

Educational Philosophies of Selected Colleges and Universities in Baguio City and Benguet Province Philippines

¹Michael Y. De Roxas; ²Josephine M. Aguirre; ³Lyha L. Fias-ilon; ⁴Michelle C. Alumno

^{1,3,4}College of Teacher Education and Liberal Arts, Baguio Central University, Philippines

²Graduate School, Baguio Central University, Philippines

mikoderoxas2020@gmail.com

DOI: 10.47760/cognizance.2023.v03i06.018

Abstract- This study aimed to evaluate the educational philosophies implemented by a specific group of colleges and universities located in Baguio City and Benguet Province. This study examined the achievement of objectives, execution of programs, projects, and activities, severity of issues impacting the execution of these initiatives, and the efficacy of interventions employed to address these issues among faculty members in the College of Arts and Sciences and general education subjects. This study employed a questionnaire as the primary instrument for data collection. This study examined the perceptions and experiences of faculty members in Baguio City and Benguet Province. A total of 82 respondents, consisting of 62 faculty members from Baguio City and 20 faculty members from Benguet Province, were included in the sample. The sampling method employed was total enumeration. This study examines the applicability and effectiveness of school of philosophies in colleges of arts and sciences. The findings reveal that these philosophies were widely applied, and the teaching strategies derived from them were highly effective. Additionally, the faculty members frequently engaged in academic activities. However, they also faced serious constraints and difficulties. Consequently, there is a moderate need for coping strategies to overcome these challenges. This study examines the significant roles of educational philosophies in shaping teaching strategies and enhancing instructional materials among faculty members in selected colleges and universities in Baguio City and Benguet Province.

Keywords: educational philosophies, implementation of programs, academic activities, roles of institutions, teaching strategies

Introduction

The significance of comprehending and examining educational philosophies is crucial in the realm of education (Noddings, 2016). According to Cohen (1999), educational environments are influenced by philosophies that impact teaching methods and learning outcomes. These philosophies shape decisions, strategies, and practices within the educational setting. According to Gutek (2013), the major educational philosophies, namely Perennialism, Essentialism, Progressivism, and Existentialism, offer varying viewpoints on the most efficient and advantageous approach to education. In addition, the teaching philosophy of Perennialists involves advocating for the instruction of immutable universal truths, as stated by Hutchins (1953). On the other hand, Essentialists prioritize the significance of fundamental subjects to provide students with essential knowledge and skills, as emphasized by Hirsch (1996). The Progressivism educational philosophy emphasizes experiential learning and critical thinking, as stated by Dewey in 1938. Conversely, the Existentialist approach prioritizes individuality, personal choice, and authenticity in education, according to Greene in 1973.

Also, each philosophical perspective on education possesses its own inherent worth and provides distinct perspectives on how to approach, structure, and execute educational practices. The broader social, cultural, and political contexts often have an impact on the adoption of a particular philosophy (Labaree, 2005).

The present study aims to conduct a comprehensive investigation of educational philosophies to acquire a detailed comprehension of their pragmatic implementation in modern educational environments. Additionally, the definition and comprehension of the primary objective and goal of education are crucial for many young individuals in contemporary times. This is because education and philosophy play a significant role in the achievement and prosperity of professionals and scholars. Occasionally, it is necessary to redefine educational objectives and aims to align with prevailing thoughts and trends. The study reveals that while there have been modifications in strategies, techniques, and methods, the ultimate goals remain unchanged.

Furthermore, the diverse cultural, historical, and political contexts of the Philippines have contributed to the rich and multifaceted educational philosophies in the country (Bernardo, 2004). According to Andres (2007), the current educational system has been influenced by various philosophies that have guided the approaches to teaching, learning, and assessment. The Philippine education system has been observed to demonstrate a fusion of Eastern and Western philosophies, which can be attributed to the country's colonial past and its extensive international affiliations (Lumbera, 1997). The indigenous concept of "Pakikipagkapwa" is a communal learning approach that emphasizes the holistic development of the individual. This concept reflects Eastern philosophies, as noted by Enriquez (1994). According to Tan's (2002) research, the Philippine curriculum has been influenced by Western educational philosophies, resulting in a subject-oriented and competency-based model that aligns with Essentialism and Perennialism. Similarly, the educational reform initiatives in the Philippines, including the K-12 program, are based on a progressive philosophy that seeks to provide learners with 21st-century skills (Department of Education, 2010). The recognition of Existentialist perspectives is gaining momentum, with a focus on acknowledging the diverse nature of learners and advocating for student-centered approaches (Garcia, 2017).

Several noteworthy studies have addressed the topic of educational philosophies. Educational philosophies play a significant role in shaping educational practices and policies, as they provide guiding principles and frameworks for educators, administrators, and policymakers to make informed decisions (Gutek, 2014). These philosophies help define the purpose of education, the goals and objectives of teaching and learning, and the methods and approaches used in educational settings (Garrison, 1998). It is in this context that the researcher wanted to put in the foreground the following research queries:

1. What are the philosophies of schools that are commonly applied by the faculty members of the colleges of arts and sciences in the Baguio City and Benguet Province?
2. What are the teaching strategies used by the faculty members of the college of arts and sciences which are anchored on the school of philosophies?

Theoretical Framework

Constructivism

The theory of constructivism prioritizes the engagement of learners in the learning process and the creation of knowledge through experiences that hold significance. According to Piaget's theory (1973), educators who adhere to this approach facilitate experiential learning, promote student-driven exploration, and cultivate cooperative learning environments.

Additionally, constructivism is an educational philosophy that prioritizes active learning and the development of knowledge through significant experiences. The adoption of a constructivist approach by teachers entails the encouragement of students to actively participate in the learning process, construct their own understanding, and establish connections between new information and their prior knowledge. In a constructivist learning environment, educators function as facilitators who assist learners in engaging with inquiry-based tasks and creating opportunities for exploration and discovery. The educational institution promotes inquiry-based learning by fostering an environment that encourages students to engage in questioning, concept exploration, and collaborative learning opportunities. The objective is to promote the development of critical thinking, problem-solving abilities, and the capacity to apply acquired knowledge in practical situations. Jean Piaget, a Swiss psychologist, is frequently linked with the constructivist approach. According to Piaget's theory, individuals engage in an active process of constructing their own knowledge through their interactions with the environment. Piaget's theory posits that students undergo cognitive development in stages, starting from sensorimotor and progressing to formal operational. They construct their understanding by assimilating and accommodating new information. Piaget's work from 1973.

Constructivism and its relationship to educational philosophy

The educational philosophy of constructivism has been widely adopted by numerous colleges and universities. The constructivist approach highlights the significance of learners' active participation in the

process of constructing their knowledge and comprehension of the world by means of personal experiences, interactions, and reflection, as posited by Piaget (1973). According to Brooks and Brooks (1999), constructivist approaches emphasize student-centered learning, inquiry-based methods, and collaboration. These approaches encourage students to explore, question, and discover knowledge independently. Furthermore, the application of constructivism has been extensively observed in diverse disciplines and instructional settings within the realm of higher education. According to Driver *et al.* (1994), constructivism is a teaching approach in science education that prioritizes practical experimentation and problem-solving exercises to promote scientific reasoning and conceptual comprehension. The constructivist approaches in social sciences emphasize critical thinking, analysis, and interpretation of diverse perspectives to gain a profound comprehension of intricate social phenomena (Brooks & Brooks, 1999). The constructivist approach in mathematics emphasizes the utilization of real-world applications and the creation of mathematical models to explore mathematical concepts (von Glasersfeld, 1995).

Moreover, Colleges and universities have embraced constructivist philosophies to enhance student engagement, promote deeper learning, and prepare students for the complexities of the modern world. By shifting the focus from passive transmission of knowledge to active construction of knowledge, constructivist approaches foster students' autonomy, critical thinking, and problem-solving skills. These skills are essential for students to become lifelong learners and adapt to the evolving demands of their professional and personal lives (Jonassen, 1999).

Experiential Learning

The theory of experiential learning highlights the significance of practical involvement and introspection in the process of acquiring knowledge. According to Kolb's (1984) philosophy, educators incorporate practical applications of knowledge, promote hands-on experimentation, and facilitate introspection of the learning process. In Addition, the educational approach of experiential learning emphasizes learning through direct experience and reflection. The approach of active engagement of learners in real-world situations, tasks, or projects that demand practical application of knowledge and skills has been proposed by Kolb (1984). The significance of reflection on experience is emphasized in experiential learning, as it allows learners to acquire insights, derive meaning, and establish connections to their previous knowledge and forthcoming actions. This is in line with Dewey's (1938) perspective.

Moreover, Experiential learning encompasses a range of modalities such as internships, fieldwork, simulations, case studies, role-playing, and project-based learning. According to the Association for Experiential Education (n.d.), engaging in activities that allow students to actively explore, experiment, and solve problems in authentic settings can facilitate deeper understanding and the acquisition of transferable skills. The Kolb's Experiential Learning Cycle is a widely recognized model of experiential learning. It comprises four distinct stages, namely concrete experience, reflective observation, abstract conceptualization, and active experimentation. According to Kolb's experiential learning theory (1984), individuals participate in a tangible encounter, analyze their observations and responses, comprehend the experience by constructing theoretical concepts, and subsequently utilize these concepts through practical experimentation. Likewise, experiential learning has gained significant acceptance across diverse educational settings, such as higher education, vocational training, and professional development. The enhancement of critical thinking, problem-solving, decision-making, and teamwork skills is highly regarded in students, with particular emphasis placed on its value. Experiential learning has been found to facilitate the amalgamation of theoretical knowledge and practical skills, thereby reducing the disparity between academic learning and its practical implementation (Dewey, 1938).

Relationship of experiential learning in the Educational Philosophy of schools

Experiential learning is a crucial aspect of the educational philosophies of higher education institutions, as it is consistent with the principles of active and student-centered learning. Kuh (2008) highlights the significance of practical experiences, practical application of knowledge, and introspection in augmenting students' learning and growth. Moreover, Experiential learning has been acknowledged by colleges and universities as a valuable tool in equipping students with the necessary skills to navigate the intricacies of contemporary society and meet the requirements of their selected careers. According to Eyler and Giles (1999), students can enhance their understanding of their field of study by participating in experiential learning opportunities, such as internships, fieldwork, service-learning, and research projects. These opportunities allow students to apply their knowledge and skills in authentic contexts and engage with real-world challenges.

The alignment of experiential learning with broader educational philosophies is based on the prioritization of active engagement, critical thinking, and the integration of theory and practice. The cultivation of transferable skills, including but not limited to problem-solving, communication, teamwork, and adaptability, is highly regarded by employers (Kuh, 2008). Additionally, experiential learning facilitates the development of student autonomy and agency in their learning process. According to Kolb (1984), students can take ownership of their learning journey, develop self-awareness, and cultivate lifelong learning habits by actively engaging in hands-on experiences and reflecting on their observations and outcomes.

Methodology

Research Design

The study employed a descriptive-survey research design and utilized a questionnaire as the primary tool for data collection. This is further supported by the utilization of observation, literary technique, and inquiry. This study employs a descriptive design to depict the tools and materials utilized by faculty members of the college of arts and sciences in colleges and universities located in Baguio City and Benguet Province. The study employed a descriptive methodology to assess the task strategies, perceptions, performance, and concepts of faculty members in colleges and universities located in Baguio City and Benguet Province.

Descriptive research involves gathering factual information and interpreting it to gain a comprehensive understanding of the subject matter. This encompasses all research endeavors that aim to present empirical evidence regarding the characteristics and standing of any entity within a population of individuals, objects, occurrences, or ideology.

Population and Locale

The study involved the faculty members of the college of arts and sciences in Baguio City and Benguet Province as subjects of the study. They were identified from among the higher educational institutions in Baguio City and Benguet Province and the study involved the faculty members of the college of arts and sciences in Baguio City and Benguet Province as subjects of the study. They were identified from among the higher educational institutions in Baguio City and Benguet Province.

The study was conducted in selected colleges and universities of Baguio and Benguet. The respondents are the faculty members of the college of arts and sciences. Three schools in Baguio City allowed the researcher to conduct the study with 62 respondents, and two schools in Benguet Province with 20 respondents with a total of 82.

Table 1. Distribution of Respondents

Baguio City Schools	Number of Respondents	Benguet School	Number of Respondents
University of the Cordilleras (UC)	28	Cordillera Career Development College (CCDC)	10
University of Baguio (UB)	24	Kings College of the Philippines (KCP)	10
Easter College (EC)	10		
Total	62		20
Overall Total		82	

Instrumentation

The main tool in gathering the data is a questionnaire. It was constructed by the researcher by analyzing the specific problems of the study to determine the data needed. The constructed questionnaire was presented to the researcher’s adviser for corrections, interpretations, and improvement.

The questionnaire has five parts: Part I dealt with school of philosophies applied by the colleges of arts and science; Part II dealt with teaching strategies anchored in the school of philosophies; Part III dealt with the academic activities prescribed by the faculty members; Part IV dealt with the constraints or difficulties encountered by the faculty; and Part V dealt with the coping strategies to overcome the difficulties.

Data Collection Procedure

The researcher obtained the required permission from the Dean of the Graduate School of Baguio Central University to conduct the study. Additionally, permission was also obtained from the administrators and deans of higher institutions in Baguio and Benguet to administer the questionnaire. The researcher personally distributed and administered the questionnaires.

Data Analysis

The data gathered were subjected to three statistical treatments such as the weighted mean, ranking, t-test equation for independent variables.

$t = \frac{\bar{x}_1 - \bar{x}_2}{SD\bar{x}}$ Hence, the formula used in determining the significance of difference between the perceptions of the respondents was that of Subong (2005) as presented below:

$$SD\bar{x} = \sqrt{\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2} \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}$$

$$\sum X_1^2 = \sum X_1^2 - \frac{(\sum X_1)^2}{N_1}$$

Numerical values, statistical limits, descriptive equivalents, and symbols were used in the study with the three – point scale.

Result

Extent of Applicability of the School of Philosophies Applied by the Colleges of Arts and Sciences in Baguio City and Benguet

Table 2 displays the scope of implementation of philosophical schools utilized by the faculty members of the Colleges of Arts and Sciences in chosen colleges and universities situated in Baguio City and Benguet. The faculty members of selected Baguio City schools believe that all enumerated schools of philosophy are highly applicable by the faculty members of the College of Arts and Sciences. This is supported by the obtained weighted mean of 2.82, which indicates a high level of applicability. This implies that the philosophical schools have significant relevance within their respective academic institutions. Upon closer examination of the data, it was found that five schools of philosophy achieved the highest ranking, with a tie, as evaluated by the faculty members in Baguio City. The five philosophical perspectives identified in this study are realism, idealism, essentialism, progressivism, and materialism. The weighted mean of these perspectives is 2.84, indicating a high level of applicability. The faculty members/teachers in Baguio City assert that they employ realism in their teaching approach due to their recognition of the existence of reality.

Table 2: Summary and Comparison of the Extent of Applicability of the Philosophies of Schools Applied by the College of Arts and Sciences in the different colleges and universities of Baguio City and Benguet Province

School of Philosophies	Extent of Applicability						
	Baguio City		Benguet		Combined Mean		R
	WM	DE	WM	DE	WM	DE	
1. Realism	2.84	MA	3.00	MA	2.88	MA	2.5
2. Idealism	2.84	MA	2.90	MA	2.85	MA	6
3. Essentialism	2.84	MA	3.00	MA	2.88	MA	2.5
4. Rationalism	2.81	MA	2.95	MA	2.84	MA	7
5. Pragmatism	2.77	MA	2.50	MA	2.70	MA	9
6. Scholasticism	2.82	MA	3.00	MA	2.86	MA	5
7. Progressivism	2.84	MA	3.00	MA	2.88	MA	2.5
8. Existentialism	2.79	MA	2.75	MA	2.78	MA	8
9. Empiricism	2.77	MA	2.35	MA	2.67	MA	10
10. Materialism	2.84	MA	3.00	MA	2.88	MA	2.5
Average Weighted Mean	2.82	MA	2.85	MA	2.82	MA	

tcomp = 0.101

t0.05, 80df = 1.974

Legend:

Numerical Values	Statistical Limits	Descriptive Equivalent	Symbol
3	2.34 – 3.00	Much Applied	MA
2	1.67 – 2.33	Moderately Applied	MoA
1	1.00 – 1.66	Not Applied	NA

The application of realism and essentialism as the most dominant philosophies in the College of Arts and Sciences (CAS) in Baguio and Benguet, Philippines, has significant implications for curriculum design, student learning outcomes, and the alignment with cultural and societal values. Furthermore, the prevalence of realism in the field of CAS implies that a significant focus on scientific investigation, the use of empirical data, and the cultivation of critical thinking abilities. Realism advocates for a strict and systematic approach to

academic fields in the College of Arts and Sciences (CAS), including but not limited to the natural sciences, mathematics, and social sciences. According to Smith's (2018) research, the implementation of realism in education guarantees a superior level of instruction that is founded on empirical reasoning. This approach facilitates the acquisition of a profound comprehension of the world and its occurrences by students. Moreover, the inclusion of essentialism in the curriculum is believed to result in a comprehensive educational program that covers fundamental knowledge and core subjects across various fields. According to Garcia (2020), this approach guarantees the acquisition of crucial skills, knowledge, and values that are necessary for the intellectual and personal development of students. The incorporation of essentialism into the design of the curriculum is believed to facilitate a holistic education that equips students with the necessary skills for various career options while fostering critical thinking, communication abilities, and a comprehensive comprehension of human culture and society.

Likewise, the educational practices of the College of Arts and Sciences (CAS) in Baguio and Benguet, Philippines, have been guided by various philosophical approaches. This literature review investigates the prevalence of realism and essentialism as the primary philosophical approaches utilized in the field of CAS. Moreover, realism is a philosophical viewpoint that prioritizes the existence of an external reality that can be comprehended through observation and empirical evidence. According to Smith (2018), realism is a fundamental philosophy that provides the basis for academic fields such as the natural sciences, mathematics, and social sciences within the framework of CAS. The utilization of realism in the context of Curriculum and Instructional Studies (CAS) facilitates the acquisition of a profound comprehension of the world and its occurrences via meticulous scientific investigation and rationalization grounded on empirical evidence.

Furthermore, the prevalence of realism in CAS can be attributed to its alignment with the broader educational framework in the Philippines. According to the Department of Education (2013), the K-12 curriculum in the country prioritizes the acquisition of scientific knowledge and skills. The adoption of realism as a guiding philosophy in CAS, which frequently houses science-related departments and programs, enables students to acquire a robust scientific foundation that equips them for future careers or advanced studies in scientific fields.

In addition, the philosophical approach of essentialism centers on the fundamental nature or essence of entities. According to Garcia (2020), essentialism is evident in the CAS framework as a conviction in the intrinsic significance of a comprehensive education that encompasses fundamental knowledge and core subjects. The concept of essentialism posits that there exist fundamental skills, knowledge, and values that are imperative for all individuals who have received an education to possess. Also, essentialism is employed by CAS in order to address the requirements of a comprehensive liberal arts curriculum. According to Rosales (2017), the Comprehensive Academic Support (CAS) program strives to equip students with a well-rounded education that emphasizes crucial competencies and proficiencies across various fields, thereby enabling them to pursue a range of professional trajectories. The concept of essentialism is consistent with the notion that a liberal arts education fosters the development of critical thinking, communication abilities, and a comprehensive comprehension of human culture and society.

Additionally, the practicality and career orientation of materialism may be a contributing factor to its ranking as the third most commonly applied philosophy in CAS. According to Jackson (2019), materialism prioritizes the attainment of knowledge and abilities that have practical applications in the workforce and lead to career advancement. The philosophy espoused is in accordance with the pragmatic requirements and ambitions of students in Baguio and Benguet, where the attainment of a secure profession is greatly esteemed. The focus on material acquisition and career prospects inherent in materialism aligns with the goals of students who desire tangible results from their academic pursuits.

On a final note, the cultural and societal values in the Philippines are reflected in the emphasis on realism, essentialism, and materialism. The nation prioritizes scientific and technological progress while also valuing traditional knowledge and cultural heritage. The application of realism, essentialism, and materialism in CAS is in line with wider societal objectives and ambitions. This contributes to the cultivation of graduates who possess a comprehensive scientific background and a profound respect for cultural traditions.

Moreover, the educational practices of the College of Arts and Sciences (CAS) in Baguio and Benguet, Philippines, are shaped by various philosophies. Empiricism, a philosophical approach that prioritizes the acquisition of knowledge through observation and experience, seems to have the lowest level of implementation within the context of complex adaptive systems. The limited utilization of empiricism in the field of Complex Adaptive Systems may be attributed to cultural and historical factors. According to Santos (2018), the cultural

heritage of the Philippines is characterized by significant influences from indigenous beliefs and religious traditions. Cultural factors may give precedence to philosophical approaches like rationalism or idealism that are more in line with conventional and spiritual worldviews. The application of empiricism within the field of cultural anthropology may be limited due to potential conflicts with cultural perspectives, resulting in its comparatively lower usage within the discipline. This is due to the emphasis on empirical evidence and scientific inquiry that characterizes empiricism. Also, the lower application of empiricism in CAS may be attributed to the curriculum and institutional emphasis. CAS programs typically encompass various fields of study, such as humanities, social sciences, and natural sciences, each characterized by its unique pedagogical practices. According to Garcia (2019), while natural sciences, including biology and chemistry, are commonly associated with empiricism, theoretical frameworks or critical analysis may be more emphasized in humanities and social sciences. The insufficient opportunities for practical application of empiricism in the CAS curriculum and institutional priorities may have contributed to its ranking as the least applied philosophy.

Level of Effectiveness of Teaching Strategies Anchored in the School of Philosophies Used by the Faculty Members in the Colleges of Arts and Sciences

Table 3 displays the perceived effectiveness level of teaching strategies utilized by the faculty members in the College of Arts and Sciences, based on the school of philosophies. The data was gathered from Baguio City and Benguet teachers. The study revealed that the teachers in Baguio City perceived the teaching strategies utilized by the faculty members in the College of Arts and Sciences, which were anchored in various school of philosophies, to be highly effective. This was supported by the obtained average weighted mean of 2.83, which was interpreted as much effective. The study found that Benguet teachers share similar perceptions, with an average weighted mean of 2.88, indicating a significant impact. The average weighted mean of their combined data is 2.84, indicating a significant effect.

Table 3. Summary and Comparison of the Level of Effectiveness of Teaching Strategies Anchored in the School of Philosophies Used by the Faculty Members in the Colleges of Arts and Sciences

Teaching Strategies	Level of Effectiveness						R
	Baguio City		Benguet		Combined Mean		
	WM	DE	WM	DE	WM	DE	
1. Group discussion	2.84	ME	3.00	ME	2.88	ME	4.5
2. Lecture	2.84	ME	3.00	ME	2.88	ME	4.5
3. Role playing	2.81	ME	2.85	ME	2.82	ME	9
4. Research	2.84	ME	3.00	ME	2.88	ME	4.5
5. Seatwork	2.84	ME	3.00	ME	2.88	ME	4.5
6. Assignment	2.84	ME	3.00	ME	2.88	ME	4.5
7. Library Work	2.84	ME	3.00	ME	2.88	ME	4.5
8. Quiz	2.84	ME	3.00	ME	2.88	ME	4.5
9. Film Viewing	2.81	ME	2.55	ME	2.75	ME	10
10. Recitation	2.84	ME	3.00	ME	2.88	ME	4.5
11. Team Teaching	2.77	ME	2.30	MoE	2.66	ME	11
Average Weighted Mean	2.83	ME	2.88	ME	2.84	ME	

$t_{comp} = 0.163$

$t_{0.05, 80df} = 1.974$

Legend:

Numerical Values	Statistical Limits	Descriptive Equivalent	Symbol
3	2.34 – 3.00	Much Effective	ME
2	1.67 – 2.33	Moderately Effective	MoE
1	1.00 – 1.66	Not Effective	NE

The implementation of group discussion, lecture, and research as pedagogical approaches is consistent with diverse educational philosophies employed in Arts and Sciences institutions. Nevertheless, the implementation of these tactics is not only pertinent from a philosophical point of view. The effectiveness of these methods has several research implications that serve as a basis for their efficacy. To further support this, according to Johnson and Johnson's (2009) research, group discussion is an effective method for promoting a more profound comprehension of course material, encouraging student involvement, and improving critical thinking abilities. The tool is considered valuable in the development of communication skills, fostering a sense of community, and promoting social interaction. Future research endeavors should concentrate on the optimization of group discussions' advantages, encompassing the group's magnitude, the instructor's role, and

conflict management tactics within the group. Moreover, according to Freeman et al. (2014), lectures have been criticized for promoting passive learning, but research indicates that they can effectively deliver information, especially when used in conjunction with active learning methods. Lectures are a viable method for communicating intricate information, organizing students' comprehension, and preparing them for extensive discussions or laboratory activities. Prospective studies could investigate novel approaches to enhance the interactivity and engagement of lectures, including multimedia integration, implementation of clicker questions, or adoption of flipped classroom models. Additionally, according to Brew (2006), involving students in research offers a practical and experiential learning experience that fosters profound learning, improves problem-solving abilities, and cultivates comprehension of research's essence. Fostering creativity and critical thinking are considered essential skills in today's knowledge-based society. The implementation of a powerful strategy is believed to be effective in achieving this goal. Further investigation is required to enhance comprehension of the optimal approaches for integrating research into undergraduate and graduate curricula, the advantages of mentorship in research opportunities, and strategies for assisting students in disseminating their research.

Furthermore, group discussions are in alignment with the constructivist educational philosophy. According to Piaget's constructivist theory (1954), knowledge is actively constructed by learners through their experiences and social interactions. According to Prince (2004), group discussions facilitate active learning, collaboration, and social interaction, which in turn promote critical thinking and foster a sense of community. According to Gokhale (1995), peer learning fosters the acquisition of problem-solving and decision-making abilities among students. Also, according to Bagley (1938), the lecture method is commonly associated with the essentialist philosophy that highlights the teacher's responsibility of imparting knowledge and wisdom to the students. According to Bligh (2000), lectures are a highly effective method for conveying substantial amounts of information, particularly in higher education environments where the subject matter may be intricate. According to Mazur (2009), educators are able to model thought processes, arrange learning experiences, and offer expert interpretations of intricate subjects through the use of these tools. Moreover, the alignment of research-based learning with pragmatism and experiential learning philosophies is highlighted by Dewey (1938), which emphasizes the significance of learning through practical experiences and problem-solving. According to Healey, Jenkins, and Lea (2014), the utilization of critical thinking, inquiry, and problem-solving skills in the learning process can result in a more active, student-centered, and relevant educational experience that extends beyond the confines of the classroom.

However, team teaching is least effective teaching strategies which could imply a few things. According to Wadkins, Miller, and Wozniak (2006), team teaching is infrequent or difficult to implement due to the substantial coordination, planning, and mutual understanding required among faculty members. As a result of the logistical difficulties, the implementation of this strategy may not be as prevalent as other methods such as lectures, group discussions, or research. The placement of the item at the end of the list suggests that it may be less commonly or readily utilized. Furthermore, the implementation of this strategy may require a higher level of complexity and resource allocation, which may involve the involvement of multiple faculty members and additional class time or resources. According to Letterman and Dugan (2004), although it can provide significant advantages, the effective implementation of this strategy may be perceived as more complex or advanced. Also, the effectiveness of team teaching in different contexts may have received comparatively less research attention than other instructional strategies. The limited empirical evidence available may result in a lower ranking. This is further supported by research that the implementation of team-teaching poses challenges that require extensive collaboration and coordination among faculty members, resulting in logistical difficulties. According to Wadkins, Miller, and Wozniak (2006), effective collaboration among educators involves ensuring congruence in teaching styles and philosophies, synchronizing schedules, and jointly assuming the responsibility of grading and providing feedback. As a result, this strategy may be implemented less frequently compared to other strategies. Moreover, it may require a significant amount of resources, as it demands a greater investment of time and energy from faculty members in comparison to alternative strategies. As stated by Letterman and Dugan (2004), the planning process necessitates a considerable commitment from all faculty members involved, along with more extensive resources for its execution.

Although team teaching has been shown to have benefits, the amount of research conducted on this teaching method is not as substantial as that of conventional teaching approaches, such as lectures or group discussions. Further investigation is necessary to ascertain the optimal strategies for executing team teaching and to comprehend its influence on student learning, as stated by Anderson and Speck (1998). It is noteworthy to mention that the term "last" does not necessarily connote a lower level of effectiveness. In the context of team

teaching, it may suggest a multifaceted and rigorous approach that, if executed effectively, has the potential to provide all-encompassing and transformative educational opportunities.

Conclusions and Recommendations

The study conducted on the teaching strategies utilized by faculty members in the College of Arts and Sciences yielded a weighted mean of 2.82. This finding concludes that these strategies are highly relevant in various schools. These strategies are frequently employed and have proven to be effective, showcasing a blend of diverse philosophical methodologies. The implementation of these strategies indicates the dedication of the faculty to offer varied and stimulating educational opportunities, thereby fostering the cognitive development and analytical skills of the students. Moreover, the implementation of diverse teaching strategies by the faculty members of the College of Arts and Sciences demonstrates their strong pedagogical approach. This approach is characterized by flexibility in utilizing various philosophical foundations to improve teaching and cater to the diverse learning requirements of their students. In addition, despite the distinct challenges associated with each method, the high average weighted mean indicates that they are perceived as equally effective in delivering the curriculum and promoting meaningful learning experiences. The adaptability of educators in utilizing different philosophical approaches to address the diverse learning needs of students and promote their intellectual growth is emphasized. Lastly, the effectiveness of teaching strategies based on different educational philosophies, implemented by the faculty members of the College of Arts and Sciences, is recognized by teachers in Baguio City. The perception indicates a mutual dedication to inventive, learner-focused teaching methods that ultimately bolster the ever-evolving educational environment and guarantee the holistic growth of students.

Based on the conclusions, the research recommends that an interdisciplinary teaching approach may be considered due to the application of various philosophies. Also, promoting continuous professional development among faculty members is crucial to enable them to competently implement diverse educational philosophies. In addition, the implementation of individual learning plans is recommended to cater to the unique learning styles of students. These plans should be designed based on the philosophical approach that best aligns with the students' needs and in order to ensure positive learning outcomes, it is recommended to regularly assess the effectiveness of each philosophical approach using both qualitative and quantitative data. Lastly, encourage collaboration and dialogue among faculty members regarding their teaching philosophies and strategies.

References

1. T. Q. Andres, Understanding the Filipino values and culture. Giraffe Books. 2007
2. R.S. Anderson, R. S., & B. W. Speck, "Oh what a difference a team makes": Why team teaching makes a difference. *Teaching and Teacher Education*, 14(7), 671-686. 1998
3. Association for Experiential Education. (n.d.). What is experiential education? Retrieved from <https://www.aee.org/what-is-ee>
4. W.C. Bagley, An Essentialist's Program for Education. *The Phi Delta Kappan*, 20(6), 301-302. 1938
5. A. Bernardo, McKinley's questionable bequest: Over 100 years of English in Philippine education. *World Englishes*, 23(1), 17-28. 2004
6. D.A. Bligh, What's the Use of Lectures? Jossey-Bass. 2000
7. A. Brew, Research and teaching: Beyond the divide. Palgrave Macmillan. 2006
8. J.G. Brooks, & M.G. Brooks, M. G. In search of understanding: The case for constructivist classrooms. *ASCD*. 1999
9. L. M. Cohen, Philosophical perspectives in education. Oregon State University. 1999
10. Department of Education. The K to 12 Basic Education Program. <https://www.deped.gov.ph/k-to-12/>. 2010
11. J. Dewey, Experience and Education. Kappa Delta Pi. 1938
12. R. Driver, H. Asoko, J. Leach, E. Mortimer, & P. Scott, Constructing scientific knowledge in the classroom. *Educational Researcher*, 23(7), 5-12. 1994
13. J. Eyler, & D.E. Giles, Where's the learning in service-learning? Jossey-Bass. 1999
14. V.G. Enriquez, From colonial to liberation psychology: The Philippine experience. De La Salle University Press. 1994
15. S. Freeman, S.L. Eddy, M. McDonough, M.K. Smith, N. Okoroafor, H. Jordt, & M.P. Wenderoth, Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410-8415. 2014
16. J.N.M. Garcia, Filipino preservice teachers' beliefs about learning and teaching. *Asia Pacific Journal of Multidisciplinary Research*, 5(1), 73-83. 2017
17. M. R. Garcia, Essentialism in education: A philosophical study. *Philippine Journal of Educational Research*, 3(1), 21-29. 2020
18. M. Garcia, Philosophical approaches in the teaching of social sciences: A case study in a Philippine university. *Philippine Journal of Social Sciences and Humanities*, 31(2), 1-17. 2019
19. J. Garrison, Dewey and Eros: Wisdom and desire in the art of teaching. *Educational Theory*, 48(3), 355-368. 1998
20. M. Greene, Teacher as stranger: educational philosophy for the modern age. Wadsworth Publishing Company. 1973
21. A. A. Gokhale, Collaborative Learning Enhances Critical Thinking. *Journal of Technology Education*, 7(1), 22-30. 1995

22. G. L. Gutek, Historical and Philosophical Foundations of Education: A Biographical Introduction (5th ed.). Pearson. 2013
23. M. Healey, A. Jenkins, & J. Lea, Developing Research-Based Curricula in College-Based Higher Education. *The Higher Education Academy*. 2014
24. E. D. Hirsch, The Schools We Need: And Why We Don't Have Them. Doubleday. 1996
25. R. M. Hutchins, The perennial philosophy of education. *Educational Studies*, 62(4), 353-362. 1953
26. T. Jackson, Materialism. In *The Encyclopedia of Positive Psychology* (2nd ed.) (pp. 1-4). Wiley. 2019
27. D. H. Jonassen, Designing constructivist learning environments. In C. M. Reigeluth (Ed.), *Instructional design theories and models: A new paradigm of instructional theory* (Vol. 2, pp. 215-239). Lawrence Erlbaum Associates. 1999
28. D. W. Johnson, & R. T. Johnson, An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher*, 38(5), 365-379. 2009
29. D. A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall. 1984
30. G.D. Kuh, High-impact educational practices: What they are, who has access to them, and why they matter. AAC&U. 2008
31. D. F. Labaree, Progressivism, schools, and schools of education: An American romance. *Paedagogica historica*, 41(1-2), 275-288. 2005
32. M. R. Letterman, & K. B. Dugan, Team teaching a cross-disciplinary honors course: Preparation and development. *College Teaching*, 52(2), 76-79. 2004
33. B. Lumera, Tagalog poetry, 1570-1898: Tradition and influences in its development. Ateneo de Manila University Press. 1997
34. E. Mazur, (2009). Farewell, Lecture? *Science*, 323(5910), 50-51. 2009
35. N. Noddings, *The Challenge to Care in Schools: An Alternative Approach to Education*. New York, NY: *Teacher's College Press*. 2016
36. J. Piaget, *To Understand Is to Invent: The Future of Education*. Grossman. 1973
37. M. Prince, Does Active Learning Work? A Review of the Research. *Journal of Engineering Education*, 93(3), 223-231. 2004
38. R. B. Santos, Indigenous Filipino philosophies and the development of Philippine education. *Liceo Journal of Higher Education Research*, 8(1), 38-53. 2018
39. T. W. Smith, Realism in philosophy of science. *The Stanford Encyclopedia of Philosophy*. Retrieved from <https://plato.stanford.edu/archives/win2018/entries/realism/> 2018
40. K. Tan, The influence of western educational philosophies on the Philippine curriculum. *International Journal of Education*, 4(2), 25-33. 2002
41. E. Von Glasersfeld, *Radical constructivism: A way of knowing and learning*. Falmer Press. 1995
42. T. Wadkins, R. L. Miller, & W. Wozniak. Team teaching: Student satisfaction and performance. *Teaching of Psychology*, 33(3), 194-197. 2006