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From Educational Beliefs to Organizational Practice: The Predictive Role of Educational Philosophical Orientation Among Secondary Mathematics Teachers

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Index Terms:

educational philosophical orientation, organizational practices, secondary mathematics teacher, educational beliefs, teacher professional practice

Abstract. The study examined the relationship between Educational Philosophical Orientation and the Organizational practices of Secondary Mathematics teachers. Using a descriptive-correlational quantitative design, the study involved 150 secondary mathematics teachers and investigated how educational philosophical orientations are associated with teachers' organizational practices. Findings revealed that Pragmatism obtained the highest mean score (M = 3.852) indicating that the teacher generally valued practical, experiential and problem-solving approaches in mathematics instruction. However, regression results show that Pragmatism did not significantly predict their actual practices. Instead, Idealism emerged as a significant positive predictor of Planning and Lesson Preparation($\beta = 0.343$, $p<.001$), Collaboration with Colleagues and School Personnel ($\beta = 0.206$, $p = 0.044$) and Professional Responsibility ($\beta = 0.374$, $p<.001$). Realism was a significant predictor of Classroom Organization and Management ($\beta = 0.216$, $p = .038$), and Existentialism did not significantly predict any of the Organizational Practice Dimensions. These findings indicate that the relationship between educational philosophical orientation and teachers' organizational practice is domain specific rather than uniform across professional activities. The higher endorsement of Pragmatism alongside its lack of significant unique predictive contribution also suggests that teachers espoused philosophical preferences do not necessarily correspond directly to their professional practices. Overall, the finding highlights the value of integrating philosophical reflection with practical and contextual consideration in teacher education and professional development, particularly in strengthening teachers' awareness of how educational beliefs relate to their professional practice.

Introduction

Educational philosophy serves as the fundamental core of educational growth. It shapes the institutional goals, teaching methodologies, and the specific roles assigned to both teachers and learners (Khasawneh et al., 2023). Academic literature suggests that all professional teaching behaviors are centered and built on underlying models and/or principles, one of which states that educators, as they go through every day of teaching, often adapts external theories aligned with their personal belief systems as well as instructional preferences (Ignacio, 2024). In the field of Mathematics, philosophical orientations such as Idealism, Realism, Pragmatism, and Existentialism serve as critical determinants of the way teachers govern inside their classrooms and interprets the flexibility within a given curriculum (Atasoy et al. 2018).

Globally, Emel (2016) notes that there is a significant relationship present between the teaching style and the teacher's teaching philosophy. For instance, teachers who adopted a Platonist view perceive Mathematics as a fixed body of knowledge that is transfixed and thus, would most likely use the transmission model of teaching and teacher-centered methodologies (Kasa et al., 2024). On the other hand, those with problem solving view often see Mathematics as an ever-changing body of human innovation; therefore, would use a method of inquiry that is centered around student participation (Kasa, et al., 2024). The aforementioned impacts of these two different philosophies have been documented. However, the

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research demonstrates that there is often an "incompatibility" or inconsistency between the teacher's stated philosophical beliefs and their actual practice in the classroom (Alkhateeb, 2019; Yang, et al. 2020). Throughout the Philippines, Mathematics Education faces multiple structural issues, mainly defined by deficits in access to resources as revealed by the country's poor performance on various international standardized tests (Luzano, 2024; Mocorro & Mocorro, 2025).

The Philippine Professional Standards for Teachers (PPST) serves as a guiding framework to be followed by the teachers, yet the process as to how these standards are enacted is mainly shaped by the teacher's school interactions and their daily teaching practices (Lajera, 2026). As recent local studies show, Traditional Positivist Philosophies such as drills and memorization continue to strongly influence learning in Filipino classrooms. This reflects a direct link between teacher's views and perceptions and its practical implementation (Bartolome & Valderama, 2025). Still, in consideration of these points, there is still a need to explore on how these orientations influence teaching practices. Through investigating these relationships, this study aims to contribute insights that can enhance instructional quality within the landscape of the Philippine Educational system (Aggabao, 2023).

This study aims to address the critical gap between the secondary mathematics teachers' educational philosophical orientations and their actual organizational practices within the classroom context. Through identifying these orientations, the study serves as a foundation for secondary mathematics teachers within the matters that engage them in systematic self-reflection thereby allowing them to have further understanding as to how their ontological and epistemological commitments (whether Idealist, Realist, or Pragmatic) can shape their daily professional responsibilities as educators (Angel-Cuervo et al., 2024; Ignacio, 2024). Furthermore, the findings can be used by the school administrators/policymakers as they sought to refine teacher training programs to ensure that the professional development, Philippine Professional Standards for Teachers (PPST), and responsive beliefs that influence teacher behaviors in the conduct of their profession are aligned (Gonong et al., 2017; Lajera, 2026). Finally, this research contributes to improving the quality in terms of beliefs and practices in Mathematics Education in the Philippines by facilitating and promoting more intentional and philosophically grounded instructional environments (Aggabao, 2023; Luzano, 2024).

The present study is designed to examine the predictive relationship of educational philosophical orientation on the organizational practices of Mathematics teachers in Philippine Schools.

Specifically, this study sought to answer the following questions:

1. What educational philosophical orientations (Idealism, Realism, Pragmatism, and Existentialism) are held by Mathematics teachers?

2. What level of organizational practice is demonstrated by Math teachers in terms of:
    2.1 planning and lesson preparation;
    2.2 classroom organization and management;
    2.3 collaboration with colleagues and school personnel;
    2.4 professional responsibility.
3. Is a significant relationship observed between Math teachers' educational philosophical orientation and their organizational practices?
4. Which educational philosophical orientation is found to significantly associated with specific dimensions of organizational practice among Math teachers?

Theoretical Framework

This study is grounded in the Philosophical Foundations of Education Theory. This theory states that a teacher's behavior within the classroom, decisions, and professional practices are heavily associated by beliefs about knowledge, learning, truth, and the purpose of education. According to Ozmon and Craver (2008), teachers, though guided by curriculum requirements and institutional policies are not limited to it. In fact, the actions and decisions made by the teachers within the classroom are often shaped by their philosophical assumptions about what knowledge is, how students learn, and what kind of learning environment must be created. Within the context of mathematics education, these philosophical beliefs may be associated with teachers' lesson planning practices, classroom management, teaching strategies, collaborative practices, along with how professional responsibilities are fulfilled.

One of the important philosophical orientations considered in this study is Idealism. Idealism views knowledge and truth as absolute, universal, and rooted in the mind development. In the teaching of mathematics, Idealist teachers emphasize logic, reasoning, mental discipline, and the search for universal Mathematical truths which may focus on helping students develop intellectual clarity, critical thinking, and abstract reasoning. Considering this, Idealism may play a role in influencing teachers to center instruction around principles, deductive reasoning, and formulas which can allow and

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encourage students to think logically (Khasawneh et al., 2023).

Another philosophical orientation is realism. Realism views knowledge as objective. In relation to Mathematics, Math is treated as a body of factual knowledge, rules, formulas, and procedures. Teachers with realist orientation may emphasize accuracy through repeated practice, drills, and correct application of mathematical rules. This belief may affect organizational practices by encouraging teachers to prepare structured lessons along with assessing students based on measurable performance and correct answers (Atasoy et al., 2018).

This study also considers Pragmatism. Pragmatism views knowledge as practical, useful, and developed through experience. In relation to Mathematics Education, Pragmatism sees Mathematics as a tool for solving real-life problems rather than Math as an abstract idea alone. Teachers with Pragmatist orientation may be inclined to inquiry-based approach partnered with discovery, experimentation, and application of mathematical concepts to actual situations. This may influence their instructional planning and decision-making by leading them to let the students utilize collaborative activities, problem-based learning, and real-world examples. Pragmatism is also associated with active and experiential approaches to learning, in which students engage with educational experiences constructing meaning, make connections and apply what they learn in practical contexts (Atasoy et al., 2018; Böreckci & Uyangör, 2021).

Lastly, Existentialism. Existentialism emphasizes individuality, personal meaning, and freedom, which includes learner choice. In the context of mathematics teaching, existentialist teachers allow students to explore their own way of understanding mathematical concepts as well as solving problems. Instead of focusing only on one line of thinking, teachers encourage students to express their reasons for choosing such answers, make choices in activities, and develop confidence in their own logical thinking. By promoting a learning environment where students are respected as individuals with unique ways of thinking and learning, this philosophical orientation affects classroom management, instructional decision making, and teacher-student interaction (Atasoy et al. 2018).

These four philosophical orientations serve as the foundations for inspecting how Mathematics teachers' belief may relate to their organizational practices. The framework assumes that there is not a separation of a teacher's philosophical orientation from their classroom behavior. Their orientation is demonstrated in the way that a teacher prepares lessons, manages classrooms, collaborates with other teachers, and fulfills professional responsibilities. Therefore, this study attempts to determine whether teachers who lean toward Idealism, Realism, Pragmatism, or Existentialism vary in their organization and implementation of their teaching responsibilities.

Conceptual Framework

Figure 1 presents the conceptual framework of the study , which illustrates the relationship between Mathematics teachers' educational philosophical orientations and their organizational practices. The framework reflects the assumptions that the teachers' philosophical orientations are associated with how they approach and perform their organizational responsibility. It is therefore provides a basis for examining the relationship between the two constructs and determining which philosophical orientations significantly predict specific dimension of Organizational practice among Mathematics teachers.

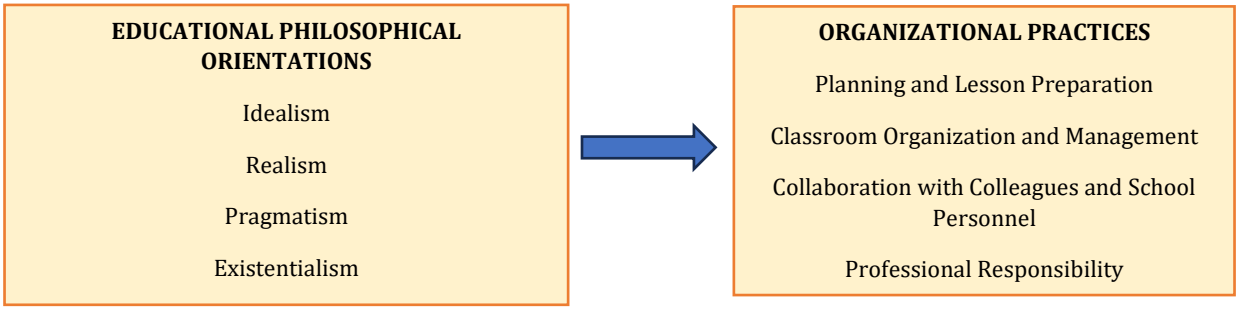


Figure 1. Conceptual Framework of the proposed relationship between educational Philosophical Orientation and Organizational Practices among Secondary Mathematics Teacher

Scope and Delimitation

This study is delimited to in-service Secondary Mathematics teachers in Leyte during the academic year of 2025-2026. This study is focused on teachers who are currently teaching Mathematics in the secondary level as their philosophical beliefs

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and organizational practices are directly connected, lesson preparation, student management, along with professional duties within the school setting. The study does not include pre-service teachers, elementary teachers, college instructors, and teachers from other subject areas as the study is focused only on the teaching of mathematics in secondary schools.

The study is further limited to the relationship between the four philosophical foundations (Idealism, Realism, Pragmatism, and Existentialism) and the 4 dimensions of organizational practice (instructional planning, classroom management, collaboration, and professional responsibility). Other philosophical orientations (i.e. Perennialism, Essentialism, Progressivism, and Reconstructionism) are not highlighted in the main analysis of the paper to maintain a clear and manageable scope. Likewise, other organizational factors (i.e. school leadership, workload, culture, administrative support) are not focused on despite the possible indirect influence on teacher's practices for the same reason.

Methodology

Research Design

The study utilized a descriptive-correlational research design to examine the relationship between the Educational philosophical orientation of mathematics teacher and organizational practices. The descriptive part of the design was used to determine the level of teachers' Educational philosophical orientations whether it was Realism, Pragmatism, Idealism, or Existentialism. It also described the level of teachers' organizational practices that falls under planning and lesson preparation, collaboration with colleagues and school personnel, classroom organization management, and professional responsibility. This allowed the researcher to identify the philosophical orientations and organizational practices as most evidently shown by the respondents.

The correlational part of the design was used to determine the relationship between teachers' Educational philosophical orientations and their organizational practices. This design was deemed appropriate as it does not manipulate any variable or put forward any intervention. Instead, it examined the existing beliefs and practices among Mathematics Teachers. Through this design, the researcher determined the higher and lower levels of certain philosophical orientations associated with stronger or weaker organizational practices.

Finally, to extend the analysis beyond simple associations Multiple Linear Regression was used to determine the predictive power of specific educational philosophies, identifying which internal orientation serve as the primary drivers for high-level organizational practices. This design was therefore suitable for understanding pattern and relationship in the educational setting without altering the teacher's actual classroom environment.

Research Instruments

The study utilized two researcher-developed instruments to gather data. The educational Philosophy Scale was constructed based on the philosophical preferences rating scale to assess teacher alignment with Idealism, Realism, Pragmatism and Existentialism. The instrument utilized a 4-point Likert format to capture the intensity of the respondent's educational philosophical orientation. The Organizational Practices survey was designed to measure four key domains of professional behavior: Planning and Lesson Preparation, Collaboration with Colleagues and School Personnel, Professional Responsibility and Classroom Organization, and Management. This survey used a 5-point Likert scale to evaluate the frequency and the quality of these practices in the classroom environment. To ensure the validity and reliability, the instruments underwent pre-testing with a sample (n=27) representing the target population. Cronbach's Alpha was computed to assess the internal consistency for Educational Philosophical Orientation: Idealism ($\alpha = 0.778$), Realism($\alpha = 0.773$), Pragmatism ($\alpha = 0.806$), Existentialism ($\alpha = 0.843$) and Organizational Practices: Lesson and Planning Preparation ($\alpha = 0.917$), Classroom Organization and Management ($\alpha = 0.787$), Collaboration with Colleagues and School Personnel ($\alpha = 0.883$), Professional Responsibility ($\alpha = 0.820$),which yields to a high acceptable reliability. Content validity was established through expert review by three faculty members with background in educational philosophy, research methods, mathematics education and teacher professional practice.

Data Collection Procedure

The participants of the study were selected using purposive sampling from a defined population of Secondary Mathematics teachers in Leyte. For this study, a total of 150 secondary mathematics teachers served as the respondents who completed and agreed to answer the self-report questionnaire. The researcher provided informed consent forms explaining the purpose of the study, nature of their participation, confidentiality of identity and responses, including their right to withdraw at any moment. The respondents were assured that their identities will remain confidential and the data collected will be used for academic and research purposes only. The questionnaires were distributed via an online survey platform, with most respondents opting to answer the online survey. Respondents were given ample time to complete the survey,

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and reminders were also sent to ensure a high response rate. Once the questionnaires were collected, the researcher checked the responses for completeness and accuracy before encoding the data which was processed using IBM SPSS. All digital data were securely stored on a password protected computer that is accessible only to the researcher thereby ensuring the confidentiality and integrity of the information.

Data Analysis

The data collected in this study was analyzed using a systematic quantitative approach to explore the relationship between the educational philosophical orientations of mathematics teachers and their professional organizational practices. Descriptive Statistics, including arithmetic mean, and standard deviation were computed to identify the predominant philosophical preferences of the participants as well as to distinguish between their rhetorical and functional behavior. The content validity was confirmed through expert's review and research instrument reliability was verified using Cronbach's alpha coefficient and pre-test data (n=27) ensuring that the instruments met the reliability standards. The Inferential Analysis utilized Pearson Product---Moment Correlation, which was employed to determine the degree of association between the four educational philosophical orientation and the four domains of organizational practices and multiple linear regression to determine the predictive power of specific educational philosophies on organizational practices. The assumptions underlying the inferential analyses were assessed and satisfied prior to the conduct of the statistical procedures. All statistical procedures were performed using the IBM SPSS.

Ethical Considerations

The study was conducted with strict adherence to the established ethical standards for research that involves human participants. Prior to data collection, informed consent was distributed and obtained from the respondents. Each of the participants were oriented and provided with a detailed briefing concerning the study's purpose, nature of their involvement, and the rigorous measures implemented to ensure confidentiality and data privacy. Moreover, the participants were assured of their right to voluntary withdrawal at any stage of the research process, without penalty or prejudice, should they wish to disengage themselves from the conduct of this study.

All collected data were anonymized and access was restricted solely to the researcher for academic and analytical purposes ensuring the confidentiality of the participant's identities. The study was designed to pose none of physical, psychological, and/or professional risk to the respondents. Parental or Guardian consent was not applicable, however, given that the pool of participants was consisted entirely of adult professional educators. By adhering to these principles, the research ensured integrity, respect, and credibility of the findings in relation to the domain of professional responsibility, which has emphasis on high moral and intellectual standards expected of Mathematics teachers.

Results and Discussion

Results

Educational Philosophical Orientation

The descriptive analysis in table 1 indicate that Secondary Mathematics teachers demonstrated a very high level of endorsement across all four educational philosophical orientations. Among the four orientations, Pragmatism obtained the highest mean score (M = 3.852, SD = 0.353). The high average scores suggest a strong professional consensus among mathematics teacher on the importance of prioritizing practical problem solving, environmental interaction and applying mathematical concept to real life situations. Close behind were Idealism (M= 3.825, SD = 0.284) and Realism (M = 3.805, SD = 0.304), which indicated that structured logical frameworks, empirical learning, and sensory based experience were also held in high regard in mathematics instruction.

	Mean	Std. Deviation	Descriptive Equivalent
Idealism	3.825	0.284	Very High
Realism	3.805	0.304	Very High
Pragmatism	3.852	0.353	Very High
Existentialism	3.696	0.433	Very High

Table 1. Level of Philosophical Orientation of Secondary Mathematics Teacher

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In contrast, Existentialism recorded the lowest mean score (M = 3.696, SD = 0.433), although it still fell within very high descriptive category. The higher standard deviation for this Philosophy suggested that teaches' perspective was more varied, reflecting a lack of consensus on the role of absolute autonomy in a structured subject like mathematics. While some educator value student autonomy, there remains strong emphasis on using student centered instruction to address the individual differences and unique learning needs of every student (Atasoy et al.2018).

Organizational Practices

The result presents in Table 2 show that teachers consistently applied organizational practices at a very high level across all categories. Professional responsibility emerged as the highest rated (M = 4.823, SD = 0.296), which suggested that these educators hold themselves to a high standard concerning ethical duties and professional accountability. This was closely followed by classroom organization management (M = 4.779, SD = 0.314), reflecting their strong ability to maintain order and establish effective daily routines for their students.

	Mean	**Std. Deviation**	**Descriptive Equivalent**
Planning and Lesson Preparation	4.751	0.357	Very High
Classroom Organization and Management	4.779	0.314	Very High
Collaboration with Colleagues and School Personnel	4.529	0.566	Very High
Professional Responsibility	4.823	0.296	Very High

Table 2. Level of Organizational Practices of Secondary Mathematics Teacher

While Collaboration with Colleagues and School Personnel received the lowest mean score (M = 4.529, SD = 0.566), it was still rated very high. The data indicated that while collaboration was common, the higher standard deviation suggested that experiences in this area were more varied among participants than in other organization task. Overall, the results indicated that teachers consistently implemented professional and organizational responsibilities with collaboration as the area that may still be strengthened further.

Correlational Analysis

The correlation analysis presented in Table 3 highlights a significant positive relationship between teachers' philosophical leanings and their organizational practices. Idealism, Realism and Existentialism demonstrated significant positive relationship with all four domains of Organizational Practice, whereas Pragmatism showed a significant relationship with only collaboration with Collaboration with Colleagues and School Personnel.

Idealism demonstrated significant positive relationship with Planning and Lesson Preparation (r = 0.393 , p <.001), Classroom Organization and Management (r =0 .301, p <0.001), Collaboration with Colleagues and School Personnel (r = 0.292, p <0.001) and Professional Responsibility (r =0 .417, p <0.001). Among these relationship , the Association with Professional Responsibility was the strongest. These findings indicate that higher level of endorsement of Idealism were associated with higher reported level of Organizational practice across all four domains.

Similarly, Realism was significantly and positively associated with Planning and Lesson Preparation (r = 0.277, p <.001), Classroom Organization and Management (r = 0.305, p <.001), Collaboration with Colleagues and School personnel (r = 0.219, p = .007), and Professional Responsibility (r = 0.261, p = .001). Although the correlation were generally modest, the consistent positive direction suggests that greater endorsement of Realism was associated with higher levels of reported organizational practice across the four domains.

Existentialism also demonstrated significant positive relationship with planning and Lesson preparation (r = 0.243, p = 0.003), Classroom Organization and Management (r = 0.226, p = 0.005), Collaboration with Colleagues and School Personnel (r = 0.254, p = 0.002) and Professional Responsibility (r = 0.272, p<.001). These results indicate that despite receiving the lowest mean among the four Philosophical orientations, Existentialism was significantly associated with all four organizational-practice domains.

	Organization Practices							
	Planning and Lesson Preparation		**Classroom Organization and Management**		**Collaboration with Colleagues and School Personnel**		**Professional Responsibility**	
Philosophical Orientation	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value

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Idealism	.393**	<.001	.301**	<.001	.292**	<.001	.417**	<.001
Realism	.277**	<.001	.305**	<.001	.219**	.007	.261**	.001
Pragmatism	.155	.059	.112	.173	.175**	.033	.122	.136
Existentialism	.243**	.003	.226**	.005	.254**	.002	.272**	<.001

**Significant at .05 level of significance*

Table 3. Correlation Between Educational Philosophical Orientation and Organizational Practices of Secondary Mathematics Teacher

In contrast, Pragmatism showed no significant relationship with Planning and Lesson Preparation (r = 0.155, p = 0.059), Classroom Organization and Management (r = 0.112, p = 0.173) and Professional Responsibility (r = 0 .122, p = 136). It was significantly associated with Collaboration with Colleagues and School Personnel (r =0 .175, p =0 .033). These results indicates that although Pragmatism received the highest mean rating among the four philosophical orientations, its bivariate relationship with organizational practice were limited.

Overall, the findings demonstrate that educational philosophical orientations were generally positively associated with organizational practices, but the strength and consistency of these relationship varied across philosophical orientation and practice domain.

Predictive Analysis

The multiple regression analysis revealed that Idealism was the only significant positive predictor of Planning and Lesson Preparation among the four educational philosophical orientations examined. Idealism significantly predicted Planning and Lesson Preparation (B = 0.432, β = 0.343, t = 3.509, p < .001), whereas Realism (B = 0.104, β = 0.088, p = .385), Pragmatism (B = −0.074, β = −0.073, p = .514), and Existentialism (B = 0.046, β = 0.055, p = .651) did not significantly predict the outcome. The positive standardized coefficient indicates that higher levels of Idealist orientation were associated with higher levels of Planning and Lesson Preparation, after accounting for the other philosophical orientations in the model.

The overall regression model was statistically significant, R = .402, R^2 = .161, adjusted R^2 = .138, p < .001, indicating that the set of educational philosophical orientations collectively explained approximately 16.1% of the variance in teachers' Planning and Lesson Preparation. Still, the relatively model adjusted R^2 (0.138) also indicates that a significant portion variation in planning as well as lesson preparation is associated with factors beyond philosophical orientations included in the model.

Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**	**Collinearity Statistics**	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.819	.430		6.550	<.001		
Idealism	.432	.123	.343	3.509	<.001	.605	1.653
Realism	.104	.119	.088	.872	.385	.565	1.771
Pragmatism	-.074	.113	-.073	-.653	.514	.468	2.139
Existentialism	.046	.101	.055	.453	.651	.387	2.582

Model	***R***	***R^2***	***Adjusted R^2***	**ΔR^2**	***F change***	***p***
Planning and Lesson Preparation	.402[a]	.161	.138	.161	6.981	<.001

Table 4. Multiple Regression Analysis Predicting Planning and Lesson Preparation from Educational Philosophical Orientation

In general, the findings indicate that Idealism was uniquely associated with planning and lesson preparation. Realism, Pragmatism, and Existentialism, on the other hand, did not make statistically significant contributions when considered simultaneously in the regression model. This pattern, then, suggests that the philosophical orientations of teachers may be relevant to their instructional planning, even more so when it emphasize intellectual development and disciplined engagement with knowledge. Accordingly, the professional development initiatives may benefit in incorporating opportunities where teachers can reflect on the philosophical and formative purposes underlying instructional planning along with the development of technical competencies in curriculum design and lesson preparation.

The multiple regression analysis revealed that Realism was the only statistically significant individual predictor of classroom organization and management compared to the other three educational philosophical orientations. Realism demonstrated a positive and statistically significant association with classroom organization and management (B= 0.223,

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β = 0.216, *t* = 2.093, *p* = 0.038). In contrast, Idealism (*B* = 0.200, β = 0.180, *p* = .073), Pragmatism (*B* = −0.139, β = −0.156, *p* = .171), and Existentialism (*B* = 0.084, β = 0.115, *p* = .358) did not significantly predict the outcome when the four philosophical orientations were considered simultaneously. The overall regression model was statistically significant, *R* = .359, R^2 = .129, adjusted R^2 = .105, *p* < .001. This indicates that the four educational philosophical orientations collectively explained approximately 12.9% of the variance in Classroom Organization and Management, with the adjusted model accounting for 10.5% of the variance. Thus, although the philosophical orientations as a group significantly predicted classroom organization and management, Realism was the only orientation that made a statistically significant unique contribution.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	3.392	.386		8.786	<.001		
idealism	.200	.110	.180	1.809	.073	.605	1.653
realism	.223	.107	.216	2.093	.038	.565	1.771
pragmatism	-.139	.101	-.156	-1.374	.171	.468	2.139
existentialism	.084	.091	.115	.923	.358	.387	2.582

Model	*R*	R^2	*Adjusted* R^2	ΔR^2	*F Change*	*p*
Classroom Organization and Management	.359[a]	.129	.105	.129	5.349	<.001

Table 5. Multiple Regression Analysis Predicting Classroom Organization and Management from Educational Philosophical Orientation

The positive association between Realism and Classroom Organization and Management may be understood in relation to the philosophical emphasis on observable conditions, practical realities, and adaptation to the actual circumstances of the learning environment. Teachers who have stronger realist orientations may place emphasis on responding to concrete classroom conditions, maintaining appropriate structures, including managing instructional environments according to the student's observable needs and behaviors. When viewed from this perspective, classroom organization and management may be consistent with practical orientation toward addressing the realities of classroom instruction.

The regression analysis identified Idealism as the only statistically significant individual predictor of Collaboration with Colleagues and School Personnel. Idealism demonstrated a positive and statistically significant relationship with the outcome (*B* = 0.410, β = 0.206, *t* = 2.029, *p* = .044). In contrast, Realism (*B* = 0.070, β = 0.038, *p* = .720), Pragmatism (*B* = −0.052, β = −0.033, *p* = .778), and Existentialism (*B* = 0.186, β = 0.142, *p* = .263) did not significantly predict collaboration when the four educational philosophical orientations were considered simultaneously.

The overall regression model was statistically significant, *R* = .314, R^2 = .099, adjusted R^2 = .074, = 3.965, *p* = .004. This indicates that the four educational philosophical orientations collectively accounted for approximately 9.9% of the variance in teachers' Collaboration with Colleagues and School Personnel, with the adjusted model accounting for 7.4% of the variance. Thus, while the philosophical orientations as a set were significantly associated with collaborative practices, Idealism was the only orientation that made a statistically significant unique contribution to the outcome.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	2.208	.707		3.123	.002		
Idealism	.410	.202	.206	2.029	.044	.605	1.653
Realism	.070	.196	.038	.359	.720	.565	1.771
Pragmatism	-.052	.185	-.033	-.282	.778	.468	2.139
Existentialism	.186	.166	.142	1.123	.263	.387	2.582

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Model	R	R^2	*Adjusted* R^2	ΔR^2	*F Change*	*p*
Collaboration with Colleagues and School Personnel	.314[a]	.099	.074	.099	3.965	.004

Table 6. Multiple Regression Analysis Predicting Collaboration with Colleagues and School Personnel from Educational Philosophical Orientation

These findings may have implications that concerns professional development. Instead of promoting a particular philosophical orientation as a direct means in improving collaboration, professional development programs may offer opportunities for teachers to engage in reflective dialogue, ethical discussion, shared decision-making, and collaborative examination of educational goals. These activities can support collegial engagement while recognizing that collaboration is also influenced by interpersonal, organizational, along with contextual factors beyond the teacher's philosophical orientations (Pope-Ruark et al., 2019).

Consequently, the multiple regression analysis revealed that Idealism was the only statistically significant individual predictor of Professional Responsibility. Idealism demonstrated a positive and significant association with Professional Responsibility (B = 0.390, β = 0.374, t = 3.893, p < .001). In contrast, Realism (B = 0.042, β = 0.043, p = .669), Pragmatism (B = −0.148, β = −0.176, p = .109), and Existentialism (B = 0.116, β = 0.169, p = .162) did not significantly predict Professional Responsibility when the four philosophical orientations were considered simultaneously.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	3.317	.350		9.466	<.001		
Idealism	.390	.100	.374	3.893	<.001	.605	1.653
Realism	.042	.097	.043	.428	.669	.565	1.771
Pragmatism	-.148	.092	-.176	-1.614	.109	.468	2.139
Existentialism	.116	.082	.169	1.406	.162	.387	2.582

Model	R	R^2	*Adjusted* R^2	ΔR^2	*F Change*	*p*
Professional Responsibility	.437[a]	.191	.169	.191	8.580	<.001

Table 7. Multiple Regression Analysis Predicting Professional Responsibility from Educational Philosophical Orientation

The positive association between Idealism and Professional Responsibility may be translated with emphasis of Idealist philosophy on enduring values, intellectual development, ethical principles, and the formative responsibilities of the teacher. Teachers who possess stronger Idealist orientations may place greater importance on professional standards, ethical conduct, including their responsibility to support student's intellectual and personal development (Khasawneh et al., 2023). Professional responsibility could be understood not merely as compliance with institutional expectations, but as an expression of broader educational values and commitments.

Even so, although Existentialism demonstrated a positive standardized coefficient (β = .169), its effect was not statistically significant (p = .162). Hence, the present findings that Existentialism independently predicts Professional Responsibility is not supported. Similarly, Pragmatism showed a negative coefficient (β = −.176). However, this relationship was not statistically significant (p=109). Consequently, the negative coefficient does not necessarily need to be interpreted as evidence where pragmatic orientation reduces the teacher's professional responsibility.

As the findings suggest, it is noteworthy that Idealism was the only significant individual predictor considering that Pragmatism was reported to be the most highly endorsed philosophical orientation among the respondents. This pattern then illustrates that the degree as to how a philosophy is endorsed does not necessarily correspond to its unique statistical contribution towards a particular professional practice.

In general, the findings show that the Professional Responsibility was significantly associated with the collective set of educational philosophical orientations considering that Idealism was emerging as the only significant unique predictor. The result indicates that the orientations emphasizing ethical values, intellectual development, including enduring educational principles may be particularly relevant to understanding professional responsibility among Mathematics Teachers.

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Nonetheless, the findings should be interpreted as predictive associations instead of causal effects, and other individuals, institutional, and contextual factors may also contribute to teacher's professional responsibility.

Discussion

The findings demonstrate that the educational philosophical orientation was significantly associated with the selected organizational practices among the mathematics teachers even though the pattern varied across the four examined dimensions. Idealism emerged to be a significant positive predictor of planning and lesson preparation, collaboration with colleagues and school personnel, and professional responsibility. Realism, on the other hand, emerged as the only significant predictor of classroom organization and management. In consideration of these points, the findings suggest that philosophical orientation may have a relevant role in the conduct of teacher's professional practices. However, its contribution varies according to the dimension of practice being considered.

For the Planning and Lesson Preparation, Idealism was the only significant predictor, with a positive standardized coefficient ($\beta = 0.343$, $p < .001$). This suggests that teachers who have stronger Idealist orientations tend to demonstrate higher levels of planning and lesson preparation. This relationship may be understood in terms of Idealism's emphasis on intellectual development, enduring values, disciplined thinking, as well as the formative purposes of education. Considering this perspective, lesson planning may be viewed as an important means of organizing learning experiences around meaningful intellectual and developmental goals and not merely as an administrative requirement. Consequently, teachers who place a strong value on the development of a learner's mind may give greater attention to coherence, structure, and purpose of their instructional preparation. (Khasawneh et al., 2023; Emel, 2016; Mubin et al., 2025).

The same pattern emerged in collaboration with colleagues and school personnel wherein Idealism was once again the only statistically significant individual predictor ($\beta = 0.206$, $p = 0.044$). This suggests that the stronger Idealist orientation was associated with higher levels of professional collaboration. One of the plausible explanations is that Idealist perspectives place high emphasis on shared intellectual purposes, ethical commitments, and formative role of education. These orientations can help encourage teachers in viewing professional interaction as an avenue for exchanging ideas, reflecting on educational purposes, and working collectively towards shared goals instead as an institutional requirement. Nonetheless, the modest and standardized coefficient suggests that Idealism represents only one of the several factors that may contribute to teachers' collaborative practices. Previous research suggests that collaboration is also shaped by contextual conditions, including professional relationship, supportive leadership, organizational structures and collaborative school environments (Pope-Ruark et al., 2019; Zhang & Zheng, 2020; van Schaik et al., 2020). Pope-Ruark et al (2019) emphasized the importance of trust, shared responsibility, compatible working relationships and sufficient time in collaborative teaching. Similarly, Zhang & Zheng (2020) found that supportive leadership, collaborative atmosphere and organizational structure were significantly associated with teacher collaborative learning, while van Schaik et al. (2020) highlighted the role of supportive school leadership in fostering collaborative teacher learning. Thus, the present finding suggests that teachers' philosophical orientations may be associated with their collaborative practices, but such practices are also embedded within broader organizational and interpersonal contexts.

For professional responsibility, on the other hand, Idealism has repeatedly been demonstrated as the strongest and only statistically significant individual contribution ($\beta = .374$, $p < .001$). Of all the four organizational practices, Idealism obtained the largest standardized coefficient suggesting a particularly notable relationship between Idealist orientation and a teachers' sense of professional responsibility. Theoretically, this finding is consistent with the emphasis of Idealism on ethical principles, enduring values, intellectual development, as well as the teacher's responsibility in shaping learners' development. Khasawneh et al. (2023) found that mathematics teachers expressed strong idealistic views concerning educational values and the role of teachers, including the teacher's role in students' intellectual and moral development. Similarly, Mubin et al. (2025) emphasized the value-oriented and intellectual dimensions of Idealism in education, while Mutiatunnisa et al. (2025) identified teacher responsibility, intellectual guidance, ethical development, and professional self-development as central themes associated with idealistic educational thought. These perspectives provide a theoretical basis for understanding why stronger Idealist orientations may be associated with greater professional responsibility. Teachers who hold stronger Idealist orientations may therefore perceive professional responsibility not simply as compliance with institutional expectations but as an ethical commitment to learners' intellectual and personal development. Nevertheless, because the present study is based on regression analysis of observed associations, this finding should not be interpreted as evidence that Idealism directly causes higher levels of professional responsibility. Rather, the result indicates a statistically significant association that may also be shaped by other personal, professional and organizational factors.

In contrast to the three practices mentioned above, classroom organization and management was significantly predicted by Realism instead of Idealism. Realism demonstrated a positive and statistically significant standardized coefficient ($\beta = .216$, $p = .038$), whereas Idealism, Pragmatism, and Existentialism did not make significant unique contributions. This

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reflects the practical and reality-oriented character of classroom organization and management. Realist orientation puts emphasis on giving attention to observable conditions including the concrete realities of the learning environment. Teachers who have stronger Realist orientations may, therefore, be more inclined to organizing classroom routines, responding to actual student behaviors, and adjusting management practices according to the practical demands within the classroom. This interpretation is consistent with research indicating that teachers' educational philosophical orientations are associated with the manifestation of their pedagogical practices, including classroom management (Clemente, 2023). Similarly, research involving science and Mathematics teachers in the Philippine context reported that teachers' educational philosophies were reflected in practices intended to keep students organized, focused, attentive, and academically productive (Reyes, 2021). Thus, the present finding suggests that classroom organization and management may have a comparatively stronger connection with concrete and observable classroom realities than with philosophical orientations emphasizing primarily intellectual, ethical, or personal development. Nevertheless, the relatively modest coefficient indicates that Realism represents only one factor associated with classroom organization and management and other teacher- and context-related factors may also contribute to this practice.

Combined, the four regression models reveal a differentiated pattern within the relationship that involves educational philosophy and organizational practice. Idealism was a significant predictor in the three of the four organizational dimensions (planning and lesson preparation, collaboration with colleagues and school personnel, and professional responsibility). Realism, on the other hand, was significant in the classroom organization and management. This pattern suggests that Idealist orientation may be particularly relevant to professional practices that involved intellectual preparation, collegial engagement, and ethical responsibility. Realist orientation, however, may be more closely related to practices that require attention to concrete classroom conditions and organizational demands.

The findings also indicate that philosophical orientations were not to be viewed as the only determinant of Mathematics teachers' organizational practices. Even though the regression models were deemed to be statistically significant, their explained variance remained moderate, indicating the substantial variation in the teachers' practices is associated with the factors beyond the four examined philosophical orientations. Consequently, contextual and profession factors such as teaching experiences, institutional expectations, leadership practices, professional development, workload, school culture, classroom characteristics, as well as available resources may also be associated with the practice as to how teachers organize and perform their professional responsibilities as educators.

In general, the findings have provided evidence that educational philosophy and organizational practice are related. However, the relationship continues to be domain-specific instead of being uniform across professional practice. Idealism appears to be consistently relevant to dimensions that involve preparation, professional collaboration and responsibility. On the other hand, Realism appears to remain relevant to classroom organization and management. Instead of suggesting that only one philosophical orientation should be promoted universally, results suggest the potential value of integrating philosophical reflections with practical professional development. This approach may aid Mathematics teachers in connecting their educational beliefs with concrete demands of instructional preparation, collegial work, professional responsibility, along with classroom management.

Conclusion and Recommendations

This study concludes that educational philosophical orientations of Mathematics teachers are significantly associated with their organizational practices. Still, the nature of these associations varies across the different dimensions of professional practice. Even though Pragmatism has received the highest level of endorsement from the teachers, it failed to emerge as a statistically significant unique predictor of any of the four examined organizational practices. Idealism emerged as significant positive predictor of planning and lesson preparation, collaboration with colleagues and school personnel, and professional responsibility. Meanwhile, Realism emerged to be a significant positive predictor of Classroom Organization and Management.

The consistency in contribution of Idealism across the three organizational practices emphasizes the importance of intellectual, ethical, and value-oriented perspectives in teachers' professional preparation and responsibilities. Its significant association with the planning and lesson preparations suggests that the teachers who have placed emphasis on intellectual development as well as enduring educational values may also place a significant amount of importance on systematic and purposeful instructional preparation. Consequently, the relationship that it has with professional responsibility may reflect the view of teaching as an ethical and formative profession in which teachers are expected to uphold professional standards including contributing to the students' intellectual and personal development. Its association with collaboration further suggests that the shared intellectual and educational purposes may be relevant to the collegial engagement.

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Conversely, the significant relationship between Realism and classroom organization and management emphasizes the importance of awareness to concrete classroom conditions and practical realities in this domain. Classroom organization needs its teachers to respond to observable student behaviors, classroom circumstances, routines, and immediate instructional demands. Hence, the findings suggest that different aspects and angles of professional practice may be associated with the different philosophical orientations instead of being uniformly shaped by only a single educational philosophy.

The discrepancy between the high endorsement of Pragmatism including its lack of significant unique predictive effects is also worthy of being paid attention to. These findings suggest that the philosophy teachers strongly identify with does not necessarily correspond to the philosophical orientation that makes the biggest and unique contribution to a certain professional practice. This indicates that teachers' philosophical orientations along with their professional practice may involve more complex relationships associated by multiple personal, professional, and institutional factors. The moderate explanatory power of regression models shows that the professional practices were also shaped by the factors that were beyond philosophical orientation including professional experience, school culture, leadership, institutional expectations, professional development, workload, classroom conditions, and the available resources. Hence, the study puts emphasis on the importance of viewing Mathematics teachers' professional conduct and practices as the product of an interaction between educational beliefs, professional responsibilities, including contextual realities.

The findings have implications for teacher education and professional development. Rather than promoting a single philosophical orientation as universally appropriate, professional development programs may provide opportunities for Mathematics teachers to examine how their educational beliefs relate to different aspects of their professional practice. Integrating philosophical reflection with practical training in instructional planning, collegial collaboration, professional responsibility, and classroom management may help teachers develop a more coherent understanding of how educational beliefs can inform professional practice within the realities of contemporary Mathematics education.

Limitations of the Study

This study was limited to 150 secondary mathematics teachers within the Province of Leyte and may not fully generalize to teachers in other geographic regions, private school context, or different subject areas where institutional pressures (such as PPST) may manifest differently. In future studies, researchers should incorporate a more representative study. Another limitation, the study relied primarily on self-reported survey instrument. According to Andersen and Mayerl (2019), self-reporting can be susceptible to social desirability bias, where respondents may present their practices in a more positive or ideal light than way accurate in self-reported survey.

As a Descriptive-correlational, cross-sectional study, the research captures only a snapshot of teachers' beliefs and practices, without accounting how these evolve over time. Moreover, institutional factor such as administrative policies, workload or classroom environment was not measured, yet they may strongly associated with classroom practices.

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

The data analyzed in this study were collected through a survey administered to 150 secondary Mathematics teachers. The dataset is not publicly available because it contains information collected from research participants and is subject to

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ethical and confidentiality considerations. The data may be made available by the author upon reasonable request , subject to applicable ethical and data- protection requirements.

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Appendices

No appendices are attached to this study.

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