

Philosophical Orientation of Teachers and its Influence on their Teaching Performance

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Abstract:

This is study deals about the philosophical orientation of teachers and its influence on their teaching performance. The areas of concern about the philosophies are: Perennialism, Reconstructionism, Essentialism, and Progressivism. Each philosophy is correlated to the following variables such as: classroom management, teaching strategies and subject matter preparation. Philosophy is not a "Way of Life". Every person does not have his or her own "Philosophy". Philosophy is not simply a theory about something. Nor is Philosophy a belief or a wish. Philosophy is an activity: a quest after wisdom. Philosophy is an activity of thought. Philosophy is a particular unique type of thought or style of thinking. Philosophy is not to be confused with its product. What a philosopher provides is a body of philosophic thought NOT a Philosophy. A philosopher enacts a Philosophy, a quest after wisdom.

Philosophy is not a picking and choosing what body of thought one would like to call one's own or would like to believe in; a choice based upon personal preferences or feelings. Philosophy is a pursuit. One can choose to be philosophical. One can choose to be a philosopher. One can NOT choose a Philosophy. Philosophy, insofar as it may be correlated at all to a "way of Life", is a form of thinking meant to guide action or to prescribe a way of life. The philosophic way of life, if there is one, is displayed in a life in which action is held to be best directed when philosophical reflection has provided that direction; e.g., SOCRATES the paradigm of a philosopher.

Philosophy is an activity of thought, a type of thinking. Philosophy is critical and comprehensive thought, the most critical and

comprehensive manner of thinking which the human species has yet devised. This intellectual process includes both an analytic and synthetic mode of operation. Philosophy as a critical and comprehensive process of thought involves resolving confusion, unmasking assumptions, revealing presuppositions, distinguishing importance, testing positions, correcting distortions, looking for reasons, examining world-views and questioning conceptual frameworks. It also includes dispelling ignorance, enriching understanding, broadening experience, expanding horizons, developing imagination, controlling emotion, exploring values, fixing beliefs by rational inquiry, establishing habits of acting, widening considerations, synthesizing knowledge and questing for wisdom.

Philosophy as a process functions as an activity which responds to society's demand for wisdom, which is bringing together all that we know in order to obtain what we value. Viewed in this way Philosophy is part of the activity of human growth and thus an integral, essential part of the process of education. Philosophy and education have as a common goal the development of the total intellect of a person, the realization of the human potential.

Key words: Teaching Philosophy, Teaching Orientation of Teachers, Teaching Performance, Teaching Methodology and Classroom Management

STATEMENT OF THE PROBLEM

The main objectives of this study were to determine the philosophical orientation of teacher-respondents and the extent of influence of this philosophical orientation on the teachers' teaching performance. Specifically, this research sought to answer the following questions:

1. What is the profile of the teacher-respondents in terms of their age, sex, civil status educational attainment and present position?
2. How are the teachers described in terms of their philosophical orientation relative to the following philosophies of education namely: (a) Progressivism, (b) Reconstructionism, (c) Essentialism and (d) Perennialism?

3. How does this philosophical orientation of teachers influence their teaching performance relative to: (a) classroom management; subject-matter preparation; and teaching methods?
4. Is there a significant relationship between the philosophical orientation of teachers and their personal profile?
5. Is there a significant relationship between the personal profile of the teachers and the perceived influence of their philosophical orientation on their teaching performance?
6. Is there a significant relationship between the philosophical orientation of teachers and its perceived influence to their teaching performance?
7. What program redirection can be propounded to improve and enhances the philosophical orientation of teachers and its influence to their teaching performance?

RESEARCH METHOD

This study makes use of the descriptive methods of research. The method is chosen because the technique was expected to elicit information that was objectives in nature in order to answer realistically the research problems. The method is concerned with ascertaining the condition, which prevails in a group of cases chosen for study, and is essentially a method of quantitative description of the general characteristics of the group. It deals primarily in data gathering procedures and instrument to secure information about present day activities and ascertain prevailing conditions.

RESPONDENTS OF THE STUDY

This study involved teachers. A 100 percent of the teachers were the respondents of the study. The researcher used the questionnaire-checklist as the major instrument in gathering the data needed. The .data gathering instruments was in the form of Likert type 5 point rating scales with the verbal

descriptions of "Very Much Oriented", "Much Oriented", "Moderately Oriented", "Fairly Oriented" and "Not Oriented" as 5, 4, 3, 2, and respectively for the philosophical orientation of teachers.

Furthermore, for the influence of the philosophical orientation on their teaching performance the following verbal description were used: "Too Much Affected", "Much Affected", "Affected", "Not Too Affected" and "Not Affected", as 5, 4, 3, 2 and 1 respectively.

The questionnaire were of three parts: Part I- dealt on the personal profile of the teacher-respondents, Part II - dealt on the philosophical orientation of teachers along progressivism, reconstructionism, essentialism and perennialism. Part III - dealt on the philosophical orientation of teachers and its influence on their teaching performance, namely: (1) classroom management; (2) subject preparation; (3) teaching method.

METHODS AND PROCEDURES

This study makes use of the descriptive methods of research. The method is chosen because the technique was expected to elicit information that was objective in nature in order to answer realistically the research problems. The method is concerned with ascertaining the condition, which prevails in a group of cases chosen for study, and is essentially a method of quantitative description of the general characteristics of the group.

It deals primarily in data-gathering procedures and instrument to secure information about present day activities and ascertain prevailing conditions. In the construction of the questionnaire the researcher followed some steps namely: (a) did some library research among studies similar to this study; (b) talked to people who have some knowledge about the construction of the questionnaire (c) read some guidelines in questionnaire preparation; (d) wrote the questionnaire

following the guidelines as closely as possible; (e) after the questionnaire has been finished, show it for correction and suggestions for improvement to people who were known to possess adequate knowledge in the construction of questionnaire; (f) rewrite the questionnaire according to the correction and suggestions; (g) pre-testing the questionnaire - this was called the dry run - the process of measuring the effectiveness, validity, and reliability of the questionnaire, and determining the clarity of the items, the difficulty of answering the questions, the proper length of time in answering, ease in tabulating responses, and other problems.

The dry run was done to 50 teachers, after making the proper corrections, adjustments, and revisions according to the results of the dry run or pre-testing, the questionnaire was now written in its final form.

STATISTICAL TREATMENT

The data that was gathered from this study was tabulated, analyzed, and interpreted using frequency count, percentage, weighted mean, standard deviation, chi-square, contingency coefficient and the test-test.

The weighted arithmetic mean or average weighted frequency was utilized to determine the answers having scaled responses. The following procedure was used in obtaining the average weighted mean.

The arbitrary weight was assigned to the different philosophical concepts in education to determine their level of orientation of such philosophical concepts.

The average weighted mean (WAM) or average weighted frequency (AWF) was obtained by multiplying the frequency of each alternative response by the corresponding arbitrary weight. The sum of which was added together, divided by the total number of respondents.

The obtained WAM or AWF becomes the basis of the equivalent descriptive rating to denote the importance of each

item. To obtain the general weighted average frequency, the weighted average or mean for each philosophical area was added together, and then divided by the number of philosophical concepts included in each philosophical area. To answer questions on significance relationship the chi-square test of independence the t-test and the contingency coefficient were employed.

FINDINGS OF THE STUDY

Based on the data gathered the following findings were formulated:

1. The personal profile of the respondent

(a) The respondents ages ranged from 30-39 (150 or 50%) followed by 40-49 (55 or 18.33%) and 20-29 (53 or 17.67%) years old.

(b) There were 235 or 78.33 percent female respondents and 65 or 21.67 male.

(c) Most of the respondents were married (173 or 57.67 percent) while there were 113 or 37.67 percent single respondents.

(d) Greater percentages of the respondents were elementary teachers graduate, with 263 or 87.67 percent and followed by 27 or 9 percent with Master of Arts graduate.

(e) Of the 300 respondents 188 or 62.67 percent were occupying the present position as Teacher I, 55 or percent were Master Teacher I.

2. The philosophical orientation of the teacher-respondents:

(a) The general weighted frequency disclosed that the respondent's orientation on the philosophy of Progressivism was "moderately oriented".

(b) Teachers were "moderately oriented" to the philosophy of Reconstructionism as provided by the general frequency of $x=3.24$.

(c) As to the philosophy of Essentialism, teachers were "moderately oriented" as revealed by the general frequency of $X = 3.09$.

(d) Of the four contemporary philosophies, the teachers were "moderately oriented" on the philosophical of Perennialism.

3. The influence of the philosophical orientation of teachers on their teaching performance.

(a) In the classroom management. From the philosophical concepts of progressivism teachers were "moderately affected" as an influence of teachers on their classroom management. While the concepts of Reconstructionism shows that teachers were "much affected" on their teaching performance relative to their classroom management. As to the concepts of essentialism, teachers were "moderately affected" as applied to their classroom management. Lastly, the concepts of perennialism disclosed that teachers were "moderately affected" in their performance to classroom management.

(b) Subject Preparation. The average weighted frequency for Progressivism, Reconstructionism, Essentialism and Perennialism respectively disclosed that teachers were "moderately affected" by the concepts of the philosophies in the preparation of their subject matter.

(c) In the selection of the appropriate teaching method teachers were influence by the philosophical concepts of progressivism perceived as "moderately affected". In the same fashioned with the principles of the philosophical concepts of Reconstructionism and Perennialism. While the concepts of Essentialism teachers were "much affected" in the selection of the appropriate teaching method.

(4) There is a significant relationship between the profile of the teacher-respondents and their philosophical orientation on the contemporary philosophies.

(5) There is a significant relationship between the profile of the respondents and the influence of the philosophical orientation on their teaching performance.

(6) There is a significant relationship between the philosophical orientation of teachers and its influence on their teaching performance.

CONCLUSION:

Based on the findings of this study, the following conclusions were deduced and presented:

(1) Majority of the teacher-respondents were 30-39 years old, most of the respondents were female, married, BEE/BEEEd graduate and presently occupying Teacher I position.

(2) The philosophical orientation of the teacher-respondents on the contemporary philosophies such as: progressivism, Reconstructionism, Essentialism and Perennialism were "moderately oriented."

(3) The influence of the philosophical orientation of teachers on their classroom management, subject preparation and teaching method were "moderately affected" by this philosophical concept.

(4) There is a significant relationship between the profile of the teacher-respondents and their philosophical orientation on the contemporary philosophies.

(5) There is a significant relationship between the profile of the respondents and the influence of the philosophical orientation on their teaching performance.

(6) There is a significant relationship between the philosophical orientation of teachers and its influence on their teaching performance.

RECOMMENDATIONS:

In the light of the findings and conclusions of the study, the following recommendations were offered:

(1) Since majority of the respondents were female, married, BEE/BEEEd graduate and designated as Teacher I. It is recommended that they should take a refresher course to enhance their awareness. There must be an exchange program among teachers in the four districts of the Division as part of innovation in the teachers' classroom activities.

(2) The teachers should be more aware of the present trend of the on-going implementation of the different areas of the school curriculum so that there is a need for innovations and to update the various teaching approaches for them to achieve effective and efficient teaching performance. Teachers should use to advantage the typical relationship between fellow-teachers or peers as well as teachers-pupils relationships. Such typical relationship should be utilized to maximize improvement of instruction in the light of pupils' and also teachers' welfare for the good of the school and the community.

(3) Classroom teachers should manifest a more democratic relationship with their pupils. Therefore, pupils should study harder since teachers treat them fairly in the process of imparting knowledge and consider them like their own children.

(4) The teachers should provide an in-depth inspiration to a certain degree of satisfaction relative to classroom management because it reflected warm relationships with their pupils and

must have directly or indirectly influenced them in accordance to their philosophical orientation.

(5) The teachers should develop goodwill and harmonious relationship with their pupils by having a democratic teaching method, strategy or approach.

(6) The lessons should be prepared by the teacher's everyday to be more effective and efficient in their performance. There should be teamwork among teachers, pupils and administrators, especially in their level of performance consistent with the school principles because philosophical orientation viewed as the foremost motive to achieve as prestigious position in the teaching activity.

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