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Teachers' Agreement and Manifestation of Educational Philosophies

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ABSTRACT

This study sets forth the philosophical frameworks of teachers in the teaching-learning process. The descriptive-correlational research design was utilized in determining the teachers' extent of agreement and extent of manifestation of educational philosophies. It is revealed in this study that the respondents have very strong agreement and manifestation of the philosophy of idealism; with no significant difference in their agreement and manifestation of the idealism and existentialism, while with significant difference in realism and pragmatism as regards sex, while no significant difference in all the four philosophies with reference to age, civil status, and along seminar, trainings, and workshops. On the other hand, there is a significant relationship between the teacher's extent of agreement and extent of their pedagogical manifestation in all the four philosophies of education along teacher's role, teaching strategies, classroom management, and curriculum.

Keywords: Existentialism, idealism, pragmatism, realism, teacher's role, teaching strategies

INTRODUCTION

The philosophy of education of every educator enshrined in quality and excellence, commitment and passion, and high regard to teaching is anchored on the philosophies of education. Some teachers are not yet aware of these philosophies of education as well as the underlying competencies, and they manifest more the traditional philosophies rather than the contemporary philosophies (Uyangor, N. et al. (2016). In like manner, Yazon & Manaig (2018) cited Elias & Merriam, 1980 that one way to accomplish the roles of teachers is for them to become aware of their educational philosophies because "true professionals know not only what they are to do, but also are aware of the principles and reasons for acting." In addition, Marnipiis, N. (2020), states that the teachers have fear of trying the modern-day approach to assessing the so-called "millennials" as they just stick to the easier traditional way for as long as they have achieved their objectives in the class.

However, when there was a dramatic change during the pandemic in the mode of delivery of instruction for students to have access to quality education, the teachers had no choice if not to take the challenge in the use of Information Communication Technology. What is likewise challenging is for teachers to be more responsive to the demands of the 21st Century learners. So, the 21st Century mentors are what the education sectors need towards quality teaching-learning process. There are complexities in the demands of the digitized system of teaching, however, with teachers who embrace their framework of teaching along the frameworks as embedded in the philosophies of education, the learners exposed into these philosophical frameworks used by the teachers can hone these learners along the new demands and challenges of life-long education.

There arose some problems along internet connectivity, modular instruction, fear of trying to innovative technological ways in the teaching-learning process, and expressions of indifferent attitude for many of the teachers who are not technologically adept and who were disturbed of their comfort zones. However, the young and old alike-teachers survived. With this, they try to manifest how strong maybe is their philosophy in teaching, and the belief that the teachers who are the facilitators of learning are the most important factors in the teaching-learning process as they carry out their roles as teachers, their functions along classroom management, their choice of teaching strategies, and their curriculum.

So as teachers perform their role, they manifest the best knowledge and strategies to continuously inspire the learners since they are the most qualified to teach with the highest potential and pride. While these teachers are equipped with all the pedagogies, teaching is still challenging, and they need to be aware and knowledgeable of the educational philosophies for their teaching frameworks. Hence, this study determined the philosophical frameworks of teachers in teaching as set forth by the philosophies of education, namely; idealism, realism, existentialism, and pragmatism.

Objectives

This study aimed to determine the extent of agreement and extent of manifestation of educational philosophies in the teaching-learning process along teacher's role, teaching strategies, classroom management, and

curriculum. Likewise it ascertained significant difference in the extent of agreement and extent of manifestation of the philosophies of education with regard to sex, age, civil status, and seminars, trainings, and workshops. Furthermore, it determined the significant relationship between the teachers' extent of agreement and the extent of their pedagogical manifestations in all of the four educational philosophies in terms of teachers' role, teaching strategy, classroom management, and curriculum.

Review of Related Literature

Philosophies of Education

Philosophy is a system of beliefs about reality. It includes an understanding of the nature of existence, humankind, and its role in the world. Philosophy is the foundation of knowledge. It provides premises by which man can discover truth, and uses his mind to support his life. It critically examines reality characterized by rational inquiry that aims at the Truth for the sake of attaining wisdom.

Idealism

The oldest systematic ideology or philosophy in Western culture traced back on the philosophical position of Plato (427-347 BC). In the idealist persuasion, the power of the mind finds essence in the culture of ethical character and moral reason. Plato elaborates this position as he wrote:

“When a man thinks, he becomes all the character in a drama set in his mind.

He inspires, he answers his inquiry, he evaluates, he considers first one alternative and then another, he makes up his mind, then pursues another direction and so on. This is the matrix out of which his deliberate beliefs come”

The Idealism and Philosophy of Education(2014) blog states that the teacher is the symbol or model of good character, the masters of all sort of knowledge, and so the teacher has the central role in the teaching-learning (Singh, 2007). The teacher has the right to choose suitable content from the available literature to teach. Thus, it is necessary that teachers uphold the standard of professional excellence that is morally and intellectually worthy to follow. Since the student is a passive receptor, the strategies in teaching should encourage them to think and to apply criteria in seeking the truth, classroom management should emphasize self-control, moral judgment and individual responsibility, as the curriculum is subject-centered. The idealist teacher accepts the ideas of the students, facilitate thinking through generation of ideas, and encourages the students to share their own ideas. Lecture is the mostly used method of instruction where the students listen to the teacher-centered approach (Aliman, A. 2020)

Realism

This philosophy, that has its roots on idealism, is a system of thought that assumes best the reality of idea and experience. It is an idea of reality that is not merely product of the human mind or pure imagination but experiential. This is a philosophy that came as a result of the pedagogical clash of Plato and Aristotle. Scotter (1991) claims that the realist sees that there exists an external world independent of mind, and that anything that exists possesses quantity and quality. He added that world (the natural order) can be predicted and controlled, and that values depend in the elegance of nature, and its laws. Thus to be a realist teacher, one must be able to relate lessons to the students' experiences and relies on authenticity made tests capable and applicable to assess learning outputs; uses teaching strategies which stress opportunities for discovery approach in problem solving essential to acquiring knowledge on how to face real life situations, regards classroom management that is set with rules of extrinsic punishment and intrinsic rewards according to acknowledged criteria, and uses the curriculum as subject-centered emphasizing accountability and concept-driven. In addition, realism recommends preparing students for real and practical life of material world which can be gained through senses.

Realism according to Dutta, S (2020)is in favor of training of teachers before they involve in teaching. Realism believes that teachers should have full knowledge of the subject matter, psychology of learners and the scientific way of delivering education. The teachers must encourage the learners to observe and experiment the natural objects and phenomena so that learners will be able to find out new facts with respect of construction of knowledge. They should inform learners about the scientific discoveries, inventions and researches in different fields of knowledge.

Existentialism

This philosophy states that individuals are responsible for determining for themselves what is true or false, right or wrong, ugly or beautiful. For the existentialists, there exists no universal form of human nature, The individuals have the freedom to develop as they see it fit. This may be due to their multiple intelligence. Gardner (2022) posits that teachers have the academic freedom to use varied teaching styles in response to their learners' multiple intelligences. So teachers may include this in their philosophies of teaching in order to address the differing learning styles for lifelong learning towards meaningful learning experience.

Scotter (1991) states that existentialists philosophical stance is dependent on subjective factors centered on reason and passion. The question of “who am I” is one that brings the person into introspection and reflection of how meaningful life is. In addition, Kierkegaard (1813-1855) strongly points out in one of his literary works as quoted by Butler (1968), Kapla (1992), and Fajaris (1996) that with existentialism, “life must be understood backward, but must be lived forward.” Relatively, Satre (1905-1990), Collin and Cook (2001) claim that “existence precedes essence” which means that there exists no universal inborn human nature. Man is born and exists, and freely determines his essence. Thus man is what he makes of himself. As cited by Drew (2022) “Existentialist holds that the humans have no pre-given purpose or essence laid out for them by God or by nature; it is up to each one of us to decide who and what we are through our own actions” (Guignon, 2013). Lawless (2005, p. 326) writes that existentialists believe that “there are no universal standards for a human life: we are what we do, the sum of our actions.” Duignan (2011, p. 113) writes that existentialists believe that “there is no God, and therefore human beings were not designed for any particular purpose”. As there appears to be no pre-ordained meaning of life, humans “are free to choose how they will live.” Jean Paul Sartre’s famous phrase “‘Existence precedes essence’ would mean

that we first simply exist – find ourselves born into a world not of our own choosing – and then it is up to each of us to define our own identity or essential characteristics in the course of what we do in living out our lives.” Guignon (2013).

Pragmatism

The philosophy is a philosophy of action as advocated by Pierce (1839-1914), James (1842-1910). And Dewey (1859-1952). What is fulfilling as Honderich (1995) exemplifies is the process of establishing validity of standards of meaning, truth and values in consideration of practical efficacy or what works out in practice. In this way, the teacher should put premium on teaching that promotes an active role for students, rather than merely imparting knowledge and students passively receiving it (Ozmon and Craver (2003). Ortega (1999) further stresses that a pragmatic teacher is one who expects the students to act in problematic situations with philosophical persuasions, and creates an environment that encourages the students to create knowledge and use it with conscious accountability.

Pragmatism states that activity lies at the center of educative process as education is a continuous process. It works on the principle of democracy. It states that education helps individuals to meet human needs. Thus, pragmatic means the quality of dealing with the problem in a sensible way that suits the conditions that really exists, rather than following a fixed theories, ideas or rules. Pragmatism is an educational philosophy that says education should be teaching students the things that are practical for life and encourages them to grow into better people. Many famous educators including John Dewey, William James were pragmatists, and they believe in the idea of practical learning i.e. education should apply to the real world. So pragmatism in education is preparation for life. Pragmatism makes a man socially efficient. They believe that the children should not be asked to work according to predetermined goals. They should rather determine their goals according to their needs and interests. Pragmatism is based on the psychology of individual differences. Pragmatists want education according to aptitudes and abilities of the individual. Every individual must be respected and education should be planned to cater his inclinations and capacities.

According to pragmatism, the theory and practice of education is based on two main principles, namely (i) Education should have a social function and (ii) Education should provide real life. With pragmatism, education is not the dynamic side of philosophy as advocated by the idealists. It is the philosophy which emerges from an educational practice. Every individual has a social self and he can be best developed in and through society. Thus, we can conclude by saying that that Pragmatism has brought democracy in education. The students learn the technique of managing their own responsibilities which would prepare them to face the different challenges of real life. It makes a man socially efficient i.e. he can determine his goals according to his needs and interests. Further, pragmatism regards teacher as a helper, guide and philosopher. The chief function of a pragmatic teacher is to suggest problems to his pupil and to stimulate them to find by themselves the solution which will work. The teacher must provide opportunities for the natural development of innate qualities if the children. His main task is to suggest problem to his student/pupils and to guide them to find out he solutions. As Butler (1969) elucidates, a pragmatic educator should not only be a decision-maker but also an educator involved in total change in the context of education, a guide to the learners, plans learning activities in accordance to multiple intelligence, both an educator and parent, and one who respects the freedom of the learners.

This study would like to find out how the teachers carried out their teaching function amidst the challenge of pandemic in the context of the philosophies of idealism and realism (the ancient or traditional philosophies that gained recognition in the BCs) and the contemporary philosophies that gained recognition from the 13th century downward, namely; philosophies of existentialism and pragmatism (Akorede, M., 2017).

METHODOLOGY

Research Design

This study utilized the descriptive-correlation research design as it determined the teacher-respondents in terms of their sex, age, civil status, and number of trainings/workshops/seminars attended. It described the extent of agreement and pedagogical manifestations of teacher-respondents to different educational philosophies along teachers' role, teaching strategies, classroom management, and curriculum. It likewise compared the teachers' extent of agreement and extent of pedagogical manifestations to educational philosophies when grouped by profile variables, and ascertained the relationship between teachers' extent of agreement and extent of pedagogical manifestations to different educational philosophies along teachers' role, teaching strategies, classroom management, and curriculum.

Instrumentation

The instrument designed to gather baseline data and information on teacher-respondents' profile and extent of agreement and extent of pedagogical manifestations to educational philosophies of idealism, realism, existentialism, and pragmatism in the four area variables such as teacher's role, teaching strategy, classroom management, and curriculum was a survey questionnaire.

Data Analysis

Frequency counts and percentages were employed to determine the profile of the teacher-respondents.

For the extent of teachers' agreement and pedagogical manifestations of educational philosophies, weighted mean and five-point Likert scale were used.

T-test was used to test the difference in the extent of teachers' agreement and pedagogical manifestations when grouped according to profile variables, while Pearson Product Moment Correlation was used to test the relationship between extent of teachers' agreement and pedagogical manifestation along teachers' role, teaching strategy, classroom management, and curriculum.

RESULTS AND DISCUSSIONS

Profile of Respondents

There were 73 cooperating teachers involved in this study who utilized both the synchronous and asynchronous mode of delivery of instruction during the pandemic. Majority of them are female and married, and had attended at least 3 seminars, trainings, and workshops through webinars from School Year 2019-2020 to School Year 2021-2022.

Teachers' Agreement and Manifestation of Educational Philosophies

Table 1: Extent of teachers' agreement and pedagogical manifestation of educational philosophies

Philosophies	Extent of Agreement		Extent of Pedagogical Manifestation	
	Weighted Mean	Description	Weighted Mean	Description
Idealism	4.34	Very Strongly Agree	4.21	Very Strongly Manifested
Realism	4.15	Strongly Agree	3.96	Strongly Manifested
Existentialism	4.21	Very Strongly Agree	4.02	Strongly Manifested
Pragmatism	4.18	Strongly Agree	3.92	Strongly Manifested

Table 1 shows the extent of teachers' agreement and pedagogical manifestation of educational philosophies; namely, idealism, realism, existentialism, and pragmatism. As shown on table, the only philosophy of education that the respondents have very strong manifestation and very strong agreement is idealism with weighted means of 4.34 and 4.21, respectively; while the respondents have both strong agreement and manifestation on pragmatism and realism as shown by the weighted means of 4.18 and 3.92 for pragmatism and 4.15 and 34.96 for realism. The only philosophy of education that got inconsistent response from the respondents is existentialism where the respondents very strongly agree on it with a weighted mean of 4,21, while they only have strong manifestation as pointed out by the weighted mean of 3.92. This shows that even during the pandemic, the cooperating teachers were idealistic in carrying out their functions as teachers as they wanted to give their lecture despite the challenge of technology. They encouraged their students to be on virtual or online and to listen to their lectures. Hence, they manifest an idealist teacher. The idealist teacher who according to Aliman, A. et. al. (2020), is a teacher who accepts the ideas of the students, facilitates thinking through

generation of ideas, and encourages the students to share their own ideas, yet most of the time gives lectures because an idealist teacher mostly used lecture method of instruction where the students listen to the teacher-centered approach (Aliman, 2020).

Table 2: Difference in the extent of agreement and extent of pedagogical manifestation of philosophies of education when grouped according to sex.

Variable	Agreement			Pedagogical Manifestation		
	Mean	t-value	Probability	Mean	t-value	Probability
Idealism						
Male	4.25	1.75 ^{ns}	0.081	4.16	1.038 ^{ns}	0.30
Female	4.38			4.23		
Realism						
Male	4.21	2.20	0.03	3.93	0.53 ^{ns}	0.59
Female	4.03			3.98		
Existentialism						
Male	4.15	1.07 ^{ns}	0.29	3.96	0.43 ^{ns}	0.66
Female	4.24			4.03		
Pragmatism						
Male	4.24	2.64	0.01	3.86	1.04 ^{ns}	0.298
Female	4.03			3.95		

As gleaned on table 2 on the difference between the extent of agreement and extent of pedagogical manifestation of philosophies of education when grouped according to sex, it reveals that there is no significant difference in the respondents' responses with respect to the philosophies of idealism and existentialism. Thus, the finding shows that the respondents have similar perspectives to the philosophical views and pedagogical practices of these two educational philosophies. As regards the philosophies of realism and pragmatism, the respondents have significant difference in their extent of agreement with reference to sex with males who agree more on realism than the females, but no significant difference in their pedagogical manifestations. This is supported by Hurlock (1980) and Planagan (1990) that males are more realistic while females are more idealistic.

Table 3: Difference in the extent of agreement and extent of pedagogical manifestation of philosophies of education when grouped according to age.

Variable	Agreement			Pedagogical Manifestation		
	Mean	t-value	Probability	Mean	t-value	Probability
Idealism						
Young	4.37	0.594 ^{ns}	0.553	4.20	0.192 ^{ns}	0.969
Old	4.32			4.21		
Realism						
Young	4.18	0.629 ^{ns}	0.530	4.01	1.250 ^{ns}	0.213
Old	4.13			3.91		
Existentialism						
Young	4.26	1.126 ^{ns}	0.262	4.07	1.258 ^{ns}	0.210
Old	4.17			3.97		
Pragmatism						
Young	4.18	0.659 ^{ns}	0.511	4.09	0.404 ^{ns}	0.687
Old	4.13			4.06		

As shown on table 3 on the difference in the teachers' extent of agreement and pedagogical manifestation of educational philosophies relative to age, it is hypothesized that there is no significant difference in the extent of agreement and extent of pedagogical manifestations of the young and old-alike teachers with regard to the four philosophical frameworks enshrined in their teaching. This means that age is not a factor in determining the difference in their agreement and manifestation of pedagogical practices attributed to the four philosophies of education, which are idealism, realism, existentialism, and pragmatism. The teachers whether they are young or old are empowered to teach their students with quality and excellence. They are motivated by their philosophy of teaching anchored either on idealism, realism, existentialism or pragmatism, or by all these philosophies of education together with the vision of the Department of Education and Commission on Higher Education or other education sectors. So in the light of their philosophy of teaching, they are to shape the future of the

children and make them better professionals. This is support to Alemdar, M and Alper Aytac (2022) who state that teachers’ philosophical tendencies influence how they structure their professional development and how they carry out the teaching-learning process.

Table 4: Difference in the extent of agreement and extent of pedagogical manifestation of philosophies of education when grouped according to civil status.

Variable	Agreement			Pedagogical Manifestation		
	Mean	t-value	Probability	Mean	t-value	Probability
Idealism						
Single	4.39	0.688 ^{ns}	0.492	4.29	1.064 ^{ns}	0.289
Married	4.33			4.17		
Realism						
Single	4.15	0.007 ^{ns}	0.994	4.08	1.496 ^{ns}	0.136
Married	4.02			3.94		
Existentialism						
Single	4.31	1.030 ^{ns}	0.305	4.09	0.779 ^{ns}	0.437
Married	3.19			4.01		
Pragmatism						
Single	4.26	1.072 ^{ns}	0.285	4.08	1.931 ^{ns}	0.055
Married	4.16			3.88		

Table 4 presents the difference in the teachers’ extent of agreement and pedagogical manifestation of educational philosophies according to civil status. Findings reveal that there is no significant difference in teachers’ extent of agreement and pedagogical manifestation of the philosophies of education according to civil status. This shows that the teachers, whether married or single have no difference in their agreement and pedagogical manifestation of the philosophies of education in the delivery of instruction.

Table 5: Difference in the extent of agreement and extent of pedagogical manifestation of philosophies of education when grouped according to trainings/workshops/seminars

Variable	Agreement			Pedagogical Manifestation		
	Mean	t-value	Probability	Mean	t-value	Probability
Idealism						
Few	17.25	1.150 ^{ns}	0.252	49.94	1.789 [*]	0.075
Many	17.57			51.44		
Realism						
Few	16.53	0.745 ^{ns}	0.457	46.91	1.683 ^{ns}	0.094
Many	16.76			48.50		
Existentialism						
Few	16.78	0.678 ^{ns}	0.498	47.67	1.529 [*]	0.128
Many	17.00			49.13		
Pragmatism						
Few	16.58	1.019 ^{ns}	0.310	46.43	1.741 ^{ns}	0.083
Many	16.90			48.04		

Table 5 reveals that there is no significant difference in the teachers’ agreement and pedagogical manifestation of the four philosophies of education with regard to the number of seminars, trainings and workshops attended by teachers. This means that the teachers who attended few or more seminars were motivated to carry out their teaching functions as inspired by their philosophy of teaching anchored on idealism, realism, existentialism and pragmatism. So, the teachers’ who anchored their teaching frameworks along philosophies of education have personal convictions in carrying out their functions whether they attended few or more seminars. So, a teacher is similar to what Plato wrote:

“When a man thinks, he becomes all the character in a drama set in his mind.

He inspires, he answers his inquiry, he evaluates, he considers first one alternative and then another, he makes up his mind, then pursues another direction and so on. This is the matrix out of which his deliberate beliefs come”

This shows that when a teacher is passionate enough in teaching, those who will be under this teacher will make a difference in their lives as they are guided and inspired to be what they ought to be.

Table 7: Relationship between extent of agreement and extent of pedagogical manifestation of philosophies of education when grouped according to area variables.

Variables	Correlation Coefficient	Probability	Interpretation
Idealism and			
Teacher's Role	0.539	0.000	Significant at .01
Teaching Strategies	0.314	0.000	Significant at .01
Classroom Management	0.638	0.000	Significant at .01
Curriculum	0.563	0.000	Significant at .01
Realism		0.000	Significant at .01
Teacher's Role	0.413	0.000	Significant at .01
Teaching Strategies	0.397	0.000	Significant at .01
Classroom Management	0.678	0.000	Significant at .01
Curriculum	0.419	0.000	Significant at .01
Existentialism and		0.000	Significant at .01
Teacher's Role	0.432	0.000	Significant at .01
Teaching Strategies	0.433	0.000	Significant at .01
Classroom Management	0.666	0.000	Significant at .01
Curriculum	0.769	0.000	Significant at .01
Pragmatism and		0.000	Significant at .01
Teacher's Role	0.376	0.000	Significant at .01
Teaching Strategies	0.475	0.000	Significant at .01
Classroom Management	0.541	0.000	Significant at .01
Curriculum	0.641	0.000	Significant at .01

Table 6 shows that there is a significant relationship between the teachers' extent of agreement and the extent of their pedagogical manifestations in all of the four educational philosophies along all of the four area variables; namely, teachers' role, teaching strategy, classroom management, and curriculum.

Findings reveal that along extent of agreement and manifestation in the light of idealism, teacher's role implies that teachers uphold the standard of professional excellence that is morally and intellectually worthy to follow. The strategies in teaching encourage students to think and to apply criteria in seeking the truth, classroom management emphasizes self-control, moral judgment and individual responsibility, and the curriculum is subject-centered (Aliman, A 2020). With realism, realist teacher is one who must be able to relate lessons to the students' experiences and relies on authenticity made tests capable and applicable to assess learning outputs; uses teaching strategies which stress opportunities for discovery approach in problem solving essential to acquiring knowledge on how to face real life situations, regards classroom management that is set with rules of extrinsic punishment and intrinsic rewards according to acknowledged criteria, and uses the curriculum as subject-centered emphasizing accountability and concept-driven (Dutta, S., 2020).

With regard existentialism, Gardner (2022) posits that teachers have the academic freedom to use varied teaching styles in response to their learners' multiple intelligences. Teachers may include this in their philosophies of teaching in order to address the differing learning styles for lifelong learning. Hence, there exists meaningful learning experience. Moreover, along pragmatism, this philosophy regards teacher as a helper, guide and philosopher. The chief function of a pragmatic teacher is to suggest problems to his pupil and to stimulate them to find by themselves the solution which will work. The teacher must provide opportunities for the natural development of innate qualities of the children. His main task is to suggest problem to his student/pupils and to guide them to find out the solutions (Rai, P.C. et al.,2020).Further, Butler (1969) elucidates that a pragmatic educator should not only be a decision-maker but also an educator involved in total change in the context of education, a guide to the learners, plans learning activities in accordance to multiple intelligence, both an educator and parent, and one who respects the freedom of the learners.

CONCLUSION

In view of the findings of the study, the cooperating teachers adhere to idealism and existentialism. Their views on realism and pragmatism are influenced by sex. The more the teachers agree with the philosophies of education, the more they manifest them in the teaching-learning process. Thus, this study has significant impact to the teaching-learning process as teachers are philosophically-driven in their roles as teachers, in their classroom management, in the teaching strategies they employ in the light of students' multiple intelligence, and in the curriculum that they prepare in response to the 21st Century skills of lifelong- learners.

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