The Senior High School Teachers' Philosophical Orientation and Its Relationship with their Teaching Performance

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Abstract—Teachers must be aware of their own beliefs. Their philosophies are essential personal tools for achieving both academic and professional objectives. With this, this study was conducted to determine the philosophical orientation of Senior High School teachers in Narra del Norte District in Palawan, Philippines, along with their teaching performance. It was found that teachers were eclectic as they were inclined to more than one teaching philosophy, including Idealism, Existentialism, and Pragmatism, and were performing very well in their teaching tasks. However, it was proven that the teachers' philosophical orientation has nothing to do with their teaching performance. Nevertheless, the philosophical practices of teachers should not be neglected, hence, seminars improving one's philosophical orientation must be conducted.

Keywords— Performance; Philosophical Orientation; Senior High School; Teachers.

I.   INTRODUCTION

Teachers are highly regarded and considered to have played a vital role in society as they are one of the key shapers of learners who are the future of every nation. The success of every individual is based on how they are being molded, educated, and developed; hence, teachers are duty-bound to instill knowledge, develop skills, and nurture the hearts of learners to make them ready for their future and become productive useful members of society. In view thereof, teachers must possess the necessary qualities, such as enough knowledge and skills needed for them to do their duties of facilitating learning among their students.

As defined, a worldview is a set of lenses through which one can see the surrounding world and is a network of views and beliefs that helps an individual understand and interpret all their experiences (DeWitt, 2018). In addition, the teachers' worldview defines their basic notions about the world, how they evaluate their environments and plan their actions to take. The worldview of the teachers is indeed critical to how they perceive what and how to be a teacher in a digital world (Tsybulsky & Muchnik-Rozanov, 2021). With this, teachers need to have a "worldview" that provides the basis for making sound decisions relative to their teaching profession.

Hence, teachers should have a worldview or philosophy increasing their awareness of life and work, making them more dynamic, discerning, analytical, and intellectually prepared in dealing with future challenges. All players in the educative process must be properly guided with an educational philosophy throughout their time to improve effectiveness and efficiency.

A teacher is expected to perform his teaching tasks efficiently and competently at all times (Soliven, 2002). A teacher who repeatedly fails to efficiently perform his duties and responsibilities based on the set standards should be subjected to removal, as per Article IV, section 2 of the code of ethics for professional teachers, which states that:

> *"Every teacher shall uphold the highest possible standards of quality education, shall make the best preparation for the career of teaching, and shall make the best preparation for the career of teaching, and shall be at his best at all times in the practice of the profession."*

Thus, to accomplish these goals, teachers must be guided by educational philosophy, which will guide them in implementing such principles.

As Wiseman, Knight, and Cooner (2005) stated, understanding and reflecting on human theories, teaching methodologies, classroom management, and curriculum help teachers understand their philosophy through their own teaching experiences and by comparing their beliefs and actions to principles embodied to establish educational philosophies.

The focus of this study is to determine the philosophies Senior High School teachers in Narra del Norte District in Palawan, Philippines, have and embrace. The researchers believe that teachers should be knowledgeable of various educational philosophies and are capable of using such in their classes. Moreover, teachers cannot be considered effective if they fail to develop their teaching philosophy and apply such in performing their teaching tasks.

The researchers then assume that the philosophical orientations of teachers have something to do with their performance categorized in four areas: *"Commitment, Knowledge of the subject matter, Teaching for independent learning, and Management of learning."* Considering this, the researcher was motivated to carry out this study.

Research Questions

This study's main objective was to determine the philosophical orientation of the Senior High School (SHS) teachers in the Narra del Norte District and how their

orientation related to their teaching performance. Specific questions are:

1. What describes the SHS teachers in terms of educational attainment, length of service, and position?
2. What are the SHS teachers' philosophical orientations?
3. What are the SHS teachers' instructional performances as perceived by them?
4. Is there a significant relationship between the teachers' instructional and their philosophical orientation?

II. LITERATURE REVIEW

Teachers are regarded as critical components of the teaching-learning process. The teachers' competence is essential to how learners turn out in their lives. Teachers are equally important to the learners in the continuing pursuit of knowledge. Teachers oversee the process of transforming educational goals into functional and valuable learning experiences for students. Their primary roles include planning and directing student activities that result in learning.

It has long been assumed that a teacher who has mastered their craft ensures the continuity of learning. This means that a teacher must have extensive knowledge of the content they are teaching and the ability to employ various strategies and philosophies in their classes (Forbes, 2002).

Aside from teachers, philosophy in education contributes significantly to the effectiveness and efficiency of the educative process because it guides and influences teachers in their teaching tasks. Many books have been written that provide sufficient reasons or justifications for the importance of philosophy.

Philosophy is a science that seeks knowledge and understanding. As a kind of inquiry, it seeks to establish knowledge and experience (Payne, 2015). The philosophy of education is the philosophical study of education and is generally regarded as a branch of practical philosophy that draws on metaphysical, epistemological, and axiological traditions (Günay, 2019).

There are two main reasons why philosophy is important: (1) it helps improve one's critical thinking skills, and (2) it is a good way to learn about the importance of philosophy. Because "reasonableness" is the essence of philosophy, philosophy assists people in being reasonable. It also helps people to be moral. Since people apply sound reasoning to morality to improve their ability to become honest, it provides people with knowledge while also being enjoyable. Philosophy is a fun way for people to learn and understand new things. Because minds were used to reason well, philosophy helped lead to many of the greatest achievements and satisfied one's sense of being a unique human being. Furthermore, it enables people to live a better life in such a way that they improve and achieve their objectives. Philosophy also assists people in distinguishing between the good and the bad. Furthermore, it promotes understanding of the history of thought and encourages people to be more creative. Finally, philosophy can help to make the world a better place because when it becomes more popular and appreciated, culture and people's behavior improve, making the world a better place (Gray, 2012).

There have been numerous philosophies in education formulated over the years. These philosophies are either teacher- or students-centered and aim to provide learners the best education possible. This study focuses on five educational philosophies: Idealism, Realism, Pragmatism, Existentialism, and Progresssivism.

Momany and Khasawneh (2014) discussed that Idealism is believed to give much importance to the "mind, soul, or spirit, indicating that its central belief emphasizes the 'human spirit' as the most fundamental constituent in the person's life."

Additionally, realism is the philosophy that holds that "reality, knowledge, and value exist independently of the human intellect." Realists say that scientific investigation should be used to discover the truth. Using the scientific method also allows people to categorize objects based on their key differences. And Pragmatism is defined as "a process philosophy that emphasizes evolving and changing rather than being." Pragmatists think that changes are the course of things and that the best way to learn is through experience. (Perez, 2022). In addition, Pragmatism is fundamentally a human philosophy that holds that man develops his values via activity and that reality is still in creation and will be completed in the future (Lamichhane, 2018).

Meanwhile, Essentialism holds that students must be taught basic knowledge in a systematic and orderly manner. However, this philosophy also believes that changes in the core curriculum are possible and natural. On the other hand, Progressivism is an educational ideology that emphasizes the importance of active experimentation of one's ideas for the students to learn. Learning is anchored in the learners' questions resulting from their experiences in the world. It is happening rather than passively (Murro, 2021).

In improving teaching and learning processes, a teacher needs to be effective and efficient in applying philosophies in their teaching tasks. Philosophy and its significance have sparked debate among scholars and academics. Below are some study findings depicting how educational philosophies affect or are related to teachers' performance and other school-related indicators.

Based on the findings of Alemdar and Aytaç (2022), progressivism and essentialism were the most and the least widely used educational philosophies of the teachers. Procedural autonomy and professional development autonomy are significantly predicted by progressive educational philosophy. Curriculum autonomy is unaffected by reconstructionist, essentialist, and perennialist educational philosophy inclinations. In this setting, the teachers' progressive educational philosophy made them perform the teaching and learning process and develop professionally, relying more on themselves.

The study by Tupas and Pendon (2016) demonstrated that educational philosophies strongly emphasize subjectivity when considering the learner's experience in the educational process. The curriculum must be customized to the learner's abilities and interests based on real-life situations if authentic, flexible, and credible learning is to occur. Also, Yazon and Ang-Manaig (2018) proved that there is "no significant correlations between teacher's philosophy, teaching style, and

performance." So, the teachers' educational philosophies do not predict their performance as a teacher.

In contrast, Murro's (2021) study found that educational philosophy is significantly related to the teachers' instructional delivery performance. As a result, teachers' educational philosophies are linked to their areas of competence and the success of their instructional delivery.

Furthermore, According to Aybek and Aslan (2017), the lives of potential teachers, in addition to knowing much more about the world and new difficulties, can be stated to improve their curiosity for educational philosophy.

Finally, Soccorsi (2013) concludes that establishing a personal teaching philosophy has significant implications for classroom instruction. It is the foundation for instructors' decisions concerning students, the classroom, teaching, and the school. Building a genuine philosophy of one's personal views, values, and experiences is critical. Thus, teachers and soon-to-be teachers must be guided and supported in developing their theory and practice.

III. METHODOLOGY

This part deals with the research methodology used in the study. This further discusses the research design, the respondents, the data-gathering instruments, the procedure for gathering the needed data, and the statistical treatment employed in analyzing the data.

A. Design

This study's research design is descriptive-correlational. It determined and described the teachers' philosophical orientations and teaching performance and looked into the relationships between the variables. The gathered data, such as teachers' philosophical orientations and performance were systematically presented, described, and interpreted using the descriptive method. At the same time, the relationships between the said variables were tested using the correlational method.

B. Respondents

The study involved 53 Senior High School teachers from Narra del Norte District in the Schools Division of Palawan in the Philippines.

C. Data Gathering Instrument

This study used a questionnaire developed by the researchers to determine the teachers' philosophical orientation. It comprised six statements describing or showing scenarios pertaining to each philosophy under study. The teachers responded to this by describing their philosophical orientation. The Palawan State University's faculty evaluation instrument was adopted to determine the Teachers' performance in the areas of "commitment, knowledge of the subject matter, teaching for independent learning, and management of learning" based on their own perspectives.

D. Data Gathering Procedure

The questionnaires were the primary data collection tools used in this study. after validating the questionnaire, these were administered to 53 Senior High Schools teachers in Narra del Norte District. The researcher personally administered the questionnaire. Each item was explained to ensure correct responses to the items regarding practices and behaviors as they assess their philosophical orientation and performance.

The conduct of this study was formally communicated with the Office of the Schools Division of Palawan and the Office of Public Schools District Supervisor of Narra del Norte for their approval.

E. Statistical Treatment

This study employed frequency count and percentage in describing data on teachers' profiles. The mean was used to describe teachers' philosophical orientation and instructional performance. Pearson product-moment correlation was employed to determine the relationship between philosophical orientation and performance in teaching.

IV. RESULTS AND DISCUSSIONS

This part presents the data gathered in the study and its interpretation and analysis to answer the questions raised.

A. Demographic Profile

Table I describes the teachers' profiles as to their educational attainment, length of service, and position. It can be gleaned from the Table that most of the respondents have already pursued graduate studies, where 28 or 52.83% have already earned units in master's degree, 3 or 5.66% have earned their master's degree, and 4 or 7.55% have earned units in Doctorate Degree.

As for the length of service, the respondents were mostly relatively young in the field of education, as 45 or 84.91% are teaching between 1-10 years.

Meanwhile, Table I also shows that most of the respondents belong to positions considered the lowest, as 35 or 66.04% are Teacher 3, 10 or 18.87% are Teacher 2, and 4 or 7.55% are Teacher 1.

TABLE I. Respondents' Profile

Educational Attainment	Frequency	Percentage
Bachelor's Degree	18	33.96%
Master's Degree	3	5.66%
With MA units	28	52.83%
with PhD Units	4	7.55%
Total	53	100.00%
Length of Service	**Frequency**	**Percentage**
1 - 10 years	45	84.91%
11 - 20 years	5	9.43%
21 - 30 years	2	3.77%
31 years and above	1	1.89%
Total	53	100.00%
Position	**Frequency**	**Percentage**
Assistant Principal 2	1	1.89%
Master Teacher 2	2	3.77%
Master Teacher 1	1	1.89%
Teacher 3	35	66.04%
Teacher 2	10	18.87%
Teacher 1	4	7.55%
Total	53	100.00%

B. Teachers' Philosophical Orientations

Table II reveals that teachers take on different beliefs and practices that they demonstrate as they carry out their teaching tasks. However, what was considered their philosophy would be the one that is dominant in their practice as assessed by themselves. It can be noted that all the five identified philosophies are very prevalent among the teachers, based on the composite means. Having a composite mean of 4.14, Idealism has the highest level of dominance, and existentialism and Pragmatism closely followed it with composite means of 4.08 and 4.06, respectively. Meanwhile, Pragmatism and Progressivism, with composite means of 4.00 and 3.93, are the least dominant philosophies among the teachers.

As implied in the results shown in Table II, Senior High School Teachers' dominant philosophical practice is Idealism. Idealists are believed to give much importance to the "mind, soul, or spirit, indicating that its central belief emphasizes the 'human spirit' as the most fundamental constituent in the person's life" (Momany & Khasawneh, 2014). Teachers must be aware of what they believe in. Their philosophies are necessary personal tools to accomplish both their academic and professional goals.

TABLE II. Senior High School Teachers' Philosophical Orientation

Educational Philosophies	Mean	Interpretation
Idealism	4.14	Very Dominant
Realism	4.00	Very Dominant
Pragmatism	4.06	Very Dominant
Existentialism	4.08	Very Dominant
Progressivism	3.93	Very Dominant

Legend: 1.00-1.80 = Not At All Dominant; 1.81-2.60 = Slightly Dominant; 2.61-3.40 = Somewhat Dominant; 3.41-4.20 = Very Dominant; 4.21-5.00 = Extremely Dominant

C. Teachers' Instructional Performance

The teachers' instructional performance as perceived by them is revealed in Table III. The teachers' were asked to evaluate their performance, which comprised four components: "commitment, knowledge of the subject matter, teaching for independent learning, and management of learning." As shown in the Table, teachers believed that they performed very satisfactorily in the three performance components, namely: commitment (μ=4.13), knowledge of the subject matter (μ=4.17), and management of learning (μ=4.13), while they are outstanding in teaching for independent learning (μ=4.26).

TABLE III. Senior High School teachers' Teaching Performance

Performance Components	Mean	Interpretation
Commitment	4.13	Very Satisfactory
Knowledge of the Subject Matter	4.17	Very Satisfactory
Teaching for Independent Learning	4.26	Outstanding
Management of Learning	4.13	Very Satisfactory
Composite Mean	4.17	Very Satisfactory

Legend: 1.00-1.80 = Needs Improvement; 1.81-2.60 = Fairly Satisfactory; 2.61-3.40 = Satisfactory; 3.41-4.20 = Very Satisfactory; 4.21-5.00 = Outstanding

D. Relationship between the Teachers' Teaching Performance and their Philosophical Orientation

This study also examined the relationship between the teachers' philosophical orientation and teaching performance.

As divulged in table IV, a positive and negligible correlation exists between the teachers' philosophical orientation and teaching performance [r = .060, n = 53, p = .667].

This implies that the relationship between teachers' philosophical orientation and teaching performance is too slim and insignificant.

This study's findings contradict Murro's (2021) findings, where he found that educational philosophy is significantly related to the teachers' instructional delivery performance.

TABLE IV. Correlations Between Teachers' Philosophical Orientation and Teaching Performance

Philosophical Orientation vs Instructional Performance	r-value	p-value	Interpretation
	.060	.667	Negligible Correlation

V. CONCLUSIONS

This study's findings include: (1) more than half of the teachers have gone beyond baccalaureate degrees to which most of them have earned units towards a Master's Degree, however very few had completed a Master's and Doctorate Degree; (2) greater number of the respondents have taught between 1-10 years and currently hold Teacher 1 – 3 positions; (3) although teachers have varied philosophies as they perform their respective tasks, they are inclined to be more of Idealist, Existentialist, and Pragmatist; (4) teachers consider their performance as "Very Satisfactory" in the areas of commitment, knowledge of the subject matter, and management of learning, and "Outstanding" in teaching for independent learning; and (5) there is an insignificant or negligible relationship between teachers' philosophical orientation and instructional performance.

Therefore, the researchers conclude that SHS teachers have eclectic philosophies since they have more than one dominant philosophy as per their responses. Furthermore, the teachers are perceived to be performing very well in all areas of teaching performance. Lastly, the teachers' philosophical orientation has no significant relationship with their teaching performance.

VI. RECOMMENDATIONS

Based on the findings and conclusions made regarding the study, it is recommended that teachers' philosophical orientation should not be part of the criteria when rating their performance. On the other hand, seminars on philosophical orientation must be conducted to make the teachers more aware of their philosophies in education from which they could improve their way of teaching. Finally, a more comprehensive study on teachers' philosophical orientation in a wider scope must be conducted to gather sufficient data that will serve as a baseline for formulating school policies geared toward achieving every educational goal.

APPENDIX

APPENDIX I. Descriptive Statistics of Teachers' Philosophical Orientation

Idealism	Mean	Interpretation
A teacher is a model for intellectual and moral excellence in the classroom.	4.55	Strongly Very Dominant
Although vocational studies have their place,	3.62	Very Dominant

most students should be required to have a strong liberal arts education.		
Education is the process that originates within the self.	4.32	Strongly Very Dominant
Students learn best when they study the ideas and the works of great people.	3.96	Very Dominant
A teacher believes that a curriculum is scientifically oriented.	4.04	Very Dominant
A student is a creative being who is guided by a teacher.	4.32	Strongly Very Dominant
Composite Mean	4.14	Very Dominant
Realism		
A teacher promotes reasoning within a particular content area to understand the topic	4.40	Strongly Very Dominant
Teachers use considerable drills and practice to learn facts and truth in a content area.	4.23	Strongly Very Dominant
There are enduring truths in all subject areas that students can discover by careful reasoning.	4.19	Very Dominant
The curriculum should be based on the basics and rely on drills and memorization as learning strategies	3.21	Somewhat Dominant
Schools and teachers stress the teaching of basic skills.	3.92	Very Dominant
The task of education is to lead the child to establish effective relationships with the objects and events that surround him and to save him from vein illusions.	4.04	Very Dominant
Composite Mean	4.00	Very Dominant
Pragmatism		
Truth can be discovered using the scientific method.	4.00	Very Dominant
Teachers engage students in active problem solving applied to social and personal issues.	4.34	Strongly Very Dominant
Use of the scientific method is the major goal of education.	3.53	Very Dominant
A teacher facilitates reflection and uses the scientific method to solve problems	4.06	Very Dominant
Change of environment can change a person.	4.08	Very Dominant
A teacher uses discovery learning and child-centered learning, which promotes inquiry and uses reflective thinking to solve problems.	4.36	Strongly Very Dominant
Composite Mean	4.06	Very Dominant
Existentialism		
Truth is subjective and based on personal experiences and beliefs.	3.49	Very Dominant
The teacher's primary role is to enable students to create their own values.	4.11	Very Dominant
A teacher acts as a stimulator.	4.17	Very Dominant
Teachers help students define their own essence by exposing them to various paths they take in life and by creating environment in which they freely choose their preferred way.	4.28	Strongly Very Dominant
Education teaches responsibility.	4.53	Strongly Very Dominant
Teachers focus on the individual. Learning is self-paced and self-directed.	3.89	Very Dominant
Composite Mean	4.08	Very Dominant
Progressivism		
Teachers must not force their students to learn the subject matter if it does not interest them.	2.85	Somewhat Dominant
Students are encouraged to interact with one another to develop social virtues such as cooperation and respect.	4.62	Strongly Very Dominant
Teachers help students expand their knowledge by applying their previous experiences in solving new problems	4.45	Strongly Very Dominant
Teachers employ the experiential method. They believe that one learns by doing.	4.34	Strongly Very Dominant
Teachers are more concerned with teaching the learners the skills to cope with change.	4.06	Very Dominant

Teachers teach learners so that they may live fully now not to prepare them for adult life.	3.25	Somewhat Dominant
Composite Mean	3.93	Very Dominant

Legend: 1.00-1.80 = Not At All Dominant; 1.81-2.60 = Slightly Dominant; 2.61-3.40 = Somewhat Dominant; 3.41-4.20 = Very Dominant; 4.21-5.00 = Extremely Dominant

APPENDIX II. Descriptive Statistics of Teachers' Performance

Commitment	Mean	Std. Deviation	Interpretation
1. Recognizes students' strengths and weaknesses.	4.04	0.81	Very Satisfactory
2. Shows concern for students as a person.	4.45	0.57	Outstanding
3. Integrates my learning objectives with students' objectives in a collaborative process.	4.19	0.65	Very Satisfactory
4. Participates in a collaborative effort to address students' or class problems.	4.26	0.62	Outstanding
5. Makes myself available for consultation even beyond office time.	4.13	0.88	Very Satisfactory
6. Shows sensitivity to individual students' needs.	4.25	0.73	Outstanding
7. Begins and ends the class promptly unless obstructed by a highly valid reason.	3.87	0.73	Very Satisfactory
8. Assists in coordinating students' needs with legitimate groups inside and outside the campus.	3.83	0.87	Very Satisfactory
9. Provide supplemental resources to facilitate teaching-learning activities.	4.08	0.65	Very Satisfactory
10. Displays continuous enthusiasm in the acquisition of knowledge and skills.	4.21	0.57	Outstanding
Composite Mean	4.13	Very Satisfactory	
Knowledge of the Subject Matter			
1. I explain the subject matter without entirely relying on the prescribed textbooks.	3.92	0.73	Very Satisfactory
2. I explain the lessons by citing examples.	4.45	0.57	Outstanding
3. I present the lessons clearly in an organized manner.	4.15	0.69	Very Satisfactory
4. I explain the subject matter with depth.	4.02	0.60	Very Satisfactory
5. I relate the subject matter to previous topics and to other related topics.	4.30	0.57	Outstanding
6. I integrate topics discussed in the lesson.	4.28	0.60	Outstanding
7. I cite current or up-to-date information on the subject matter.	4.19	0.76	Very Satisfactory
8. I integrate current and relevant developments to supplement the information in textbooks.	4.04	0.68	Very Satisfactory
9. I raise problems and issues relevant to the topics.	4.09	0.69	Very Satisfactory
10. I show confidence in the delivery of lectures and the conduct of discussions.	4.28	0.66	Outstanding
Composite Mean	4.17	Very Satisfactory	
Teaching for Independent Learning			
1. Allows students to apply concepts learned to demonstrate understanding of the lesson.	4.30	0.64	Outstanding

2. Creates teaching strategies that allow students to practice using concepts they need to understand.	4.17	0.64	Very Satisfactory
3. Stimulates learning by encouraging students to raise problems and present solutions.	4.19	0.68	Very Satisfactory
4. Provides exercises that develop creative and critical thinking among students.	4.19	0.71	Very Satisfactory
5. Enhances students' self-esteem through proper recognition of their abilities.	4.32	0.64	Outstanding
6. Motivates their students to do their best.	4.49	0.70	Outstanding
7. Accomplishes the objectives of the course through the lesson.	4.30	0.72	Outstanding
8. Allows students to organize their academic-related activities with well-defined objectives and acceptable student-teacher rules.	4.04	0.78	Very Satisfactory
9. Promotes self-reliance and self-discipline among students.	4.36	0.76	Outstanding
10. Allows students to make their own decisions and be accountable for their performance.	4.23	0.67	Outstanding
Composite Mean	4.26	Outstanding	
Management of Learning			
1. I explain the Curriculum Guide at the beginning of the term.	3.94	0.79	Very Satisfactory
2. I provide opportunities for extensive participation of students in the teaching-learning process.	4.17	0.67	Very Satisfactory
3. I assume roles as facilitator, resource, coach, inquisitor, integrator and referee in drawing or encouraging students to contribute to knowledge and understanding of the concepts.	4.19	0.71	Very Satisfactory
4. I monitor students' learning regularly.	4.13	0.65	Very Satisfactory
5. I design and implement learning conditions and experiences that promote a healthy exchange of ideas and confrontation.	4.02	0.69	Very Satisfactory
6. I maintain an atmosphere conducive to learning.	4.23	0.75	Outstanding
7. I summarize major points in lessons and discussions.	4.17	0.75	Very Satisfactory
8. I use varied teaching methods to achieve collective learning objectives.	4.11	0.80	Very Satisfactory
9. I adopt other teaching methods if a student's performance is below satisfactory.	4.13	0.76	Very Satisfactory
10. I stimulate students' desire and interest to learn more about the subject.	4.21	0.63	Outstanding
Composite Mean	4.13	Very Satisfactory	

Legend: 1.00-1.80 = Needs Improvement; 1.81-2.60 = Fairly Satisfactory; 2.61-3.40 = Satisfactory; 3.41-4.20 = Very Satisfactory; 4.21-5.00 = Outstanding

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