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Preservice Teachers' Perceived Philosophies of Education in the Context of Outcome-Based Teacher Education Curriculum (OBTEC)

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Abstract

Educational philosophy is one of the most critical arms of the teacher in the classroom. Thus, this research aims to determine OBTEC preservice teachers' perceived philosophies of education. To gather information on their philosophies, the researcher adapted the questionnaire of Sadker and Zittleman administered to 214 preservice teachers. Results show that the majority of the preservice teachers were reconstructionists. However, male preservice teachers were more of a progressivists, while the females were social reconstructionists. Considering their areas of specialization, preservice teachers were reconstructionist. BECED, on the other hand, were existentialists. Preservice teachers wanted to educate the learners with social problems and issues that influence society. They also wanted schools to be student-centered and activity-based. Thus, this study suggests that OBTEC preservice teachers need to acquire in-depth knowledge of the different philosophies of education. Teacher Training Institutions are also encouraged to strengthen preservice teachers' orientation of the different philosophies of education.

Introduction

In ancient times or during preliterate societies, education goals were primarily to teach survival skills and group harmony. Informal education wherein children imitating adults was the instructional methods used by the ancient people during this time. In this regard, the curriculum was the practice of hunting, fishing, singing, reciting poems, and dancing where agents were the parents, tribal leaders, and religious leaders. Over time, education became more structured. Schools were built wherein buildings and classrooms became the venues to educate the children in a formal situation. Where there were classrooms, there were also teachers who took care of the education of young minds. Teaching in this regard required teachers to face the essential daily challenges of preparing lessons, assessing students' performance, and creating and maintaining a fair and equitable classroom environment (Hartono & Ozturk, 2022; Heslep, 1997; Jackowicz & Ozturk, 2021; Noroozi & Sahin, 2022; Shelley, Chiang, & Ozturk, 2021). Classroom teachers need to explore their beliefs about the world in general, and education, and teaching in particular. Teachers must be aware of their own beliefs because they will guide their thinking and action as teachers (Arends, Winitzky, & Tannenbaum, 2001; Kaban, 2021; Yilmaz & Hebebcı, 2022). It is their beliefs and attitude towards teaching that will bring them success in the classroom and the school system.

Teachers, in this regard, need to develop educational philosophies because these philosophies will guide them in the pursuit of their career as a teacher. As pointed out by Smith (1990), the philosophy of education is beliefs that indicate teachers' feelings about children and education. In an academic sense, the philosophy of education is specific to a particular way of dealing with problems in education (Taylor, 1983 as cited in Smith, 1990). Problems such as what methods of instruction should be used and what should be included in the curriculum are focal points of educational philosophy. In other words, teachers' philosophies of education impact education through both teaching methods and curriculum. Similarly, the development of an educational philosophy is influential in directing and guiding teachers to execute their teaching practices and, most importantly, how they look at their learners to whom they are putting their effort. Bilbao (2015) affirmed that one should have an educational philosophy as a teacher because it is a strong belief that is translated into action that will guide the teaching.

Each teacher, whether he or she recognizes it, has an educational philosophy, a collection of beliefs about how humans learn and develop, and what one should learn to lead a good life. Of course, teachers differ in how much effort they put into developing their philosophy or educational platform. Some feel that philosophical reflections have nothing to contribute to the actual teaching act (this stance, of course, is itself an educational philosophy). Other teachers recognize that teaching is a philosophical undertaking, because it is concerned with what should be. John Dewey (1998 p. 132) said, "to be concerned with education is to be concerned with the philosophy." He added that "if educators are willing to conceive education as the process of forming fundamental dispositions, intellectual and emotional, toward nature and fellow men, then they can define philosophy as the general theory of education."

In this study, the concern of the researcher was on the perceived philosophy of education of preservice teachers in the context of OBTEC. OBTEC, as it is said, was coined to the concept of Outcome-Based Education (OBE). It was conceived as OBTEC because primarily the curriculum focused on the teacher education curriculum. OBTEC as prime by Philippine Normal University was conceptualized and implemented owing to the idea of producing (a) discipline grounded, professionally competent and innovative practitioner; (b) reflective specialist; (c) humane, ethical and moral person; (d) transformative educator; and (e) critical, creative and responsible educational technology expert.

The OBTEC curriculum proposed by Philippine Normal University is timely and relevant. However, teachers in the field are far from what the new OBTEC curriculum aims to. The philosophies of education they have learned from school are not observable anymore. They already forgot of there being essentialists, perennialists, progressivists, reconstructionists, and existentialists. The classroom does not reflect the educational philosophies learned by them in the school. Thus, this research aimed to determine the perceived philosophy of education of the OBTEC preservice teachers.

Statement of the Problem

This research's primary purpose was to determine the perceived philosophy of education of the OBTEC preservice teachers. Specifically, this research identified the following: (1) OBTEC preservice teachers perceived educational

philosophies as a whole and as to their sex and area of specialization; (2) The perceived philosophies of education when asked if teaching was their first choice after graduation from high school and when asked if they like teaching; (3) the implication of their perceived philosophies of education in their future career as a classroom teacher.

Method

Research Design

Since this research aimed to determine the perceived philosophy of education of the Filipino preservice teachers, the descriptive-survey method of research was the most appropriate. This method is the most suitable because the perceived philosophies of education of the OBTEC preservice teachers were determined, described, and analyzed based on the purpose of this study.

Research Participants

The research participants were the 214 OBTEC preservice teachers of Philippine Normal University Visayas. Participants were determined using the Raosoft Sampling Calculator from the 480 population of the OBTEC preservice teachers. This study employed a stratified proportionate random sampling using a fishbowl technique to determine representative participants from each of the OBTEC preservice teachers' areas of specialization. Of the 214, 46 of them are males, while 168 are females. Considering the area of specialization, 35 of them were Bachelor of Early Childhood Education (BECED), 34 were on Bachelor of Mathematics and Science Education (BMSE), 27 are Bachelor of Mathematics Education (BME) specialization. Only 20 were Bachelor of Social Science Education (BSSE), the most was on Bachelor of English Education (BEE) with 39 OBTEC preservice teachers, 24 were on Bachelor in Physical Education (BPE), and 35 were on Bachelor in Filipino Education (BFE) specialization.

Research Instrument

To determine OBTEC preservice teachers' perceived philosophies of education, the researcher used a 28-item Inventory of Philosophies of Education adopted from the book of Sadker, Sadker, and Zittleman (2008) "Teachers, Schools, and Society." The 28-item questionnaire was reduced to a 25-item because the last three items (26, 27, and 28) do not fit to the Philippine setting. The survey questionnaire consisted of five educational philosophies, namely: Essentialism, Perennialism, Progressivism, Reconstructionism, and Existentialism.

The identified philosophy of education consisted of five items that participants had to choose from the category of "strongly agree" with the weighted score of 5 to "strongly disagree" with the weighted score of 1. Varying degrees in between strongly agree and strongly disagree has a corresponding weighted equivalent of 4, 3, and 2, respectively.

Presented below are the five philosophies of education and their corresponding item-placement in the questionnaire.

Essentialism – items 1, 6, 11, 16, and 21

Perennialism – items 2, 7, 12, 17, and 22

Progressivism – items 3, 8, 13, 18, and 23

Reconstructionism – items 4, 9, 14, 19, and 24

Existentialism – items 5, 10, 15, 20, and 25

Data Analysis

In the analysis of the data, the researcher used frequency and percent. The researcher used these statistical tools because the very purpose of the study was to determine OBTEC preservice teachers perceived philosophy of education. This was done by summing the responses in each items that belong to the five philosophies of education. The highest score, as explained in the scoring procedure, was the perceived philosophy of education. The highest sum that appears represents OBTEC preservice teachers' philosophy of education as a whole, as to their sex, and specialization.

Results and Discussion

Profile of OBTEC Preservice Teachers

Using frequency and percent, Table 1 shows that only 46 or 21.5% of the preservice teachers are males, while 168 or 78.5% of them are females. The data clearly shows that majority of the OBTEC preservice teachers are females. Females are more attracted to the teaching profession than males. According to Tani (2019), women are considerably over-represented in the teaching profession. Recent data show, among recent Australian university graduates, 97% of pre-primary teachers, 85% of primary teachers and 68% of secondary teachers are female. Similarly, large proportions of women in teaching are also observed across the OECD. This was also an observation of Marpa and Trinidad (2018) reflecting a higher percentage of females enrolled in a teacher training institutions in the Philippines.

Table 1. Profile of the OBTEC Preservice Teachers when Grouped According to Sex

Sex	<i>f</i>	%
Male	46	21.5
Female	168	78.5
Total	214	100.0

In Australia, the share of male teachers has been *declining since 1977*. This notable and persistent gender imbalance can be attributed to gender differences in occupational preferences and social roles. Studies elucidate that commitment to teaching influences student–teachers' intention to enter the teaching profession (Rots et al. 2010) as well as job satisfaction and retention in the profession (Billingsley 2004; Day et al. 2005; Hackett et al. 2001; Klassen and Chiu 2011; Tait 2008). This is very clear that even until now, teaching is a female dominated profession.

Table 2 reveals that the majority of the OBTEC preservice teachers are enrolled in the BEE as shown by the frequency of 39 or 18.2%. BECED and BFE with a frequency of 35 or 16.4% follow BEE. The least among the groups of participants are OBTEC preservice teachers in the BSSE, as indicated by the frequency of 20 or 9.3%.

Table 2. Profile of the OBTEC Preservice Teachers when Grouped According to Area of Specialization

Area of Specialization	<i>f</i>	%
Bachelor of Early Childhood Education (BECED)	35	16.4
Bachelor in Mathematics and Science Education (BMSE)	34	15.9
Bachelor in Mathematics Education (BME)	27	12.6
Bachelor in Social Science Education (BSSE)	20	9.3
Bachelor in English Education (BEE)	39	18.2
Bachelor in Physical Education (BPE)	24	11.2
Bachelor in Filipino Education (BFE)	35	16.4
Total	214	100.0

Other Related Profile of the OBTEC Preservice Teachers

Asking preservice teachers whether teaching is their choice after graduation from high school, the researcher found that 134 or 62.6% of them replied "no" while only 80 or 37.4% of them answered "yes." This response of the OBTEC preservice teachers clearly shows that teaching as a profession is not their first choice. In the study of Marpa and Trinidad (2018) on the changing perspective of teaching as a profession, preservice teachers reasoned out that they took education courses because of their parents. Others took this course because their parents could not afford to finance them if they have to take courses other than teaching. As quoted by a participant in the interview conducted regarding their choice of teaching as a profession, one participant said that *"I became a teacher because during those times my parents have experienced financial difficulties that led me to enroll in teaching. Teaching is the only profession my parents can afford to"*. Thus, the majority of them replied "no" that teaching is their first choice.

Table 3. OBTEC Preservice Teachers Responses on their Choice of Teaching after Graduation from High School

Teaching as the First Choice	<i>f</i>	%
Yes	80	37.4
No	134	62.6
Total	214	100.0

Table 4 reveals that asking preservice teachers if they like teaching, 143 or 66.8% of them replied "yes" while 71 or 33.2% answered "no." It is evident from this response that the majority of them like teaching as a profession. Although Table 3 shows that majority of them said that teaching is not their first choice. However, their stay in the university helps them love teaching as a profession. They realized that imparting knowledge to young minds is pleasurable (Marpa & Trinidad, 2018). In testimony of an American teacher, she speaks "for the many for whom

the intrinsic rewards come at a high personal cost. However, small the satisfiers', making differences in the lives of children is the repayment for the frustration and disappointment which, for many teachers, is encountered daily". Although it was not their dreams, but realizing teacher's important role in molding young minds to become useful citizens of the country is a warm feeling. It motivates them to love teaching as they responded in the qualitative research on the changing perspective of teaching as a profession conducted by Marpa and Trinidad.

Table 4. OBTEC Preservice Teachers Responses on their Attitude towards Teaching

Like teaching	<i>f</i>	%
Yes	143	66.8
No	71	33.2
Total	214	100.0

It is evident from Table 5 that the majority of those who responded that teaching was not their first choice after graduation has developed a positive attitude towards teaching after years of studying the course. They are positive that they can embrace teaching as their future profession. As participants stated in the study of Marpa and Trinidad (2018), the nobility of the teaching profession is worthy of the accolade of the community and among other professions. Seeing students learn, teachers feel happiness in it. Findings also indicated that teachers feel a warm feeling when students learn something from them. Teachers were delighted to see students learn during class. It motivates them to master and hone their craft as a teacher.

Table 5. Cross Tabulation on OBTEC Preservice Choice of Teaching and their Attitude towards Teaching

Choice of Teaching	Attitude Towards Teaching			
	Yes		No	
	<i>f</i>	%	<i>f</i>	%
Yes	73	51.1	7	9.9
No	70	48.9	64	90.1
Total	143	100.0	71	100.0

OBTEC Pre-Service Teachers Perceived Philosophy of Education as a Whole and when Grouped According to their Profile

Results presented in Table 6 reveals that 70 or 32.7% of the OBTEC preservice teachers were reconstructionist. OBTEC preservice teachers believed that the aim of the school is to meet society's needs and not just the social needs of individual students. Reconstructionists also clarify that schools should model approaches to social problems, and the teacher's job is to help students solve major social issues and contentious issues (Arends, Winitzky, & Tannenbaum, 2001). This contention is consistent with Dewey's (1998) views that colleges, themselves, should be functioning communities, microcosms of the larger community in many respects, as much as possible. Similarly, Ornstein and Levine (2003) expressed that reconstructionists encourage teachers to lead their students on both domestic and global quest for analysis of culture and society. They encouraged students to diagnose important human problems on planet earth: environmental pollution, warfare, famine, terrorism, etc.

Table 6. OBTEC Pre-Service Teachers Perceived Philosophy of Education

Educational Philosophies	<i>f</i>	%
Essentialism	40	18.7
Perennialism	18	8.4
Progressivism	60	28.0
Reconstructionism	70	32.7
Existentialism	26	12.1
Total	214	100.0

In this regard, responses of OBTEC preservice teachers affirmed to that of Philippine Normal University Visayas's commitment. As Environment and Green Technology Hub (EGTE), the mandate of Philippine Normal University Visayas was to produce innovative teachers. OBTEC preservice teachers who were not only excellent in their discipline but also responsive and profoundly rooted in their roots, attentive to cultural diversity and appreciating the different systems of meaning. Philippine Normal University are also committed to producing innovative teachers empowered and committed to social transformation.

It also reflected in this table that 60 or 28.0% of the OBTEC preservice teacher are more of a progressivist. Progressivist OBTEC preservice teachers believed that teachers promote learning by helping students formulate concrete questions and devise strategies to address those questions. As stated by Sadker, Sadker, and Zittleman (2008), Progressive classroom teachers are dynamic; they move around the classroom, see kids working in small groups, move about freely and talk freely. For example, he/she let students discuss a science experiment while others may be working on a volcano model, or others are preparing for a presentation. Progressive teachers develop the curriculum around the backgrounds, interests and abilities of the students and promote cooperation between the students. Teachers do not feel pressure to concentrate the attention of their students on one specific discipline at a time, and students incorporate multiple subjects into their learning.

In this regard, Mangulod (2017) confined that progressivism as an educational philosophy captures the belief that students demonstrate meaningful learning when they participate actively in learning activities that are of interest. Real and experiential learning is essential and will develop the creativity and imagination of individual learners. This philosophy underlines the students' different learning styles and arrangements, their multiple intelligences, and individual learning preferences. Through this philosophy, the program displays dynamism and relevance to society's needs.

Table 6 also shows that a small percentage of OBTEC preservice teachers were essentialists, existentialists, and perennialists. There are still OBTEC preservice teachers who believe in the conventional movement as a teaching method, or "back to simple movement." Essentialists assume that educating students with a master's degree in reading, writing, and arithmetic (3Rs) would make them worldly competent. These core skills are necessary for a person to live well in modern society (Sadker, Sadker, & Zittleman, 2008). Existentialist OBTEC preservice teachers, on the other hand, maintain that the purpose of education is to help children find meaning and direction in their lives. It rejects the notion that children should or might have meaningful learning directed by adults. In

other words, individuality is the essence of an existentialist teacher. Lastly, a very little percentage of OBTEC preservice teachers believe that the primary role of the school is the cultivation of rationality. They see the classroom as a venue for students' intellectual growth (Ornstein & Levine, 2003).

Reflected in Table 7 are the perceived educational philosophies of the male and female OBTEC preservice teachers. As shown, male OBTEC preservice teachers are more of a progressivist with 17 or 36.9 % of the 46 male OBTEC preservice teachers. On the other hand, female OBTEC preservice teachers are more of social reconstructionist with 58 or 34.5 percent.

Table 7. OBTEC Preservice Teachers' Perceived Philosophy of Education when Grouped According to Sex

Educational Philosophies	Male		Female	
	<i>f</i>	%	<i>f</i>	%
Essentialism	7	15.2	33	19.6
Perennialism	3	6.5	15	8.9
Progressivism	17	36.9	43	25.6
Social Reconstructionism	12	26.1	58	34.5
Existentialism	7	15.2	19	11.3
Total	46	100.0	168	100.0

Responses of the male OBTEC preservice teachers in this regard can mean that students learn well in teaching and learning, when their lessons have an impact on them. They also show a high belief that the purpose of the education is to fully develop the potential of the learner to have a good and positive future life. Preservice teachers perceived the curriculum to be dynamic and had to be relevant to society's needs. They also adhere to the notion that change is the only permanent thing on earth; therefore, their orientation teaches their learners the abilities to cope with change. OBTEC preservice teachers' assessment contained their understanding of learning by doing where they saw themselves as a guide to helping their students. This result was in consonance to studies concerning the educational philosophies of preservice teachers. Magulod (2017) and Tupas and Pendon (2016) showed that the majority of OBTEC preservice teachers were progressivists. Similarly, Ryan (2008), in his study, revealed that a large percentage of preservice teachers were progressivists.

On the other hand, female OBTEC preservice teachers believed that the major responsibility of a reconstructionist was to enable students to focus on their studies; likewise, to eliminate persistent social inequality and to turn society into a new and more social order. Along this line, Magulod (2017) expressed that preservice teachers express their strong belief in teaching students how to bring about change in society. They can see that it is important to cultivate the talents and awareness of the students for progress. The idea that social reforms do not necessarily start in the formal classroom is shown to be important as future teachers. For them, therefore, a teacher needs to nurture their students' self-conception, self-confidence and emotional stability; that the teacher's role is to encourage and lead students to initiate social reforms.

Table 8 reflected the perceived philosophy of education of the OBTEC preservice teachers as to the area of their

specialization. As shown, BECED is more of an existentialist ($f = 13$ or 37.1%). They claimed that the purpose of education is to help children find meaning and direction in their lives, and they reject the notion that adults should or might direct meaning for children's learning (Sadker, Sadker, & Zittleman, 2008). In other words, the learners can decide what to learn, and when to learn.

Table 8. OBTEC Preservice Teachers' Perceived Philosophy of Education when Grouped According to Curriculum

Educational Philosophy	BECED		BMSE		BME		BSSE		BEE		BPE		BFE	
	<i>f</i>	%												
Essentialism	4	11.8	10	29.4	3	11.1	1	5.0	11	28.2	1	4.2	10	28.6
Perennialism	5	14.3	3	8.8	3	11.1	1	5.0	1	2.6	3	12.5	2	5.7
Progressivism	6	17.1	8	23.5	14	51.9	7	35.0	10	25.6	8	33.3	7	20.0
Social Reconstructionism	7	20.0	10	29.4	7	25.9	10	50.0	12	30.8	12	50.0	12	34.3
Existentialism	13	37.1	3	8.8	0	0	1	5.0	5	12.8	0	0	4	11.4
Total	35	100.0	34	100.0	27	100.0	20	100.0	39	100.0	24	100.0	35	100.0

Therefore, Kierkegaard argues that existential education would concentrate on "being alive, independent of itself" (Kierkegaard, 1847 as quoted in Saeverot, 2011). Apart from this, Jean-Paul Sartre's deduced from his idea the view of education-" existence precedes essence. First, the learner is seen as an individual responsible for his or her thoughts, beliefs, and behaviour. Understanding takes precedence over the subject matter or curricula predestined. The role of the teacher is to provide pathways for the exploration of learners, creating an environment in which they can freely choose their preferred course.

On the other hand, BMSE is both an essentialist and a social reconstructionist ($f = 10$ or 29.4%). OBTEC preservice teachers in this regard believed in teaching students accumulated knowledge in the traditional academic discipline. As pointed out by Smith (1997), the subject matter should be the center of education. Likewise, Kneller (1971), as cited in Smith (1997) essentialism, focuses on (a) learning as hard work, (b) teacher-directed learning, (c) assimilation of knowledge, and (d) mental discipline. Marshall (1973), as cited in Smith (1997), also expressed that back-to-the-basics or the 3R's as a curricular focus should be considered the core of the school curriculum in essential philosophy.

Also, BMSE is a social reconstructionist; in this way, they build lessons that teach the students intellectually and emotionally about the inequities that surround them. Teachers in this regard prefer more than an academic activity to the research projects. The class is genuinely engaged in an attempt to change society. Teachers also encourage students to diagnose the significant problems facing human beings on planet earth (Ornstein & Levine, 2003).

Considering BME perceived philosophy of education, this table reveals that they are more of a progressivist ($f = 14$ or 51.9%). They contend that present-day knowledge may not be true in the future. Consequently, the best way to prepare students for an unknown future is to equip them with problem-solving strategies that will enable them to cope with new life challenges and discover what truths are relevant to the present (Figueroa, 2014). Through

continual self-analysis and reflection, the individual can identify values that are appropriate for the immediate moment.

Progressive people feel that life is evolving in a positive direction and that human beings, young and adult alike, are good and perhaps confident to act in their own best interests. In this respect, progressive focused educators owe students a tremendous amount of independence to assess their school experiences. Contrary to other assumptions, however, progressive education does not mean teachers do not have structure or students are free to do whatever they want. Progressive teachers start from where students are and, through the classroom's daily give-and-take, lead students to see that the subject they need to learn can improve their lives.

The role of the teacher in a gradually focused classroom is to serve as a guide or resource person whose primary duty is to promote learning for the students. The teacher is concerned with helping students understand what matters to them, instead of passing on a collection of universal truths. To this end, the radical teacher aims to provide experiences to the students that reflect their daily lives. Many opportunities to work cooperatively in groups, often solving problems identified by the group, not the teacher, as important to the students (Figueroa, 2014).

Furthermore, BSSE OBTEC preservice teachers are more of a social reconstructionist ($f = 12$ or 50.0%). They argue that education should rebuild society by integrating new technological and scientific developments with those remaining viable parts of the culture. Ornstein and Levine (2003) argues that reconstructionist teachers urge teachers to lead their students, both domestically and globally, into a searching examination of culture and society. As social science preservation teachers, educational philosophy is their main area of specialization since they deal more with environmental-related social issues. They believe that as students identify and analyze major problems, they locate areas of society that need reconstruction. For example, certain nations enjoy the abundance of resources, while others face the constant threat of starvation. A few people enjoy luxury, but many live with disease and poverty. Education should expose these socioeconomic inconsistencies and work to resolve them (Ornstein & Levine, 2003). Arends, Winitzky, and Tannenbaum (2001) also added that schools should model solutions to social issues, and the teacher's role is to help students examine major social issues and controversial questions. This Arends contention is timely and relevant to BSSE preservice teachers, as reflected in their field of specialization.

BEE OBTEC preservice teachers have mixed preferences among social reconstructionism, essentialism, and progressivism. But they are more of a social reconstructionist predominantly among the three ($f = 12$ or 30.8%). More than that, they want to instill the essentials of academic knowledge, patriotism, and character development to students. They want to be teachers who can create lessons that inform the students intellectually and emotionally about the inequities that surround them. These contentions made them realize the significance of drama and literature, where they can integrate social problems and controversial issues facing the society.

BPE OBTEC preservice teachers are also more of a reconstructionist ($f = 12$ or 50.0%). They likewise believe in the contention that education among learners is best when giving social relevance, and controversial issues in the

society are of prime consideration. They also express that enhancing dances and music can revitalize love and respect for one's culture.

Lastly, BFE preservice teachers prefer social reconstructionism as their philosophy of education. The same with other areas of specialization, their primary concern is the culture and society. They are primarily concerned with controversial issues and social problems always plaguing the society and the environment. They believed applying reconstructionism in the different subject areas enhances their concern for culture and society.

When asked if teaching is their first choice after high school graduation, OBTEC preservice teachers who said "yes" and "no" were more of a reconstructionist (see Table 9). They believed that this time of social inequality, social problems, and controversial issues, it is no longer a question of whether teaching is their first choice. They had contentions that the classroom was supposed to educate children to be aware of social challenges and problems. Social challenges and issues that will provide them with a natural and moral direction to act and to watch out for issues such as environmental degradation, poverty, education, sustainability, and many more, which they believed to be important aspects of the daily life of human beings.

Table 9. OBTEC Preservice Teachers' Perceived Philosophy of Education Considering Teaching as their First Choice after High School Graduation

Philosophies	Yes		No	
	<i>f</i>	%	<i>f</i>	%
Essentialism	14	17.5	26	19.4
Perennialism	8	10.0	10	21.7
Progressivism	23	28.8	37	7.5
Social Reconstructionism	27	33.8	43	32.1
Existentialism	8	10.0	18	13.4
Total	80	100.0	134	100.0

According to Smith (1997), adhering to the theory of social reconstructionism will help establish a new social order which will bring about the realization of fundamental cultural values. Everybody would agree that issues of values are timely and relevant. Children nowadays can be deceived by values that are detrimental to society, losing the true essence of human values.

Reflected in Table 10 are the responses of OBTEC preservice teachers when asked if they like teaching. Results indicate that the majority of those who replied "yes" and "no" is more of a reconstructionist. What they need is reform in the status of education today. The 21st-century education and the coming of education 4.0 where most of the learners are digital natives, OBTEC preservice teachers still want learners to be aware of the social challenges and controversial issues confronting the Filipino learners. As pointed out by Magulod (2017), philosophy of social reconstructionism aims at raising an individual's awareness of social events, concerns, and problems. This philosophy provides a vision of the better world by searching for solutions to social concerns and problems. It purports to the idea that teachers should be an instrument for encouraging and leading social reform

students. Teaching methods may include problem-oriented kind, community-based learning, and group discussions.

Table 10. OBTEC Preservice Teachers Perceived Philosophy of Education Considering Their Attitude towards Teaching

Philosophies	Yes		No	
	<i>f</i>	%	<i>f</i>	%
Essentialism	26	18.2	14	19.7
Perennialism	13	9.1	5	7.0
Progressivism	40	28.0	20	28.2
Social Reconstructionism	48	33.6	22	31.0
Existentialism	16	11.2	10	14.1
Total	143	100.0	71	100.0

The Implication of OBTEC Preservice Teachers Perceived Philosophies of Education to their Future Career as a Classroom Teacher

Results yielded in this research may provide several implications to the OBTEC preservice teacher's future career as a classroom teacher. OBTEC preservice teachers will be future classroom teachers someday. The teaching and values of education they learn from school will guide them as they foresee their future careers in education. The philosophies of education they learn and develop during their preservice years will shape their values and attitudes towards teaching their specific area of specialization.

As social reconstructionists, OBTEC preservice teachers' roles is to encourage students to diagnose societal problems facing human beings and society. They believed that as graduates of a university designated as an Environment and Green Technology (EGTE) Hub, their primary concern is to educate learners academically and with love for the environment. They believed that the environmental threats experienced by Mother Earth could be minimized through education. They will educate learners to be good stewards of Mother Earth.

On the other hand, some of OBTEC preservice teachers are more of a progressivist, which has implications for today's classroom. In today's classroom, teachers act only as a facilitator. This scenario reflects OBTEC preservice teachers' role as a facilitator of learning. A student-centered classroom will always deal with activities where students develop their initiatives to work and solve problems. They will consider group activities and projects as primordial in developing students' creativity, artistry, values of friendship, and cooperativeness. What they will do soon is to guide students in sharing information and teaching students how to formulate a collaborative conclusion.

Although others still have preferences of other philosophies of education aside from the most preferred. The response of the OBTEC preservice teachers suggests that there is no such perfect philosophy of education in teaching. The philosophies we are using right now might not be the best philosophy as of this time but maybe

timely and relevant for the future generation. Finally, the attitudes and values that OBTEC preservice teachers have to learn will shape their educational philosophy when they are already in the arena of teaching and learning scenarios.

Conclusion

Educational philosophy always embeds in the teaching profession. An education philosophy is a set of beliefs about how people learn and grow, and what they should learn to live a good life. Of course, the teachers differ in how much effort they put into developing their philosophy or educational platform. Some people believe that philosophical thinking has nothing to do with the actual act of teaching. Other teachers recognize that teaching is a philosophical undertaking, because it is concerned with what should be.

In this study, OBTEC preservice teachers are more of a social reconstructionist. It means that from the different educational philosophies discussed in the classroom and from their experiences they gained during their field studies in and outside of the university, OBTEC preservice teachers believed that the social transformation of education is the most wanting. They see social transformation as something typical for this time, where cultural values, environmental threats, and other controversial issues are plaguing in and out of the school. Our youths, our young minds, are the hope of the country. Let them exercise the values they wanted to live life to the fullest. Encouraged them to love Mother Earth, and the importance of sustainability for these are essential aspects of daily living.

Although the majority of them perceived social reconstructionist as the preferred educational philosophy, others still cling to educational philosophies, especially grouping them according to their area of specialization. They see progressivism as something very typical for this time where technology is competitive as it invades the classroom. Education for them should include students in cooperative activities and critical thought, and through a question, increase personal development. Teachers should be facilitators and resources that guide student enquiries, not conduct managers. Teachers should encourage learning, and should not stress repetitive repetition, rotary memorization and authoritarian management of classrooms. As a whole, let us all remember that the learners are always at the center of the educative process. They are always at the forefront of education.

OBTEC preservice teachers' responses reflect other educational philosophies that are also relevant to the present condition. Their responses show that they wanted to use or even combines educational philosophies in their teaching career. They believed that educational philosophies to be applied is dependent on the situations. Like what has said by the majority of educators, "there are no perfect teaching strategies and techniques. It depends on the subject matter and the learning environment".

Recommendations

From the derived conclusions, this research recommends that education students need to acquire in-depth knowledge of the different philosophies of education. Having knowledge and background information in this

regard will help them appropriately use and apply educational philosophies in the classroom. In other words, OBTEC preservice teachers must look into the appropriateness of the different philosophies of education as it applies in the classroom. Likewise, Teacher Training Institutions are encouraged to strengthen preservice teachers' philosophical orientation because philosophies developed by them may guide them in the pursuit of quality education.

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