five known educational philosophies are included and accounted for. Specifically, these are Essentialism, Perennialism, Progressivism, Existentialism, and Social Reconstructionism.

Essentialism avers that the goal of education is to equip students with the “basic” knowledge and skills needed to promote citizenship (Acquah, Adjei & Mensah, 2017). Similarly, Gaudelli, Hearne, and Colwes contended that it aims to inculcate to the learners the academic and moral knowledge and fundamental skills to make them economically worthwhile members of society (Gwele, 2005). This goal of education will be attained through the use of traditional or “back-to-basic” approach (Magulod, 2017; Acquah et al., 2017). Further, this philosophy stipulates that the transmission of a common core of knowledge to the learners should have done in a systematic, coherent and disciplined way (Tan, 2006; Acquah et al., 2017). Teachers embracing this philosophy believe that mastering essential skills and subject-matter would prepare them to be competent and skilled individuals for the competitive global village (Lim, Caubic & Casihan, 2014).

Perennialism is based on and influenced by the philosophies of idealism and realism. As Tan (2006) distinguished, the influence of idealism in the perennialism is seen in its emphasis on helping the students know, internalize, and adopt ideas and values that are universal and everlasting. Meanwhile, the influence of realism in the perennialism is its goal of cultivating the intellect and sense of rationality of an individual to bring them in contact with the truth (Lim, Caubic, & Casihan, 2014). Perennialists focus on using great books as well as on passing the classics and tradition of community to the new generation of learners (Tan, 2006). Additionally, this philosophy opposes to include non-academic subjects in the curriculum because they overthrow the primary purpose of the school, which is to develop learners intellectually with good and suitable rationality and morality (Lim et al., 2014).

Progressivism, which was influenced by the Pragmatism with the belief that reality is always changing and that knowledge and values are relative, emerged when it was found out that the traditional education, which is teacher-centered and rigid, emphasized on studying organized body of subjects and had neglected the needs and interest of learners in education (Gwele, 2005; Tan, 2006). Moreover, Gwele (2005) explained that though the learners’ experiences and interests should be focused, it does not mean that the content or body of knowledge should have omitted. Instead, the learners’ experience must be used to mediate knowledge. In addition, this philosophy captures the belief that learners establish meaningful learning when they are dynamically exploring and engaging in direct experiences as well as when they actively involved in stimulating learning activities such as problem-solving, field trips, creative artistic expressions and projects (Magulod, 2017; Lim et al., 2014; Ornstein & Levine cited by Tan, 2006). Hence, progressivism asserts that the school should be the center for experimentation and investigation.

Existentialism stresses that the principle of education is to support learners in finding meaning and directions in their lives (Lim et al., 2014). This philosophy of education recognizes that every learner is free and unique. Thus, they can have a personal choice in their lives so that they can create their own definition and essence (Tan, 2006; Lim et al., 2014). Furthermore, Tan (2006) stressed that there is no fixed curriculum for the existentialists, as the content and pedagogy, are determined by the needs and preference of the learners. According to Guteck, existentialists are opposed to thinking about students as substance and object to be measured, tracked, or standardized as it is a rigid, inaccurate and tyrannical method that hampers the teacher-learner relationship, and the relationship among the learners (Tan, 2006).

Social Reconstructionism is a variation of progressivism, thus, rooted in pragmatism (Suardipa, 2019; Tan, 2006). This philosophy arose when the reconstructionist felt dissatisfaction with certain features of progressivism (Tan, 2006). As Gwele (2005) cited, Stern and Riley argued that the purpose of education in this philosophical perspective is to reconstruct society through learners’ acquirement of skills applied to real life. Social Reconstructionism sought to make schools the center of bigger social reforms and ground for preparing the learners to meet the demands of society. This philosophy upholds the need of the school to explore and work to find a solution on social, political, and economic problems that would eventually create an innovative society (Lim et al., 2014).

It is imperative for every teacher to develop perspectives, values, and goals about the significant intention of education as well as about ways and conditions of educating the learners. Beliefs are within the practice of every teacher which forms and affects the educational opportunities for the learners (Livingston, McClain & DeSpain, 1995).

Several studies focused on identifying the most and/or least prevailing/adhered/internalized philosophy of education (Magulod, 2017; Tupas & Pendon, 2016; Ghorbanalizadeh Ghaziani, Razavi, Khodaparast Sareshkeh, & Ghasemi, 2014; Bolat & Bas, 2018; Üstüner, 2008; Saçlı Uzunöz, 2016; Ryan, 2008a; Edlin, 2013; Bicer, 2013, Shiri, Zahed-Babelan & Sattari, 2013). Also, some studies accomplished longitudinally (Ryan, 2008b; Doğanay & Sari, 2018).

Furthermore, some of the related studies identified the philosophical perspective or belief of teachers (or prospective/candidate/preservice teachers, as well as the school administrators), and it was used to analyze its relationship to their viewpoints on other variables (Uyangör, Şahan, Atıcı & Börekç, 2016; Şahan & Terzi, 2015; Çalışkan, 2013; Filiz, Kabaran & Kabaran, 2018; Atasoy, Yangin & Tolu, 2018).

The study conducted by Uyangör et al. (2016), revealed that the Progressivism and Social Reconstructionism philosophies are favored by the teachers and the teacher candidates than the Essentialism and Perennialism. Similarly, research studies such as conducted by Şahan, et al. (2015), with the prospective teachers as the respondents, and Tupas, et al. (2016), with the college teachers as the respondents, gave a result that Progressivism and Reconstructionism are mostly adopted philosophies.

Moreover, Magulod (2017) concluded that pre-service teachers embrace a high learner-centered teaching belief as his study exposed that Progressivism is the most adhered philosophy. This also supported the numerous studies, such as of Çalışkan (2013), Bolat et al. (2018), Saçlı Uzunöz (2016), Ryan (2008a), Edlin (2013), Shiri et al. (2013), which had revealed that Progressivism is the most adhered and preferred philosophy of education. On the other hand, researches of Filiz et al. (2018) and Bicer (2013) revealed that the most adopted philosophy of education by the pre-service/candidate teachers is Existentialism. Likewise, Existentialism is one of the most internalized philosophies of pre-service teachers and teacher educators in the study of Saçlı Uzunöz (2016).

However, some studies conducted by several researchers contradicted this as they found out that Existentialism philosophy is adopted the least by teachers and superintendents (Üstüner, 2008), pre-service teachers (Ryan, 2008a), and by teachers (Atasoy et al., 2018). Although, different findings were garnered by Saçlı Uzunöz (2016), Edlin (2013), and Bicer (2013) in terms of the least prevailing philosophy. They found that it is the Essentialism which is not adhered and internalized the most.

Ghorbanalizadeh Ghaziani, et al. (2014) emphasized that the result of their study showed no equal and constant status in dimensions of the educational philosophy of teachers. The researchers suggested that teachers should try to improve their different philosophies of education in coordination. Teachers should integrate the combination of different philosophies of education. Therefore, they should use an Eclectic philosophy.

On the other study of Ryan (2008b), he investigated the philosophical homogeneity in the pre-service teachers through the use of a longitudinal survey approach. Results of the study showed that the majority of the pre-service teachers mostly adhered Progressivism while a small minority of them were aligned with other philosophical beliefs. With the results, Ryan construed that there is a level of homogeneity that signifies conformity with Progressivism.

Another study, which was led by Doğanay et al. (2018), also used a longitudinal approach. The study aimed to identify the change that took place in terms of the understanding of the prospective teachers with regards to their educational philosophies. It was found that in the process of four-year undergraduate education, there was an increase in in the understanding of existentialism by the prospective teachers from the first year towards fourth year. Research gap showed that the respondents of the mentioned related studies are mostly pre-service/candidate/prospective teachers while the respondents of this research are the teachers who were chosen because they already have an experience in teaching that will prove to their beliefs and practices used.

Bim-Bad and Egorova (2016) studied the interaction between the philosophy of education and teaching practice, and they found out that the philosophy of education is practiced and implemented directly in everyday life and is not only a theoretical understanding of groundwork and indications of the educational process. Similarly, Soccorsi (2013) concluded that the influence of observation and practical teaching experiences inseparably linked to the development of teaching philosophy. However, this conclusion is negated by a study (Üstüner, 2008) which revealed that some teachers hold a particular philosophy of education that does not match to the philosophy possessing by the objectives of their educational system.

Moreover, in connection to the research gaps, no research had been conducted to find the relationship between the belief and practices of teachers in each philosophy of education covered by this study. Hence, it is high time to define the relationship between their different philosophical beliefs and their practices in regards to those beliefs.

Research Questions

The main thrust of this study was to determine the relationship between philosophical beliefs towards education and pedagogical practices among teachers of the schools of San Roque, Mabini, Bohol – San Roque Elementary School and San Roque National High School, school year 2018-2019. The findings of this study served as the basis for proposing set of recommendations to enhance the teaching-learning process. Specifically, it sought to answer the following questions:

1. What is the most and least prevailing beliefs in philosophy of education?

2. What is the most and least prevailing pedagogical practices in philosophy of education?
3. Is there a significant correlation between philosophical beliefs and their equivalent pedagogical practices among teachers?

Methodology

Research Design

This study utilized a quantitative method using descriptive survey research design in gathering, analyzing, and categorizing the data along with the philosophical beliefs and pedagogical practices among teachers of San Roque Elementary School and San Roque National High School, school year 2019-2020. The researchers used a self-constructed survey instrument, adapted from various books and other relevant survey inventories, which is very useful in extracting the facts and in getting the data.

Respondents

A total of 30 respondents were selected, using random sampling, with a margin of error of 5% at 95% confidence interval. Proportional allocation of samples was used to determine the number of respondents per school.

Instruments

This study used a questionnaire constructed by the researcher that was based on the books and/or survey inventories of Sadker and Sadker (1997); Bilbao (2015); Lim, Caubic and Casihan (2014); Bilbao, Dayagbil and Corpuz (2014); Bilbao et al. (2018). The researcher randomized the questions to avoid biases. But before the survey instrument was finalized, the first draft was subjected for a pilot test.

Table 1 shows the result of the reliability test of the data from pilot test. It shows that all of the philosophies of education in terms of beliefs and pedagogical practices reported acceptable ($>.7$) to good ($>.8$) internal consistency using Cronbach's Alpha with the aid of Statistical Package for the Social Science (SPSS) software.

Table 1. *Reliability Statistics*

	<i>Philosophical Beliefs (Cronbach's Alpha)</i>	<i>No. of Items</i>	<i>Pedagogical Practices (Cronbach's Alpha)</i>	<i>No. of Items</i>
Essentialism	.701	8	.798	8
Perennialism	.844	8	.735	8
Progressivism	.727	8	.707	8
Existentialism	.803	8	.789	8
Social Reconstructionism	.870	8	.714	8

The respondents were asked to indicate their agreement or disagreement on the given statements using the Likert scale of 1 if "strongly disagree"; 2 if "moderately disagree"; 3 if "moderately agree"; and 4 if "strongly agree". Weighted mean and composite mean were utilized by the researchers in the study. The weighted mean of the beliefs and practices of the teachers is described using the table of indicated as follows.

Table 2. *Descriptive Value of the Weighted Mean and Composite Mean*

<i>Parameters</i>	<i>Teachers' Beliefs</i>	<i>Teachers' Pedagogical Practices</i>
3.25 – 4.00	Strongly Adhered	Always Practiced
2.50 – 3.24	Moderately Adhered	Often Practiced
1.75 – 2.49	Slightly Adhered	Rarely Practiced
1.00 – 1.74	Never Adhered	Never Practiced

Procedure

Before the conduct of the study, the researcher sent letter of approval to the authorities of University of Bohol (the Vice President for Academic and the Dean of Graduate School), the Schools Division Superintendent, the District School Supervisors, and the school principals. Further, the researcher made sure to comply the requirements of the University's Research Ethics Committee.

During the conduct, the researcher made sure to orient the respondents about the objective of the study and their rights as part of the subject of the present study. The researcher let the respondents affix their signature to confirm their participation on the study. The conduct of the study was made in the most convenient time of the participants and they were given enough time to accomplish the survey.

After gathering the data, the researcher immediately made a codebook which covers the random numerical codes of each respondent and the organization of data in tables. The collected data were subjected to a normality test to determine the appropriate statistical tool to be used during the treatment and analysis. Interpretation and analysis of the results immediately followed for the conclusions and recommendations of the study.

Ethical Considerations

The researcher assured that the entire conduct of research would not cause any violation of the rights with regards to the respondents' level. A letter of consent that was handed to the respondents explains the objectives of the study, the outcomes, and the length of time needed to answer the tool. They are also informed on their right to accept and reject in participating on the study. Among those who affirmed to take part as study participants were also informed that they have the right to withdraw or stop at any point in the event that they would feel that their rights were being violated. They were also oriented on the processes that the researcher will observe in handling, archiving, and disposing of the gathered data and the transcript of coding. The contact details of the researcher were included in the consent in the purpose of giving them the ease of contacting him if they have issues before, during, and after the conduct of the study.

Results and Discussion

Philosophical Beliefs

Table 3 and Figure 1 shows the summary of the philosophical beliefs of teachers towards education. The data revealed that the respondents have strong adherence to the five philosophical beliefs included in this study. This finding signifies that their attitudes, ideas, values, and perspectives in education are shaped on these philosophies of education. However, the hierarchy of the philosophical beliefs have showed that the respondents have stronger adherence to the Progressivism among others as it garnered a composite mean of 3.63. Generally, the respondents rated themselves of adhering the importance of exploration and engagement on direct experiences to stimulate learning. Following the Progressivism is the Essentialism with a composite mean of 3.60. The respondents believed that the basic knowledge and skills must be emphasized in implementing the curriculum. It can be observed that the top two (2) most adhered philosophical belief is composed of two opposing approaches, the learner-centered and the teacher-centered. Hence, this study concludes that the respondents declare the importance of appropriately blending these philosophical beliefs to better cater the needs of the learners.

Table 3. *Philosophical Beliefs of Teachers*

<i>Philosophical Belief</i>	<i>Composite Mean</i>	<i>Descriptive Value</i>	<i>Rank</i>
1. Essentialism	3.60	Strongly Adhered	2
2. Perennialism	3.31	Strongly Adhered	5
3. Progressivism	3.63	Strongly Adhered	1
4. Existentialism	3.36	Strongly Adhered	4
5. Social Reconstructionism	3.44	Strongly Adhered	3
Over-all Composite Mean	3.47		

Further, the ranking showed that the third philosophical belief that is strongly adhered is the Social Reconstructionism which garnered a composite mean of 3.44. This signifies that the respondents also believed the importance of incorporating across the curriculum the skills necessary for the reconstruction of the society. Although strongly adhered, the respondents rated themselves to have lesser adherence to Existentialism and Perennialism as the ranking showed. With the composite mean of 3.36, the respondents also believed the importance of choices, needs, and preferences of the learners. Meanwhile, the least prevailing philosophical belief is the Perennialism which garnered a composite mean of 3.31. Despite the lowest ranking, the respondents still strongly adhere the value of adopting universal and everlasting ideas in the teaching-learning process.

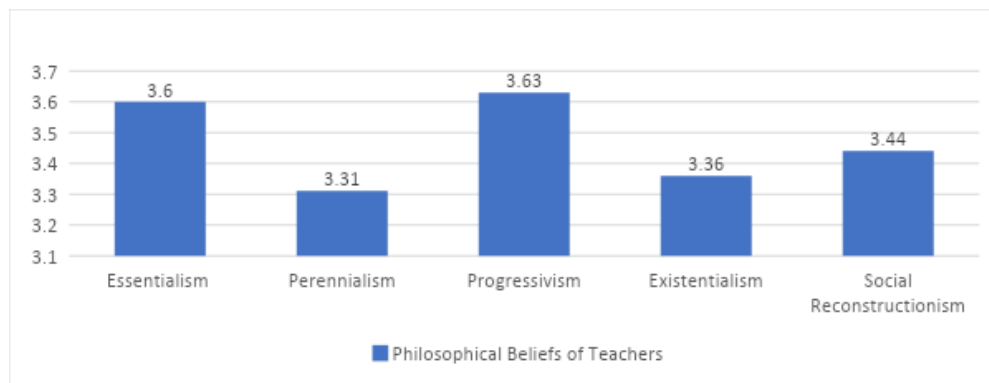


Figure 1. Graphical Representation of Philosophical Beliefs of Teachers

This research findings support the studies conducted by Magulod (2017), Çalışkan (2013), Bolat, et al. (2018), Saçlı Uzunöz (2016), Ryan (2008a), Edlin (2013), Shiri, et al. (2013). Their studies had revealed that the Progressivism is the most adhered and favored philosophy of education. Moreover, Uyangör, et al. (2016) found out that Progressivism and Social Reconstructionism philosophies are preferred by the teachers and the teacher candidates than Perennialism. However, one of the philosophies to be favored the least, as mentioned by Uyangör, et al. (2016), is the Essentialism, which is the second prevailing philosophy of education in the result of this study.

On the other study of Ryan (2008b), he investigated the philosophical homogeneity in the pre-service teachers through the use of a longitudinal survey approach. Results of the study showed that the majority of the pre-service teachers mostly adhered Progressivism while a small minority of them were aligned with other philosophical beliefs. With the results, Ryan construed that there is a level of homogeneity that signifies conformity with Progressivism.

Contradicting this study, Üstüner (2008) found out that the most adhered and preferred philosophy of education by the teachers and superintendents is the Perennialism philosophy of education.

In this study, it was found out that the second to the least prevailing philosophical belief is Existentialism. This contradicts the findings revealed by the study of Kozikoğlu, et al. (2018), Filiz, et al. (2018), and Bicer (2013), which says that the most adopted philosophy of education by the pre-service/candidate teachers is the Existentialism philosophy. Further, the second to the most internalized philosophies of pre-service teachers and teacher educators in the study of Saçlı Uzunöz (2016) is Existentialism.

However, it can be said that some studies can somewhat support the results revealed by this research findings. It was found out that Existentialism philosophy is adopted the least by teachers and superintendents (Üstüner, 2008), pre-service teachers (Ryan, 2008a), and by teachers (Atasoy, et al. 2018).

Relatively, the findings gathered by the researchers still opposes the results of the study of Saçlı Uzunöz (2016), Edlin (2013), and Bicer (2013). They revealed that the Essentialism philosophy is not adhered and internalized the most, in which Essentialism is the second prevailing philosophy of education in this study

Pedagogical Practices

Table 4 and Figure 2 shows the summary of the practices of teachers that is based on the different philosophies. The hierarchy of the philosophy-based pedagogical practices showed that the respondents have always practiced pedagogy guided with the Progressivism philosophy as it garnered a composite mean of 3.69. This finding means that the respondents have seen the greatness of learners' direct experiences and exploration on a meaningful learning. Moreover, the second philosophy that directs the pedagogical practices of the respondents is Social Reconstructionism, with a composite mean of 3.50. The respondents regarded the essence of providing and equipping the young citizens with the skills necessary for the reformation of the society.

In addition, the data revealed that the teachers' pedagogical practices are guided with the Perennialism philosophy as it garnered a composite mean of 3.46. Teachers rated themselves of always integrating the universal and everlasting ideas to be passed to the new generations for preservation. Although it is the fourth in the rank, the teachers rated themselves of always teaching the learners guided with Existentialism philosophy. With the composite mean of 3.43, the respondents gave importance on the choices and preferences of the learners to shape and implement the curriculum.

Table 4. Pedagogical Practices of Teachers

Practices	Composite Mean	Descriptive Value	Rank
1. Essentialism	3.19	Often Practiced	5
2. Perennialism	3.46	Always Practiced	3
3. Progressivism	3.69	Always Practiced	1
4. Existentialism	3.43	Always Practiced	4
5. Social Reconstructionism	3.50	Always Practiced	2
Over-all Mean	3.45		

Moreover, findings revealed that the respondents often practice on teaching the learners guided with the Essentialism philosophy as it garnered a composite mean of 3.19. Surprisingly, the respondents often integrate to their pedagogy the practices influenced by Essentialism philosophy knowing that it is the second most adhered philosophical belief (see Table 3).

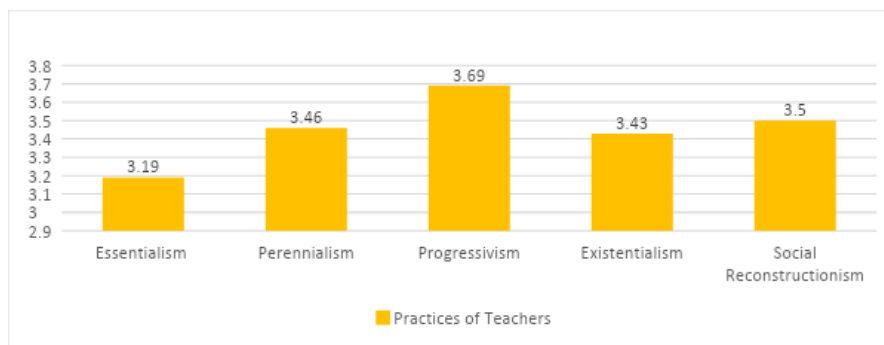


Figure 2. Graphical Representation of Pedagogical Practices of Teachers

Ghaziani et al. (2014) emphasized that the result of their study showed no equal and constant status in dimensions of the educational philosophy of teachers. The researchers suggested that teachers should try to improve their different philosophies of education in coordination. Teachers should integrate the combination of different philosophies of education. Therefore, they should use an eclectic philosophy. Although they often practice the Essentialism philosophy, it is still evident that the other philosophies of education emerged to be practiced always by the teacher respondents. This implies that they are using a combination of different philosophies of education. Thus, integrating the eclectic philosophy.

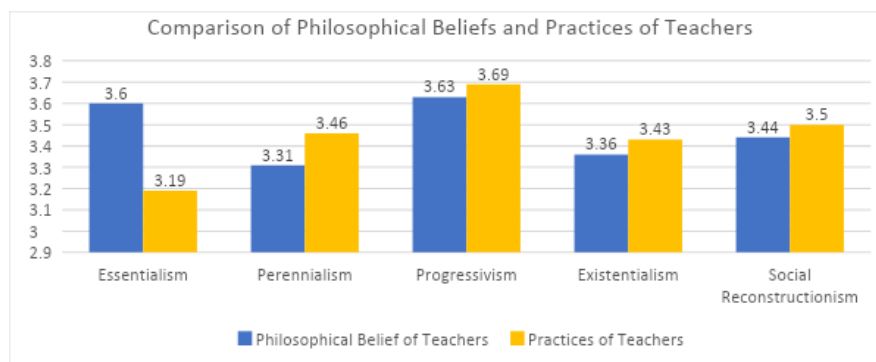


Figure 3. Comparison of Philosophical Beliefs and Practices of Teachers (Graphical Representation)

Figure 3 shows the comparison of philosophical beliefs and practices of teachers. This shows that although the teachers strongly adhere the Essentialism philosophy, they often practice it. The rest of the philosophies of education showed that as the teachers strongly adhere a certain philosophy, they always practice it as well.

Correlation Between Philosophical Beliefs and Pedagogical Practices among Teachers

Table 5 shows the summary of the correlation between the different philosophical beliefs of teachers and their pedagogical practices in regards to those philosophies. Generally, the result presents that all of the philosophical beliefs of teachers have significant relationship with their practices in regards to those different philosophical beliefs. This finding implies that the practices of teachers were dependent to their philosophical beliefs. It also connotes that as the teachers believed on a particular philosophy of education, no matter to what extent they adhere it, they practice it accordingly to the extent of their adherence to the belief.

Table 5. *Correlation Between TPACK, Context, and Teaching Performance*

Variables	Kendall's tau_b	P-value	Decision	Interpretation
Essentialism	.336*	.017	Reject H ₀	Significant
Perennialism	.372**	.007	Reject H ₀	Significant
Progressivism	.407**	.004	Reject H ₀	Significant
Existentialism	.435**	.002	Reject H ₀	Significant
Social Reconstructionism	.531**	.000	Reject H ₀	Significant

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Bim-Bad and Egorova (2016) studied the interaction between the philosophy of education and teaching practice, and they found out that the philosophy of education is practiced and implemented directly in everyday life and is not only a theoretical understanding of groundwork and indications of the educational process. Similarly, Soccorsi (2013) concluded that the influence of observation and practical teaching experiences inseparably linked to the development of teaching philosophy.

Conclusion

Based on the findings, the study concluded that the teacher respondents are consistent with their most prevailing belief and practice such that as they strongly believed the Progressivism philosophy, they also always practiced among others. The respondents strongly believed the essence of appropriately blending the Progressivism (learner-centered) and Essentialism (teacher-centered) to maximize the success of education. However, as the respondents influence their pedagogy with the philosophies, it appeared that both Progressivism and Social Reconstructionism prevailed to be the two most practiced in teaching. Remarkably, this study highlights the finding that as the respondents strongly believed the Essentialism, they often practice it. Further, the study contributed empirical evidence that the philosophical beliefs of the teachers have correlation with their pedagogical practices. This finding suggests that that teachers' pedagogical practices are dependent to their philosophical beliefs; and as the teachers believed on a particular philosophy of education, they practice it accordingly to the extent of their adherence to the belief.

Moreover, (1) Future researchers may address the present research gap as to why the Essentialism philosophy is often practiced despite the strong adherence to this belief. (2) The Philippine government can use the research findings for educational programs and initiatives that will contribute to the betterment of the philosophy of education among the teachers as the present study have empirically and statistically proven its correlation.

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