Philosophical and Values Inclination of Resource Teachers

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Abstract

This study ascertains the extent of philosophical and values inclination of Resource Teachers of Field Study Students (FSS) or pre-service teachers. It also determines the socio-demographic profile of the respondents and tests the significant difference between the extent of educational philosophies and values inclination of the Resource Teachers. Convenience sampling was employed through the participation of twenty-nine (29) professional secondary school teachers in the field of Science, Math, and Social Studies. The main data gathering instrument employed was a questionnaire checklist. Furthermore, a four-point Likert scale was used as a guide to determine the weighted mean value with corresponding descriptive equivalent. On the other hand, a t-test was employed to test the null hypothesis at a 0.05 level of significance. The study reveals a high extent of philosophical and values inclination of Resource Teachers that plays an integral part in classroom management. Its utmost disposition is their preference of educational philosophies that enunciates perennialism, progressivism, constructivism, existentialism, and essentialism. The findings show that Resource Teachers' perspective on educational philosophies is considerably associated with their values orientation that articulates modeling, cultivation, inculcation, infusion, and instilment. Undeniably, the high extent of values inclination of Resource Teachers is very indispensable tenets in their philosophical approach.

Keywords: Philosophical Inclination; Resource Teachers; Values Inclination.

1. Introduction

The kind of philosophical affirmations that teachers embody may echo their values and come to light in their classroom management.

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Progressively, this conventional practice of the teachers will be recognized by the administrators as well as stakeholders in the community [1]. On a wide spectrum, the educational philosophy and values of teachers are very crucial particularly in the attainment of the holistic development of the students. Being front-liners in the field of education, it is highly expected of them to carry out their mandate. To achieve this, administrators initiate periodic assessments of the school's vision, mission, goals, and objectives or VMGO anchored in the institution's philosophy [2]. Internalizing the perspective of educational philosophy is the translation of its concepts directly to teacher's actions in resolving the problems and issues that may hamper the progress of the academic institution. Educational philosophy, therefore, becomes relevant when both teachers and students recognize the need to think critically and achieve their role as a catalyst in providing avenues for intensive analysis and advance insights in education [3]. The need to redefine the meaning of philosophical statements from the viewpoint of the classroom teachers will have a strong impact on prospective teachers. This is a noteworthy way to reconstruct the real meaning and essence of the teacher's experiential background by offering opportunities for consultations, and discourse among their constituents especially their apprentice in student teaching [4]. To reiterate the preceding claims of the authors concerning the affirmations of philosophy in education including the values exhibited by the professional teachers have considerably contributed to the formation of a trainee in the teaching profession. Unquestionably, the teacher is a person in authority who advocates the essence of philosophy. Its virtues reflect their reputation in the teaching profession. This lifelong undertaking is a relentless quest in the inculcation of values and attitudes irrespective of the knowledge and skills that a teacher holds. It is for this reason that this study contemplates determining the philosophical and value dispositions of resource teachers.

1.1   Objectives of the Study

This study aims to ascertain the extent of philosophical inclination and values of the Resource Teachers in Urdaneta City National High School (UCNHS) under the Department of Education (DepEd), City Division of Urdaneta, Pangasinan. The respondents are professional secondary teachers in the field of Science, Math, and Social Studies, and served as Resource Teachers for the FSS deployed by Urdaneta City University (UCU) – College of Teacher Education (CTE). In particular, this study seeks to determine:

a.   The socio-demographic profile of the respondents in terms of the following:

  i.   Age;
  ii. Gender;
  iii. Civil Status;
  iv. Tertiary School System; and,
  v.   Length of Service.

b.   The extent of philosophical and values inclination of the respondents; and,

c.   The significant difference between the extent of philosophical and values inclination of the respondents, if any.

1.2   Limitations of the Study

The present research has numerous limitations which were only conducted in one public secondary school situated in Urdaneta City, Pangasinan, Philippines. It involved a small number of teacher-respondents who acted as Resource Teachers of field study education students in Science, Math, and Social Studies who were deployed by the Urdaneta City University- College of Teacher Education. The study started as action research as part of the Faculty research output in the College of Teacher Education which was conducted during the Second Semester of School Year 2018-201. Further data analysis techniques can be enhanced to enhance better the results and findings of the study. Moreover, the philosophical inclinations of the respondents are restricted to six (6) educational philosophies that cover Perennialism, Progressivism, Existentialism, Essentialism, and Behaviorism. Likewise, the values inclinations employed in the study were delimited to five (5) which are modeling, inculcazon, infusion, instilment, and cultivation.

2. Materials and Methods

2.1   Research Design

The descriptive research method employed in this study reviews the dispositions of the respondents in terms of their philosophies and values. Reference [5] asserts that determining the attributes of a specific survey in testing the connection or relationship between two or more variables is part of descriptive research under a quantitative approach.

2.2   Population and Locale of the Study

Convenience sampling of the study was employed which was participated by twenty-nine (29) respondents from UCNHS-DepEd, City Division of Urdaneta, Pangasinan. The respondents were experienced professional secondary teachers in the field of Science, Math, and Social Studies. Reference [6] employed the convenience sampling method of nonprobability sampling where the target respondents meet the criteria due to the accessibility of administration and data retrieval. UCNHS-DepEd is highly accessible to the UCU-CTE campus which is one of the perennial partners as a cooperating school that caters to off-campus training of FSS as well as the student interns. Both government institutions are bound by a long-term mutual endeavor that supports the training of Field Study Students and Student Teachers through a Memorandum of Agreement (MOA).

2.3   Data Collection Instruments

The main data gathering instrument employed in this study was a questionnaire checklist which was adapted from "The Teaching Profession" 2nd Edition Copyright 2012 by Bilbao et. al., published by Lorimar Company Incorporated Quezon City, Metro Manila, Philippines [7]. A four-point Likert scale was utilized in the second part of the questionnaire to determine the extent of philosophical inclination and values of the respondents. A Likert scale in this study is composed of a sequence of four items that are combined into a single composite

variable that necessitates interpretation of data. It offers a quantifiable measure of a personality or disposition attribute [8].

2.4 Treatment of the Data

Applicable statistical treatment was used to come up with a valid and credible interpretation of data using frequency counts and percentages for the first problem. A four-point Likert scale with assigned descriptive equivalent was employed to interpret the second problem. On the other hand, a t-test was employed to test the null hypothesis at a 0.05 level of significance. Table 1 shows the guide for rating the weighted mean value and its descriptive equivalent.

Table 1: Guide for Rating

Weighted Mean Value	Descriptive Equivalent	(DE)
3.28-4.00	Very High	(VH)
2.52-3.27	High	(H)
1.76-2.51	Moderately High	(MH)
1.00-1.75	Low	(L)

3. Result and Discussion

3.1 Socio-demographic profile of the respondents

Table 2: Socio-demographic profile of the respondents

	Frequency	Percentage
Age (years)		
20-24	2	6.9
25-29	7	24.1
30-34	12	41.3
35 and above	8	27.7
Gender		
Male	7	24.1
Female	22	75.9
Civil Status		
Single	8	27.6
Married	21	72.4
School System Graduated		
Public School	24	82.8
Private School	5	17.2
Length of Service (years)		
1-5		
6-10	4	13.8
11-15	6	20.7
16-20	9	31.0
21-25	5	17.2
26-30	5	17.2

Table 2 presents the socio-demographic profile of the respondents. It could be gleaned from Table 2 that about half of the respondents' population are within the age range of 30-34 years old (41.3%), followed by 35 years and above (27.7%), while 20-24 years old showed (6.9%). Consequently, it appears that about (31%) of the respondents had rendered 16-20 years in the service, followed by (20.7%) with 11-15 years, (17.2%) covers 21-25 years and 26-30 years of service, while (13.8%) was 6-10 years have rendered their service. This shows that most of the respondents are matured professional Resource Teachers which is in line with the findings of reference [9] that one of the remarkable attributes of seasoned teachers concerning work-related assignment is their virtue of patience. This is seen in their strong commitment and dedication to valuing their responsibility in the organization. As their age progresses in time, their philosophy also matures that made the seasoned-educators highly valued their allegiance in their respective profession. This is brought about by the rich experience of the resource teachers in their teaching career which is tested by long and enduring time as a professional teacher [9]. On the other hand, the majority of the respondents are female (75%) which dominates their male colleagues (24.1%). Many of them are married (72.4%) while only (27.6%) are single. It can be noted that most of the Resource Teachers are graduates of the public school system (82.8%) while only (17.2%) finished their bachelor's degree from the private school system. The implication of the data is associated with

the popularity of the educational philosophy of John Dewey as one of the great American philosophers in the United States who had a strong influence not only in the western part of the globe but also have reached the Jordan public school system in the Middle East. Classroom teachers in Jordan were able to allow their students to employ hands-on activities which were integrated into their lesson though the outcome was to its moderate extent. Moreover, the proponents of the said study recommended that to implement this philosophy in Jordan public school system, it will require extra efforts to incorporate in their curriculum this pragmatic type of philosophy to enter the strong practitioners of the traditional lecture method in the Islamic nation like Jordan [10]. Unlike in the Philippines, being a democratic form of government and former under the colony of the American regime, the influence of John Dewey's philosophy is very popular in the educational system of the country. Consequently, the greatest number of professional teachers in the country are employed in the public school system under the flagship of the Department of Education (DepEd) as the biggest employer of the national government. It is interesting to note that Malaysia including the Philippines being a member of the Association of Southeast Asia Nation (ASEAN), had launched the National Education Philosophy (NEP) survey of the entire nation. The nationally-funded research survey was spearheaded by the Malaysian Ministry of Education to foster their educational philosophy on progressivism in both public and private secondary school systems. The results of the wide-scale study reveal that the extent of realization status of the said educational philosophy in both secondary schools' systems has considerably diverse practices. The Ministry recommended to the administrators of private schools the urgency of providing seminars and training programs to upgrade the private school teachers in their methods of teaching to enhance the capabilities of their students through a nationally advocated philosophy on progressivism [11]. It could be noted that the public school system under the constitutional mandate of the national government through its leading educational agencies in the countries like Jordan, Malaysia, and the Philippines plays a crucial role in implementing its educational programs and defining its philosophical advocacy through its Vision, Mission, Goals, and Objectives (VMGO).

3.2   Extent of Philosophical Inclination of Respondents

Table 3 presents the extent of the philosophical inclination of respondents. It can be gleaned from Table 3 that item 6 gained the highest rank that registered a mean of (3.78) with a Very High (VH) description. This shows that the respondents' exceedingly believed that students should read and analyze the Great Books, the creative works of history's finest thinkers and writers. It appears therefore that the respondents can be labeled as perennialist teachers whose teachings are lifted from the Great Books. Consequently, the result is compatible with the cited research that it is imperative to consider the study of Great Books in commercial education. The contemporary era of Information Communication Technology recognizes the use of conventional printed books as a vital source of information. Thus, the integration in the curriculum of higher educational institutions is implemented using reference materials of the old or even ancient times where the history of the events, classical literature including the educational revolution from the past until the present times is recorded. It is helpful therefore that outlining the origin of the past achievements will give a better understanding of the current undertakings in any field of academic discipline which is the primary goal of the perennialist philosophers which is being practiced by the resource teachers [12].

Table 3: Mean of Extent of Philosophical Inclination of the Respondents.

Items	Mean	DE	Rank
1. There is no substitute for a complete experience in learning.	3.24	H	8
2. The focus of education is the ideas that are relevant today as when they are first conceived.	3.19	H	10
3. The teacher must not force their students to learn the subject matter if it does not interest them.	3.27	H	7
4. Schools may develop students' capacity to reason by stressing the humanities	3.21	H	9
5. Students interact with one another to develop social virtues such as cooperation and respect.	3.75	VH	2
6. Students read Great Books, creative works of history's finest thinkers and writers.	3.78	VH	1
7. Students develop their skills to apply their previous experiences in solving new problems.	2.90	H	11
8. The curriculum should be general, not specialized; liberal, not vocational; and humanistic.	2.23	MH	20
9. There is no universal, inborn human nature. We are born and exist and then we freely determine our essence.	2.60	H	13
10. Human beings are shaped by their environment.	2.45	MH	17
11. Schools should stress the teaching of basic skills.	2.48	MH	15
12. Change of environment can change a person.	2.52	H	14
13. The curriculum should emphasize the traditional disciplines such as math, natural science, history, grammar, literature.	3.75	VH	5
14. The teacher cannot impose meaning; students make meaning of what they are taught.	3.71	VH	3
15. Schools should help individuals accept themselves as	2.85	H	12

unique individuals and accept responsibility for their thoughts, feelings, and actions.			
16. A scientifically developed code is preferred over one that is derived from the history and culture of particular groups.	2.31	MH	19
17. For the learner to acquire the basic skills, s/he must go through the rigor and discipline of serious study.	2.35	MH	18
18. The teacher and the school head must prescribe what is most important for the student to learn.	2.47	MH	16
19. An individual is what s/he chooses to become not dictated by his/her environment.	3.32	VH	6
20. A learner must be allowed to learn at his/her own pace.	3.70	VH	4
Overall Mean	**3.00**	**H**	

Item 5 ranked second that obtained a mean of (3.75) with a descriptive equivalent of Very High (VH) which states that the students must be encouraged to interact with one another to develop social virtues such as cooperation and respect. This implies that the respondents' choice is compatible on the account that a good example of a teacher organizes groups in his class by allowing them to work cooperatively in coming up with a very good project study. Because the teacher believes in the synergy of the collective efforts of her students, the realization of the assignment is better achieved than individual output. In this way, the Resource Teacher encourages the support of the group by allowing them to show respect for each member who is capable of sharing his contributions [2, 2]. On the other hand, item 17 ranked third that registered a mean of (3.71) indicated that the teacher cannot impose meaning but rather the students make meaning of what they are taught. This is a very interesting disposition of the respondents since they strongly advocate the importance of the philosophy of constructivism. This implies that respondents viewed that fundamentally motivated and independent learners will equip them adequately with learning skills for them to be able to construct knowledge and make meaning of them. An intensive research endeavor that will yield a solid foundation of information is a constructivist line of philosophy. It is not merely putting facts into the minds of the students but rather challenging them to explore these theories that will lead them to be critical thinkers. The creativity of the teacher that provides an interactive classroom discussion will generate a free flow of ideas based on their analysis and interpretation. This is supported by verified information through research findings that resource teachers offer an avenue of activities that challenges the creativity skills of their students [13]. Consequently, item 20 ranked fourth recorded a mean of (3.70) with a Very High interpretation which pointed out that a learner must be allowed to learn at his/her own pace is an example of existentialist philosophical statement. The respondents' inclination to this item is supported by this research that the individualities of the students to learn at their level play a unique curricular approach. It is the primordial concern of philosophy on existentialism that a learner must familiarize himself with the essence of the real world. It could not be denied that the path of success is

hardly attained without considering the training of the child to face the disappointments brought about by the many challenges in the school and the society. Existentialists believed that the child to achieve the life lesson must undergo these hurdles of trials [14]. Furthermore, item 13 ranked fifth with a mean of (3.65) which explains how the curriculum should give more emphasis on the traditional disciplines such as math, natural science, history, grammar, and literature. The basic study on the fundamental reading, writing, arithmetic and the right conduct are the essentials for the acquisition of the more intricate skills needed in the preparation of the learners to the next level of their education. The mastery of the academic content is the prime concern of teachers rather than the student's interests and needs which is heavy on memorization activities. Teacher-made tests and other prescribed examinations are strictly administered to measure the academic performance of the child [2, 2]. Completing the top rank 6 of the respondents' inclination to educational philosophies was item 19 with a mean of (3.32) which further elucidates that an individual is what s/he chooses to become not dictated by his/her environment is a philosophical statement of existentialism. The first cluster part summarizes the "top 6" on the list of educational philosophies that respondents believed to be the most relevant in their respective fields of disciplines. Meanwhile, items 1, 3, 7, and 11 obtained a mean of High (H) which is more inclined to a philosophy of progressivism. Items 2 and 4 are interpreted also as High which are examples of perennialism philosophy, while items 9 and 15 recorded High are considered existentialism philosophy. The lone item 15 which was rated High is more inclined to behaviorism philosophy. As a summary, there were 8 items ranked by the respondents within the middle range or "middle 8" which is interpreted as High. On the other hand, 6 items gained a mean of Moderately High (MH) which are considered by the respondents as the "bottom 6". The breakdown is as follows: Items 8, 10, 11, 16, 17, and 18 recorded Moderately High (MH) which are more inclined to philosophies that were distributed orderly starting from essentialism, behaviorism, constructivism, and perennialism. Although item 8 (2.23) recorded the lowest mean which belongs to the "bottom 6" states that the curriculum should be general and not specialized, liberal, not vocational, humanistic, and not technical was the view of perennialist philosophers. This implies that respondents believed that the framers of the earliest subjects in the curriculum defined profoundly the meaning of eternal life which is founded on the biblical teachings and that follows the ethical principles where the present higher educational institutions should give more attention rather than preparing students in their occupational, technical skills, and specialized program. It is not enough to produce competitive graduates in contemporary times when they lack the ethical responsibility of being good Christian. [15]. It is interesting to note that item 16 with a mean of (2.31) was the second list to the bottom 6 states that a scientifically developed code is preferred over one that is derived from the history and culture of particular groups was a constructivists' line of understanding. Though item 16 was one of the least preferred, according to reference [16], the philosophy on constructivism supports the systematic exploration of the environment that surrounds the learner through scientifically based research. The theory generated as a result of the work of both science and technology is a product of the student's discovery through experiential learning. This is gradually achieved by integrating the past discoveries into the present undertaking. Finally, the overall mean on the extent of inclination of respondents in terms of educational philosophy was (3.00) with the equivalent descriptive equivalent of High (H). This implies that it is indispensable therefore that a teacher's background in educational philosophy is reflected on the kind of a person he/she is in the classroom. The kind of philosophy and values inclination of the resource teachers may contribute to student's formation of their philosophy as well as their values. Because the link between them mirrors the true essence of the teaching and

learning process that produces the holistic personalities of the learners. The key to the present is the past and the key to the future is the present, which means that to appreciate the present contemporary education is to trace back the historical-philosophical foundation. Hence, the present teachers we have are the products of the past teachers who continuously practice the philosophical legacy inherited by the present crop of teachers. This proved that the knowledge in philosophy is an unending process that continues to transform the school and the society from the past, the present times, and in the future [17].

3.3 Extent of Values Inclination of Respondents

Table 4 shows the extent of values inclination of the respondents. It could be seen in Table 4 that item 5 (3.35) registered the highest mean favored by the respondents with a Very High (VH) descriptive equivalent. The item states that to form a value into the life of a person or a child requires exposure to relevant occasions such as modeling approach or by guided practice. Interestingly, the respondents decided also item 9 with a mean of (2.77) to be ranked second which described as High (H) that modeling can be used as a technique for shaping thought and behavior. Both items 5 and 9 are the "top 2" value statements preferred by the respondents who are more likely inclined to modeling respectively. The result implies that the values formation of a child requires direct exposure to varying situations through a modeling approach with proper guidance. This was strongly reinforced that persistent guidance among the family members will help develop the child's confidence in learning new things in their environment. Upright values learned directly by the children from their parents are a sound model in their family. These constant teachings in influencing the child's character will have a greater impact on their mental health and have strong determination to pursue their good ambitions in life. In so doing, the sense of belongingness is highly felt by them that gradually open their sense of values in commitment [18]. On the other hand, items 7 and 4 were ranked the "middle 2" with both means of (2.75) and (2.70) described as High respectively. A value expresses in item 7 pointed out that the character of a person when it is given priority over the considerations in actual decision-making is more likely on the cultivation of values. On the other hand, when a child or person can acquire the quality of a value by habituation which is done by practicing the value in most instances through inculcation under item 4. Furthermore, the following items 6 (infusion), 10 (cultivation), 8 (instilment), 3 (inculcation), 1 (instilling), and 2 (inculcation) completed the list of "bottom 6" which recorded a descriptive equivalent of Moderately High (MH). Item 2 got the lowest mean (2.05) which is the least preferred value by the respondents which articulates that inculcation is the act of direct telling, advocacy, and exposition. On the contrary, reference [19] strongly advocates that inculcating values and their exposition will be more effective if the social institution like school has to integrate into its curricular offerings from the higher educational institution especially the College of Teacher Education. This project on value inculcation was solely implemented in its teacher education institution catering only to the ethnic group in their locality. The result of the study showed that the values to be inculcated by the incoming indigenous teachers are inclined towards a contented or happy life and maintaining a real relationship with the family circle and friends despite desiring to gain liberation. Following the least preferred item 2 was item 1 with a mean only of (2.28) which is described as Moderately High (MH). According to item 1, at ages 5-12, the child is most ready and fit to be trained in the elementary forms of moral ethics by giving to friends and religious values of obedience, respect, and the rudiments of responsibility is a value of instilling.

Table 4: Mean of Extent of Values Inclination of the Respondents

Items	AWM	DE	Rank
1. At ages 5-12, the child is most ready and fit to be trained in the elementary forms of moral ethics by giving to friends and religious values of obedience, respect, and the rudiments of responsibility.	2.28	MH	9
2. Inculcation is the act of direct telling, advocacy, and exposition.	2.05	MH	10
3. Values may be effectively taught through inculcation and instilment. The others are formation, habituation, cultivation, shaping, and guidance.	2.31	MH	8
4. A child or person can acquire the quality of a value by habituation. That is done by practicing the value in most instances.	2.70	H	4
5. To form a value into the life of a person or a child requires exposure to relevant occasions, the modeling approach, or by guided practice.	3.35	VH	1
6. Values are infused in instructional materials such as stories, plays, and games, or technology like films and radio.	2.45	MH	5
7. A value expresses the character of a person when it is given priority over other considerations in actual decision-making.	2.75	H	3
8. A value becomes a virtue when it has become a part of one's personhood, performed in times of stress, an object of sacrifice, devoutly practiced. This means that the virtue is carried out thoroughly with goodwill and selflessness.	2.33	MH	7
9. Modeling can be used as a technique for shaping thought and behavior.	2.77	H	2
10. To cultivate a value is to increase the opportunities of its performance; have more cultural exposures, and fittingly designed activities or setting.	2.40	MH	6
Overall Mean	**3.00**	**H**	

Although the respondents rated this item as second to the least preferred, the cited study highly claimed that at this age the gradual emulation of character traits by the child from their parents, siblings and the immediate

circle of the family started from the fundamental values learned during his/her childhood stage. This is a common observation shared among the ancestor's family members in the community that a child's tendency to imitate starts from the time he/she recognizes everyday activities. The constant interaction and warmth affection of older folks among these growing children instilled with them is the kind of values they will transmit in the school. At their early age will be a good foundation of training them to practice respect and obedience to elder members in the family and the community. In fact, this is the traditional practice of the basic educational system in particular the elementary grade school in both private and public school system [20]. Finally, the overall mean on the extent of the values inclination of the respondents was (2.54) with a descriptive equivalent of High (H). This implies the finding was compatible with reference [21] that articulates the value disposition of teachers in terms of its responsibilities and commitment as professional teachers are very essential elements in the formation of their student's character. The study revealed that most of the professional teachers imbibed the values handed from the teachings of their mother. It is because, in a typical Asian family, mothers are considered the light of the homes where they guide their children, especially in teaching values. This is attributed to the strong influence of mothers in confidently upbringing their children's upright values.

3.4   *Significant difference between Philosophical and Values Inclination of the respondents*

Table 5: Significant difference between Philosophical and Values Inclination of the respondents.

Variable	Mean	Mean Diff.	Variance	Comp. t	Tabular t	Sig.
Philosophical Inclination	3.0		0.284			
		0.46		3.893	1.701	*
Values Inclination	2.54		0.121			

Table 5 presents the significant difference between the philosophical inclination and values inclination of the respondents. The table reveals that the computed t value which is 3.893 is higher than the tabular value of 1.701 thereby rejecting the null hypothesis at 0.05 level of significance. This implies that the respondent's disposition on educational philosophies is considerably associated with their values disposition. The results are compatible with other researches that the character of the beginning teachers was found to have an important connection in their educational philosophies except for the philosophy of essentialism. Accordingly, the personality of the incoming teachers is closely related to the educational philosophies they adhered to. This is because of their close attachment to their resource teachers who are always part of their daily routine which is observed during pre and post-conference. In their pre-conference, lesson plan preparations are being checked by their resource teachers including instructional materials. On the other hand, post-conference which is usually done after the classes, resource teachers give their positive and negative impressions of how the lesson was delivered by the

concerned student teachers. Furthermore, the thesis claimed that the constant and strong exposure of beginning teachers from the perspective of philosophy on constructivism resulted in considerable differences in their perception of philosophies and values. As part of the pre-service teacher's field study curriculum and immersion in different cooperating schools is a vital orientation of resource teachers to field study students to adhere to and internalize the school's philosophy and its core values. More importantly, the senior teachers who have served as Resource Teachers for the beginning teachers should establish a good rapport of interaction among them to maintain an environment of democratic learning. The effect of this relationship initiated by the Resource Teachers may develop the value of self-confidence of their field study students and student-interns that will lead them to discover their potentials in the field of the teaching profession [14,14]. In another study, the respondents were asked to answer their outlooks regarding their philosophy of education based on their past experiences and made a reflection to their present undertakings as professors in their respective fields. Based on their viewpoint, a person is relatively inclined by the kind of surroundings as part of his immersion which gradually defines his transformation whether this results in affirmative or undesirable personality. This means that the kind of environment the field study students are exposed to may have an influence on their development as future teachers even to the extent that resource teachers utilize their vacant time and after office hours as part of their commitment [21]. Undoubtedly, the studies cited were aligned with the Philippine Code of Ethics for Professional Teachers as one of the legal bases of the educational system of the Philippines which was enshrined in the preamble that teachers are duly licensed professionals who possess dignity and reputation with high moral values as well as technical and professional competence is being adhered by the teacher-respondents. In the practice of their noble profession, they are expected to strictly adhere to, observe, and practice this set of ethical and moral principles, standards, and values. Likewise, Article XI, on the Teacher as a Person, under Section 3 provides that a teacher shall maintain at all times a dignified personality which could serve as model-worthy emulation by learners, peers, and others [7, 7].

4. Conclusion

The study revealed that generally, the extent of philosophical inclination of the respondents obtained high in educational philosophies that enunciate perennialism, progressivism, constructivism, existentialism, essentialism, and behaviorism. The respondents regardless they are Science, Math, and Social Studies' resource teachers viewed these philosophies as an integral part of classroom management. Moreover, there was a high extent of the values inclination of the respondents that articulates modeling, cultivation, inculcation, infusion, and instilment. Furthermore, the findings showed that Resource Teachers' preference on educational philosophies is considerably associated with their values disposition. This means that the kind of philosophy they advocate determines the kind of values they observe. This is brought about by their strong adherence to the Code of Ethics for Professional Teachers and the integration of the relevant legal bases of educational foundation in the College of Teacher Education curriculum. Because of their obedience to the law, the resource teachers undoubtedly have realized the high extent of values inclination which are very indispensable tenets in their philosophical approach.

5.   Recommendation

Webinar conferences on Philosophical and Values Capability Training-Workshop of Resource Teachers in Secondary Schools shall be initiated by the Urdaneta City University (UCU)-College of Teacher Education (CTE) in cooperation with the Department of Education, City Division of Urdaneta to raise the awareness and utilization of educational philosophies in training Field Study Students as well as the student teachers. Moreover, a long-term extension program should be conducted by the consortium of Colleges and Universities to be spearheaded by the UCU-CTE in partnership with Secondary Schools in the Department of Education through virtual conferences to strengthen the platform of educational philosophies in the formulation of resolutions to educational problems within the districts of Urdaneta City.

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