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## Teachers' Educational Philosophy and Teaching Pedagogy

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**ABSTRACT:** Education plays a pivotal role in shaping the intellectual, emotional, and social development of students. The central to this process is the teacher, whose personal beliefs about education, instructional approaches, and overall performance have significant implications for student outcomes. The study was administered during the School Year 2024-2025. The respondents were the Grade V teachers from five schools. Respondents were given a modified questionnaire. The study used correlational and causal research designs to collect, classify, and evaluate data, including statistical tools such as Mean, Standard Deviation, and Pearson Product Moment Correlation Coefficient and Multiple Linear Regression. The findings revealed that constructivism educational philosophy is very high among teachers. Integration is also very high as their teaching pedagogy. There is a moderate to strong positive correlation between teacher's educational philosophy and teaching pedagogy and constructivism influences teaching pedagogy. Thus, constructivism and integration are associated with one another. It is suggested that teachers integrate lessons in actual life situation to be more effective in teaching.

**KEYWORDS:** constructivism, educational philosophy, integration, teaching pedagogy

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### I. INTRODUCTION

Educational philosophy is important in teaching. It influences the overall performance in the classroom setting. It is where instruction are guided by personal beliefs. Furthermore, educational philosophy has significant impact to the methods and techniques. It serves as a guide for teachers to the extent of the best educational philosophy to be carried out in the process of learning. Without teacher's philosophy, the result of the instruction is not fully guaranteed as it is really learning because the teachers' instruction is not anchored in the philosophy that suits to the needs and interest of the learners. This is why philosophy must align with the teachers' pedagogy so that learning outcomes will be positive and meaningful.

Teaching pedagogies are approaches, methods and techniques where teachers have to wear in their daily teaching. With these, teachers can vary what teaching pedagogy is suitable for the interest of the learners so that they will be motivated to learn. It is not only motivated to learn but it will arouse their engagement to participate. If they feel the teaching practices of a teacher is approachable and manageable where everybody has given chance or opportunity to be in a group certainly learning will be fun.

Additionally, learning comes to happen especially teacher's belief hold a strong sense of the educational philosophy and with the teaching pedagogy. If this both are being used during instruction. Learning is believed to be impactful in the life of the learners. Learners will enjoy to work with peers and with teams. On the other side, teachers will be hassle free in delivering their lesson because they will not insert great effort to catch the attention of the learners to listen attentively whatever the instructions.

Furthermore, according to the philosophical beliefs directly influence how teachers engage with their students, design lessons, and assess progress. guide educators in their teaching practices (Aytac, 2022). Understanding educational philosophy is important for teachers to create a meaningful learning experience and addressing the educational challenges. Teachers may struggle to articulate learning objectives without a defined philosophy, resulting in inconsistent teaching practices. Therefore, the relationship between teachers' teaching philosophy and its impact on the teaching-learning process, serves as a guiding tool that influences student learning, teacher motivation, and growth.

This study aimed to determine the relationships between teachers' educational philosophies and teaching pedagogy and its relevance to teaching learning process. It is not only relevance to the teaching learning process but this will be a guiding tool for teachers to acquire a progressive result where both learners and teachers are benefited its significance Moreover, if there will be a progressive result, surely foster high quality education where all learners are competitive in the real world.

The three prominent philosophical paradigms pragmatism, realism and constructivism were anchored to the following;

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Pragmatism, largely influenced by John Dewey, this philosophy underpins approaches such as project-based learning, experiential learning, and problem-based learning, which emphasize hands-on activities and real-world relevance to promote deeper understanding. Dewey emphasized that learning through experience and the practical application of knowledge. Education should be grounded in real-world experiences and active experimentation (Arreaga, 2023).

Realism emphasizes the objective reality of the world and the importance of teaching factual and observable knowledge. Realism, as a foundational educational philosophy, is grounded in the belief that the external world exists independently of human perception and that this reality can be known through the human mind. According to Erikawati (2023), realism maintains that truth is a real and accurate representation of the world ideas in the human mind are considered valid when they reflect the nature of objective reality.

Constructivism plays an important role in the learning process where students learn by integrating new information with their existing knowledge and enabling students to construct their own knowledge. Students learn by integrating new information with their existing knowledge. Learning is considered an active process in which new knowledge is built upon prior understanding (Zhu et al., 2023).

## II. METHODOLOGY

This study used quantitative research utilizing the correlational design because it involves respondents, analysis, and interpretation of data to be gathered (Creswell, 2023). This study involved the interpretation of numerical data and focused on testing theories and hypotheses in which variables are controlled and manipulated. The researcher found it to be the best and appropriate to assess the significant relationships. This research design was utilized to determine the relation between teachers' educational philosophy and teaching pedagogy of teachers.

The study's data were analyzed using the following statistical tool: Problem 1 and 2 used Mean and Standard Deviation to present the extent of teachers' educational philosophy and teaching pedagogy. Problem 3 used Pearson Product Moment Correlation ( $r$ ) to ascertain significant relationship between teachers' educational philosophy and teaching pedagogy. Lastly, Problem 4 used Multiple Linear Regression used to find which independent singly or in combination influence the dependent.

## III. RESULTS AND DISCUSSION

**Problem 1. What is the level of educational philosophies of the teachers in terms of ;**

- 1.1. Pragmatism;**
- 1.2. Realism; and**
- 1.3. Constructivism?**

**Table 1. Summary of Teachers' Educational Philosophy**

| Variables           | Mean        | SD          | Qualitative Description |
|---------------------|-------------|-------------|-------------------------|
| Pragmatism          | 4.59        | 0.55        | Very High               |
| Realism             | 4.56        | 0.52        | Very High               |
| Constructivism      | 4.64        | 0.51        | Very High               |
| <b>Overall Mean</b> | <b>4.59</b> | <b>0.52</b> | <b>Very High</b>        |

The Summary Table reveals that all three educational philosophies namely Pragmatism, Realism, and Constructivism have an overall Mean of 4.59 with SD=0.52, qualitatively described as Very High. This combination indicates a focus on preparing students for real-world application, promoting critical thinking, and fostering active learning. These educational philosophies are important in teaching pedagogy specifically constructivism. Active learning approaches have been found to be **highly effective**, particularly in **environmental education** (Ank et al., 2020). These approaches allow learners to **directly engage with environmental issues** through inquiry, fieldwork, and problem-solving activities. By connecting classroom concepts to real environmental contexts, students develop **stronger environmental awareness, critical thinking, and responsible attitudes**. Consequently, active learning promotes **deeper understanding and sustained commitment** to environmental stewardship and sustainable practices.

Constructivism received the highest Mean of 4.64 with SD = 0.51, qualitatively described as Very High. It shows that Constructivism is significant and mostly used among the educational philosophies. This indicates that teachers strongly prioritize active, learner-centered approaches that promote critical thinking and knowledge construction. It is very high rating confirms that constructivist is consistently applied to create meaningful and engaging learning experiences for students' principles. Through

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collaborative learning and peer interaction students become deeply engaged in their learning process (Radicuks et al., 2025).

On the other hand, Realism has the lowest Mean of 4.56 with SD = 0.52, still qualitatively described as Very High. Even Pragmatism with the Mean of 4.59 with SD=0.55, still described as Very High. The three educational philosophies indicate strong support and application particularly constructivism is important to learners' interests and active engagement. To create an optimal learning environment, foster engagement, and support student progress and achievement (Agarwal, 2023).

**Problem 2. What is the level of teacher's teaching pedagogy in terms of:**

**2.1 collaborative;**

**2.1 reflective; and**

**2.1 integration?**

**Table 2. Summary Table of Teachers' Teaching Pedagogies**

| Variables     | Mean | SD   | Description |
|---------------|------|------|-------------|
| Collaborative | 4.57 | 0.62 | Very High   |
| Reflective    | 4.61 | 0.54 | Very High   |
| Integration   | 4.67 | 0.54 | Very High   |
| Overall Mean  | 4.61 | 0.56 | Very High   |

Table 2 shows the summary table of the three pedagogical approaches of teachers namely, Collaborative, Reflective, and Integration. The three are qualitatively described as Very High with an overall Mean of 4.61 and SD=0.56. This demonstrates that teachers consistently implement strategies that **foster teamwork, self-assessment, and the connection of ideas across subjects**. Such approaches encourage students to **actively participate, think critically, and apply knowledge in meaningful ways**. Consequently, these pedagogical practices contribute to a **dynamic and engaging learning environment** that supports both academic growth and personal development. According to Murphy (2021) it is a dynamic process that involves interactions between teachers and students.

Among the teaching pedagogies, integration is the most essential pedagogy. This implies that teachers find integrating different methods and subjects particularly useful and effective in their teaching practices. Bautista, (2023.) as well as Debalos and Oco (2025) said that integrated pedagogy enhances learners' holistic understanding by connecting concepts across disciplines. This approach allows students to see the relevance of lessons to real-life situations, thereby improving retention and application of knowledge. Consequently, the very high rating of integration confirms its effectiveness as a comprehensive and impactful teaching strategy.

On the other hand, Collaborative has the lowest Mean for 4.57 with SD=0.62, still qualitatively described as Very High. It places a significant value of collaborative learning, although it is not as highest as integration. This indicates that collaborative pedagogy is still strongly evident and effectively practiced in the learning environment. Despite ranking lower than integration, the Very High rating confirms that collaborative pedagogy remains a vital instructional approach. This further suggests that teamwork and shared learning experiences are consistently promoted and recognized as essential to achieving meaningful student engagement and learning outcomes. Collaborative boast achievement, including academic performance (Aporbo, 2023).

**Problem 3. Is there significant relationship between the teachers' educational philosophy and teaching pedagogy?**

**Table 3. Test of Correlation Between Teachers' Educational Philosophy and Teaching Pedagogy**

| Independent Variables | r-value | p-value | Description       | Decision on Ho | Interpretation |
|-----------------------|---------|---------|-------------------|----------------|----------------|
| Collaborative         | 0.525** | 0.000   | Moderate Positive | Reject         | Significant    |
| Reflective            | 0.597** | 0.000   | Moderate Positive | Reject         | Significant    |
| Integration           | 0.683** | 0.000   | Moderate Positive | Reject         | Significant    |

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

The Table 3 presents the correlation analysis between the teachers' educational philosophy and teaching pedagogy. It reveals that there is a significant relationship between teachers' educational philosophy and teaching pedagogy where the correlation is significant at the 0.01 level. It means that the null hypothesis, is rejected. The findings of independent variable

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pragmatism, realism and constructivism are described as moderately positive and interpreted as significant. There is a correlation with teaching pedagogy, with significant results at the 0.01 level.

The Pragmatism has a correlation coefficient of  $r = 0.525$ , indicating a moderately positive relationship. The p-value of 0.000 is less than 0.01, leading to the rejection of the null hypothesis, confirming a significant relationship. Realism shows a stronger correlation ( $r = 0.597$ ,  $p = 0.000$ ), also indicating a significant moderately positive relationship with teaching pedagogy. Constructivism demonstrates the strongest correlation among the three ( $r = 0.683$ ,  $p = 0.000$ ), suggesting that teachers mostly adopt integrative teaching approaches based on the findings Thai (2023)

### Problem 4. Which of the independent variable singly or in combination influence the teaching pedagogy?

**Table 4. Multiple Linear Regression Between Teachers' Teaching Philosophy Teaching Pedagogy**

| Dependent Variables | Unstandardized |            | Standard         |          | Sig.      |
|---------------------|----------------|------------|------------------|----------|-----------|
|                     | Coefficients   |            | Coefficient Beta |          |           |
|                     | B              | Std. Error |                  | T        |           |
| (Constant)          | 1.155          | 0.092      |                  | 3.962    | 0.000     |
| Collaborative       | 0.127          | 0.065      | 0.143            | 1.954    | 0.053     |
| Reflective          | 0.250          | 0.071      | 0.264            | 3.542    | 0.001     |
| Integration         | 0.384          | 0.070      | 0.442            | 5.467    | 0.000     |
|                     |                | R=0.731    | R²=0.534         | F=52.005 | Sig=0.000 |

This Model is illustrated:

$$Y=0.125X_1+0.250X_2+1.155$$

Where: 1.155 = Constant

Y = Teaching Pedagogy

$X_1$  = Reflective

$X_2$  = Integration

The Table 4 Multiple Linear Regression analysis which determined which of the dimensions in the independent variable singly or in combination significantly influence teaching pedagogy. The regression model yielded an R-value of 0.731, indicating a strong positive relationship between the combined independent variables and teaching pedagogy. The  $R^2$  value of 0.534 means that approximately 53.4% of the variance in educational philosophy can be explained by the combined influence. The model was found to be statistically significant ( $F = 52.005$ ,  $p = 0.000$ ). Constructivism was the strongest predictor, with a standardized Beta coefficient of 0.442 ( $p = 0.000$ ), indicating a highly significant influence on teaching pedagogy. Second, is realism also significantly influenced pedagogy (Beta = 0.264,  $p = 0.001$ ), showing a moderate effect and pragmatism had the weakest influence (Beta = 0.143) and was not statistically significant at the 0.05 level ( $p = 0.053$ ). This indicates that among the variables studied, constructivism is the most influential factor in determining teaching pedagogy. Zhao, (2024)

## IV. CONCLUSIONS

Based on the findings of this study, the following are concluded:

1. The educational philosophy of teachers is essential in teaching.
2. The teaching pedagogy is important for active learning engagement.
3. The relationship of teachers' educational philosophy and teaching pedagogy is interconnected.
4. The independent variable singly influences teaching pedagogy.

## V. RECOMMENDATIONS

According to the study's findings and conclusions, it is advised that:

1. Teachers should maintain applying their educational philosophy for effective teaching practice.
2. Teachers should continue to use their pedagogy to their learners for meaningfully learning engagement.
3. Teachers are encouraged to keep on using their pedagogy as guided by their philosophy.
4. Teachers should maintain in applying the essential educational philosophy and teaching pedagogy particularly constructivism and integration.

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