

## The Awareness of the Educational Philosophy in the Industrial Age 4.0 among the AAQES Grades Six Teachers: Input for Improvement Plan

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DOI: <https://doi.org/10.56738/issn29603986.geo2023.4.30>

### Abstract

The goal of this study was to determine how well AAQES Grade Six Teachers understood the Educational Philosophy in the Industrial Age 4.0: Input for Improvement Plan. 45 questions on a test given to AAQES instructors covered topics such the relationship between philosophy and education, its advantages, the educational philosophy they preferred and used in the classroom, and the variables that influenced their choice. It was noted that philosophy and education are related. To ensure that the children learned, teachers in sixth grade employed a variety of teaching philosophies and incorporated their subject into all learning environments. Similar evidence may be found for the many advantages of the relationship between philosophy and education. The desire and practice of educational philosophy in the classroom was further exposed, and all of the elements were judged as "very expressed," with an overall weighted mean of 3.84. Offering education program formation had the highest mean (4.20) and was deemed to be significantly presented. Finally, the AAQES teachers' reasons for selecting their educational philosophies received a total mean score of 4.24, which was assessed as moderately excellent. This indicates that sixth-grade teachers justified their educational philosophy to meet the needs of their pupils and understood the value of philosophy in both the curriculum and learner transformation. Education and teachers serve as change agents.

*Keywords:* 21<sup>st</sup> century skills, awareness, educational philosophies, industrial age 4.0, input, improvement plan



## Introduction

Industrial Revolution 4.0, also known as IR 4.0, is addressed by Education 4.0. In the Fourth Industrial Revolution, educators, teachers, educational planners, and policy makers must have a philosophy or strong convictions about education and schooling, as well as the type of curriculum used in the classrooms or learning environment by the teachers. An industrial age or revolution, according to Schwab, who founded the World Economic Forum and serves as its executive chairman, is defined as the development of "new technologies and fresh ways of viewing the world that precipitate a dramatic transformation in economic and social structure." (Bilbao, et.al) 2020.

The "philosophy of education" is an area of applied or practical philosophy that examines the nature and goals of education as well as the philosophical questions that result from educational theory and practice. The subject is broad and touches on concerns in social and political philosophy as well as in epistemology, metaphysics, philosophy of mind, and other branches of philosophy. (Yabuz, 2018).

Philosophy of education is concerned with both sides of the conventional theory/practice divide, looking inside at the parent discipline as well as outward at educational practice and the social, legal, and institutional contexts in which it occurs. Its topics cover both fundamental philosophical questions (such as the nature of information that is worthwhile teaching, the nature of educational equality and justice, etc.) and issues pertaining to particular educational policies and practices (such as, the morality of specific funding arrangements, the social, economic, legal, and ethical implications of standardized testing and curriculum, etc.). The philosophy of education values conceptual rigor, the fair consideration of the interests of all parties involved in



or impacted by educational activities and arrangements, as well as the objective and well-supported evaluation of educational goals and interventions in all of this.

From Socrates' conflicts with the sophists until the present, philosophy of education has a long and illustrious history in the Western philosophical tradition. The majority of that tradition's most notable individuals included educational concerns into their larger philosophical agendas (Curren, 2018). Over the course of humanity's development and maintenance of its existence, philosophy has become a necessary component.

Philosophy is at the heart of curriculum creation. It fosters the development of educators' values judgments, claims, and arguments. Through philosophy, a holistic viewpoint may be established, and it also helps with issues like why schools exist, what subjects are important, how students should be taught, and the best tools and methods for teachers. When making decisions on all facets of schooling, philosophy is an excellent place to start. (Buton 2021).

Adult educators do not necessarily have a lot of experience. Additionally, the individual must be able to think carefully about the event they have had. Since true professionals know not only what they are to do, but also are aware of the principles and reasons for acting, one approach to do this is for instructors to be conscious of their educational philosophies.

In light of this, this study was carried out to ascertain the level of understanding of the Industrial Age 4.0 educational philosophy among the AAQES Grade Six Teachers: Input for Improvement Plan. The findings of this study are crucial to us as educators and have helped us to make improvements. The study will also aid school administrators, who will get knowledge on how to give teachers enough seminars, training sessions, and workshops so they may learn cutting-edge and relatively new teaching tactics, techniques, methods, and approaches regardless of the subject they are teaching. This action study will benefit future scholars as well because it will serve as a launchpad for new, scholarly research projects.



### Literature Review

This instruction on "Industrial Revolution 4.0" focuses on cutting-edge and intelligent technology, robotics, and artificial intelligence, all of which have an impact on our daily life. Therefore, with the aid of educators and other visionaries, universities and colleges should prepare for this significant transition of integrating technology-driven design into the curriculum. With education 4.0, there is a growing peer-to-peer learning environment where students may collaborate and learn from one another. "Teachers play the role of facilitators. Complex 21st-century abilities including problem-solving, critical thinking, creativity, people management, teamwork and cooperation, emotional intelligence, judgment and decision-making, service orientation, negotiation, and cognitive flexibility are emphasized in the curriculum and learning outcomes. 2020 (Creatrix Campus).

According to the readings, "the branch of applied or practical philosophy concerned with education is philosophy of education the philosophical issues raised by educational theory and practice, as well as the nature and goals of education. The topic is broad and involves difficulties in epistemology, metaphysics, philosophy of mind and language, and other areas of philosophy due to the practice's appearance in and throughout human societies, its great variety of societal and personal manifestations, and its profound significance. Philosophy of education is concerned with both sides of the conventional theory/practice divide since it looks both inward to the parent discipline and outward to educational practice and the social, legal, and institutional contexts in which it takes place. Its topics cover both fundamental philosophical questions (such as the nature of information that is worthwhile teaching, the nature of educational equality, fairness, and issues with certain educational policies and practices (such as the morality of specific funding arrangements, the social, economic, legal, and ethical implications of standardized curricula and testing, etc.). The philosophy of education values conceptual rigor, the fair consideration of the interests of all parties involved in or impacted by educational activities and arrangements, as well as the objective and well-supported evaluation of educational goals and interventions in all of this.



A "complete and coherent set of views about the teaching-learning transaction" is referred to as an educational philosophy. In order to enable educators "recognize the need to think clearly about what they are doing and to see what they are doing in the greater perspective of individual and social development," educational philosophy is necessary. (Ozmon & Craver, 1981, p. x).

Its sole purpose is thus "to have people thinking about what they are doing." By doing this, teachers can see how the several components of the teaching-learning transaction—such as the students, curriculum, administration, and goals—interact with one another. That may "provide a useful framework that will enable us to think more clearly about educational difficulties.

Since "a philosophical orientation underlies most individual and institutional practices in adult education" (Darkenwald & Merriam, 1982, p. 37), this reflective process involves an understanding of educational philosophy and of one's relationship to the various philosophical schools. Educational philosophy can serve as the frame of reference for effectively analyzing this reflective thinking "Creating a philosophical viewpoint on education is not a straightforward or simple task. Any teacher with classroom teaching experience will agree that their style of teaching is uniquely their own. An effective teaching style engages students in the learning process and aids in the development of critical thinking skills (Ozmon & Craver, 1981, p. 268).

The term "Internet of Things" (IoT) refers to the idea that data can be gathered, processed, transformed into new information, reproduced, and organized from various sources. The idea of the Internet of Things has emerged at this time because artificial intelligence requires the connection and transfer of information among machines.

The term "Internet of Things" (IoT) refers to the idea that data from various sources found in a workplace, workshop, or factory can be gathered, processed, changed into new information, reproduced, and organized (Kopetz, 2017). Cyberphysical devices that can think, plan, work, and decide for themselves result from this. The most significant outcomes of this process will be robot technology. The production of information and technology is affected by these causes, but education systems are also changed as a result of the rapid changes that result. The philosophy of education must have a viewpoint that can observe a



change in order for the perception of this change, the aims of education, and the new generations to accept this thought.

Philosophical questions have influenced every aspect of human creativity, even though they have confronted us as a notion throughout the history of humankind's thinking adventure. Education studies is one of these influencing fields. More specifically than philosophy, the philosophy of education has had an impact on education. Teachers and educational administrators should be aware of the opportunity to use this impact and the educational ethos as a tool. The purpose of this study was to find the educational philosophies of the AAQES teachers and to ascertain how educational philosophy is perceived in the industrial age 4.0.

Since curriculum development and execution are centered on educational philosophy, with the assistance of our principal, stakeholders, and school. With the assistance of our principal, stakeholders, and school administrators, we should offer seminars, trainings, and workshops on applying awareness of educational philosophy and its integration to industrial age 4.0. This is because educational philosophy is at the core of developing curriculum implementation

### **Research Questions**

The purpose of this study was to ascertain how well-versed AAQES Grade Six Teachers were in the Industrial Age 4.0 educational philosophy: input for improvement plan. This specifically aimed to respond to the following questions:

1. What are the respondents' characteristics in terms of their age, sex, civil status, teaching background, and subjects they have taught?
2. How do the sixth-grade teachers see the connection between philosophy and education?
3. How do education and philosophy relationship of grade six teachers be described in terms of benefits?
4. Discover the educational philosophies that grade six teachers preferred and determine their reasons.



5. Are the grade six teachers' views on education and philosophy in the Industrial Age 4.0 significantly related to one another?

## **Methodology**

### **A. Participants and/or other Sources of Data Information**

The study used the 34 Elementary Teachers of Aurora A. Quezon Elementary School in District V of Manila. In the study, teachers' demographic characteristics, opinions about the connection between philosophy and education, their preferences for philosophical trends in education and the reasons behind those preferences were all taken into account, along with teachers' perceptions of the relationship between those two topics.

A questionnaire will be used by the researcher to conduct convenience sampling. Due of their easy accessibility and close closeness to the researcher, it will allow the researcher to approach the participants. The researcher and responders will also benefit from its increased efficiency.

### **B. Data Gathering Method**

The research utilized the descriptive correlational research method with the survey questionnaires as the main testing instrument focusing on The Awareness of the Educational Philosophy in the Industrial Age 4.0 Among the AAQES Grade Six Teachers: Input for Improvement Plan. Accordingly, descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied.

The main data gathering instrument used in this research is a standardized questionnaire. The data gathered in this study were tallied, processed into frequency counts, analyzed and interpreted using the appropriate statistical tools namely: frequency, standard deviation and Pearson r correlation.

### **Procedures for data collection**

To determine the relationship between the Awareness of the Educational Philosophy in the Industrial Age 4.0 Among the AAQES Grade Six Teachers, the data collected were statistically processed. For the chosen teachers, the mean and standard deviation were used as statistical tools. The study's



hypothesis was then put to the test using Pearson r correlation. The data required for the investigation were also computed using the SPSS version 23.0 application.

## Results and Discussion

### A. Presentation and Discussion of Findings/Results

As gleaned in the following figures, Analysis and interpretation of the gathered data were summarized in the following figures.

**Figure 1 The Age of the Respondents**

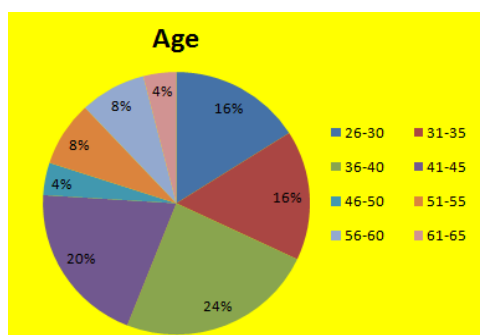


Figure 1 presents the frequency and percentage distribution of respondents by age. As shown in the figure, six (8) age groups comprised the distribution. Six (6) of the total respondents involved in this study which is equivalent to 24 percent are from the age bracket of 36 to 40, five (5) or 20 percent are from 41 to 45; four (4) or 16 percent are from the age brackets of 26 to 30 and 31 to 35; two (2) or 8 percent are from the age bracket of 51-55 and 56-69; one (1) or 4 percent are from the age bracket of 46-50 and 61-65 years old.

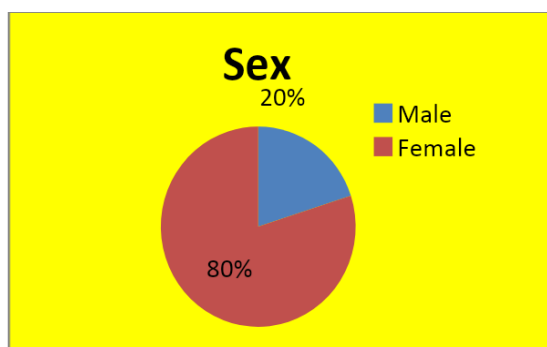


Figure 2 shows the distribution of the respondents according to sex. As presented, of the twenty five (25) respondents who indicated their sex, twenty (20) or 80 percent are female while five (5) or 20 percent are male.

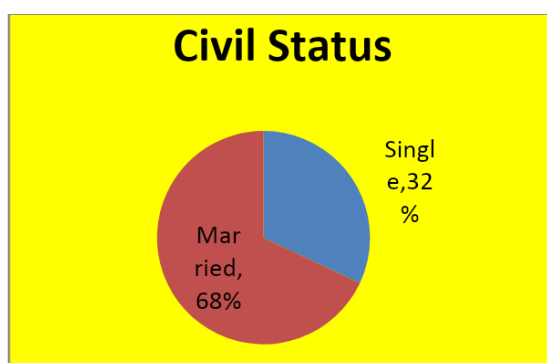


Figure 3 shows the distribution of the respondents according to Civil Status. As presented, of the twenty five (25) respondents who indicated their civil status, seventeen (17) or 68 percent are married while eight (8) or 32 percent are single.



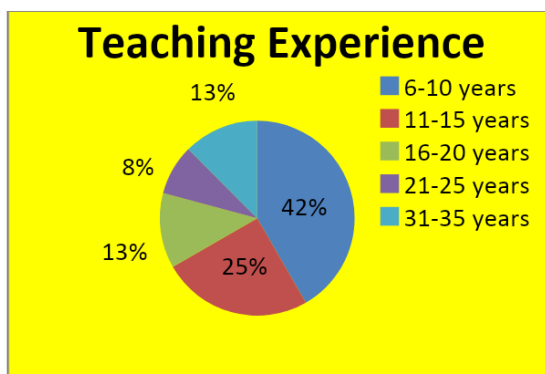


Figure 4 shows the distribution of the respondents according to Teaching Experience. As presented, of the twenty five (25) respondents who indicated their teaching experience, ten (10) or 40 percent are 6-10 years, six (6) or 24 percent are 11-15 years, three (3) or 12 percent are 16-20 years, two (2) or 8 percent are 21-25 years, while three (3) or 12 percent are from 31-35 years and 1 (1) or 4 percent 8 years of experience

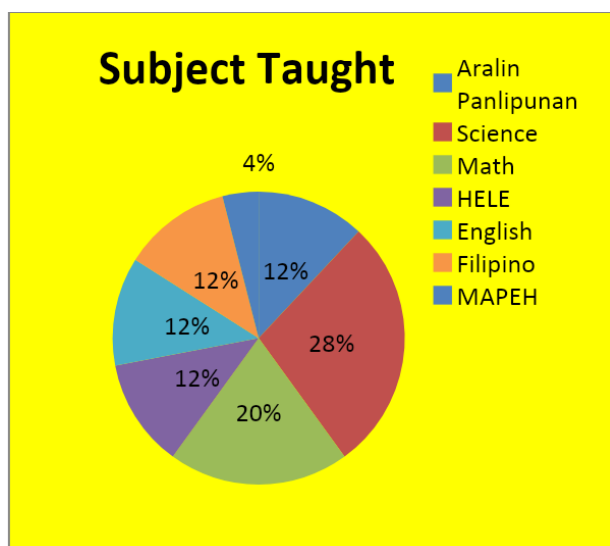


Figure 5 shows the distribution of the respondents according to Subject Taught. As presented, of the twenty five (25) respondents who indicated their Subject Taught, seven (7) or 28 percent are teaching science, five (5) or 20 percent are teaching math, three (3) or 12 percent are teaching Aralin Panlipunan, HELE, English, Filipino, one (1) or 4 percent is teaching MAPEH.

**Table 1 The Relationship between Education and Philosophy**

Indicators	Mean	Interpretation
1. Philosophy serves as a manual for life;	4.36	Strongly Agree
2. The study of universal and fundamental issues is known as philosophy.	4.16	Strongly Agree
3. Philosophy is systematic, logical thought about the nature of the universe as a whole.	4.28	Strongly Agree
4. Philosophy is a teaching tool.	4.28	Strongly Agree
5. The energy of philosophy is alive.	4.04	Strongly Agree
6. Philosophy as a method of life	4.20	Strongly Agree
7. Life and societal conditions are tied to philosophy.	4.32	Strongly Agree
8. It is an inquiry into reality and the truth.	4.32	Strongly Agree
9. It is always expanding and changing.	4.32	Strongly Agree
10. It is the most traditional and ancient school of philosophy.	4.24	Strongly Agree
<b>AVERAGE</b>	<b>4.25</b>	<b>Strongly Agree</b>

The association between education and philosophy is shown in Table 1. The mean average score was 4.25, which is considered to be highly agree.

In order to ensure that the kids learned, grade six teachers employed a variety of teaching philosophies and integrated their subject into all learning scenarios. As further shown in the table, "Strongly Agree" was assigned to each item. The teachers have incorporated their teaching philosophy into every element of their lives, according to the total weighted mean of 4.25, which is read as Strongly Agree.

In her book *Philosophy of Educated*, Shri Nikunja Ranjan Dash claims that philosophy, taken broadly, refers to a person's "total of his essential views and convictions." We all have opinions on things like concrete things, other people, the meaning of life, death, and God, as well as things like right and wrong, beauty and ugliness. These concepts are undoubtedly learned in a number of ways, and they may be hazy and unclear. Because the problems philosophy tackles are fundamental and all-encompassing, they influence the direction our lives take. Philosophy is a guide for living. Given this, our educational philosophy of teaching needs to be expanding and improving

**Table 2 Education and Philosophy Relationship of Grade Six Teachers be Described in Terms of Benefits**

Indicators	Mean	Interpretation
1. The direction of education.	4.12	Highly Manifested
2. Look for solutions to academic issues.	4.16	Highly Manifested
3. Changing perspectives.	4.08	Highly Manifested
4. Examining educational goals.	4.04	Highly Manifested
5. Speculating about the educational system.	4.00	Highly Manifested
6. Doubting the instructional method.	4.00	Highly Manifested
7. Explicitly defining ideas	4.04	Highly Manifested
8. Offering the development of educational programs.	4.20	Highly Manifested
9. Giving the person socialization opportunities.	4.16	Highly Manifested
10. Maintaining control over education.	4.16	Highly Manifested
11. Establishing needs.	4.04	Highly Manifested
12. Making a cultural transition.	4.08	Highly Manifested
13. Constructing educational facilities.	4.04	Highly Manifested
14. Human being inquiring.	4.00	Highly Manifested
15. delivering development	4.12	Highly Manifested
<b>Mean Average</b>	<b>4.12</b>	<b>Highly Manifested</b>



The indications for the many advantages of the relationship between education and philosophy are shown in Table 2. The item "Organizes and demonstrates the connection between philosophy and education. Offering education program creation received the highest mean, 4.20, and was considered to be strongly exhibited. The table further reveals that all of the goods were classified as "very manifested," as is evident. The weighted average score overall was 4.12, which was considered extremely manifest.

According to (Morris) 2020 of the Educational Philosophies for Teachers, philosophy is a reflection of the aforementioned queries. Philosophical issues include those relating to existence, knowledge, truth, beauty, law, justice, validity, the mind, and language, among other broad and fundamental issues. In addition, philosophy involves logical reasoning of a more or less systematic type regarding the general nature of the world - metaphysics or theory of existence -, the justification of belief - epistemology or theory of knowledge - and the way one should live - ethics or theory of value. This suggests that educational philosophy has a significant positive impact on the teaching and learning processes of teachers. As a result, we might assert that philosophical reflection affects and regulates every area of human life.

**Table 3 Educational Philosophical Trends Preferred by Grade Six Teachers**

Indicators	Mean	Interpretation
1. Progressivism	4.16	Highly Manifested
2. Reconstructionism	4.00	Highly Manifested
3. Essentialism	3.72	Highly Manifested
4. Perennialism	3.68	Highly Manifested
5. Pragmatism	3.60	Highly Manifested
6. Idealism	3.64	Highly Manifested
7. Realism	4.12	Highly Manifested
<b>AVERAGE</b>	<b>3.84</b>	<b>Highly Manifested</b>

The preferred educational philosophy that is used in the classroom is shown in Table 3. The table further reveals that all of the goods were classified as "very manifested," as is evident. The weighted average score overall was 3.84, which was considered highly manifest. This means that teaching is a very significant and prestigious profession in the world of idealism. The idealistic school of thought holds that this planned creation consists of two parts. (1) The instructor (2) The pupil. the spiritual growth of each child individually.



An idealist instructor actually possesses a higher level of self-knowledge, self-dynamism, and spiritualism's fundamental qualities.

**Table 4 Reasons for choosing Educational Philosophies of AAQES Teachers**

Indicators	Mean	Interpretation
1. Being learner-centered	4.60	Highly excellent
2 Providing practical activities	4.48	Moderately excellent
3 The person is respected	4.48	Moderately excellent
4 The value of democratic life	4.24	Moderately excellent
5 Human is divine	4.24	Moderately excellent
6. Address the cultural issue	4.08	Moderately excellent
7 An emphasis on problem-solving	4.16	Moderately excellent
8 Constantly seeking to improve	4.20	Moderately excellent
9 Distinct from real life	4.16	Moderately excellent
10 Teacher advice	4.36	Moderately excellent
11 Interacting with others	4.28	Moderately excellent
12 Facilitating the exchange of cultural	4.24	Moderately excellent
13 Gaining knowledge	4.20	Moderately excellent
14. Transfer of the past	4.08	Moderately excellent
15 Having knowledge that is constant	3.92	Moderately excellent
<b>Average</b>	<b>4.24</b>	<b>Moderately excellent</b>

The selection of educational philosophies by AAQES teachers is shown in Table 4, which received a total mean average of 4.24 and was rated as moderately excellent. This indicates that the educational philosophy that meets the needs of the students was rationalized by the sixth-grade teachers.

The majority of the goods were classified as "moderately excellent," as is further shown in the table. The total weighted mean of 4.24 was regarded as moderately excellent because it shows that the teachers have incorporated their teaching philosophy into every facet of their lives and that they cherish each individual. They gave humans divine treatment. The teacher's learner-centeredness score is greatest, indicating that the students or pupils are at the center of the teaching and learning process.

Philosophy is at the core of curriculum development, claims Buton (2021). It supports educators' belief, argument, and assumption formation as well as their value assessment. A comprehensive perspective is developed through philosophy, and it also aids in addressing questions such as why schools exist, which subjects are crucial, how students should be taught, and the best resources and teaching techniques. As a result, philosophy of education serves as the foundation for all decisions we make regarding teaching and



learning. If we implement our own teaching philosophy, which is learner-centered, we can produce and develop good learners.

**Table 5 Significant relationship between the Educational Philosophies and Philosophy in the Industrial Age 4.0 among the Grade Six Teachers.**

Factors	Df	F	Sig	Decision
Relationship between Education and Philosophy	.840	25	.000	Significant
The Benefits of the Relationship between Education and Philosophy	.481	25	.010	Significant
Educational Philosophy that you preferred and applied in the classroom	.710	25	.000	Significant
Reasons for choosing Educational Philosophies of AAQES Teachers	.755	25	.000	Significant

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

\*. Correlation is significant at the 0.05 level (2-tailed).

The table demonstrates that among the teachers of grade six, there is a considerable association between educational ideologies and philosophy in the Industrial Age 4.0. Factors including the relationship between philosophy and education, the advantages of this relationship, the educational philosophy you selected and used in the classroom, and the reasons AAQES teachers chose particular educational philosophies have a Sig. Correlation with.000 at a p-value of less than.05. As a result, the results showed that there is indeed a strong association. Humans therefore live in accordance with their worldview and way of life philosophy. The study of or development of theories about fundamental concepts such as the nature of existence, knowledge, thought, or how people should live are referred to as philosophy. Philosophy refers to a certain philosophy about how to live or approach a specific circumstance. (Moore) 2020. Thus, the chosen educational philosophy must be used and brought to life in the classroom.

### Conclusion and Recommendation

The following considerations and recommendations were made in light of the study's findings; The alternative hypothesis, which said that there is a substantial association between educational philosophies and philosophy in the Industrial Age 4.0 among the grade six teachers, was accepted based on the data that had passed statistical analysis.



Even though it has been shown in a variety of texts and studies that the philosophy of education is at the core of curriculum development, school administrators should offer teachers plenty of seminars, trainings, and workshops so that teachers can acquire pertinent strategies, techniques, methods, and teaching approaches. For the 21st century skills, the educational philosophies must be used in the classroom and monitored. This is why, in order to improve it and advance one's career, educational philosophy—which forms one of the pillars of program development in education—must be actively and fruitfully explored during the course of teacher in-service training, seminars, and LAC sessions.

Further research on Industrial Education 4.0 is needed to understand the strategy for enhancing the teaching and learning process.

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DOI: <https://doi.org/10.56738/issn29603986.geo2023.4.30>

**ISSN 2960-3986**

**GEO Academic Journal Vol. 4 No. 1 – 2023 series**

Nikunja Ranjan Dash Philosophical Foundation of Education directorate of distance & continuing education, utkal university, vani vihar bhubaneswar-751 007

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