Journal of Education & Social Policy
ISSN: 2375-0782 (Print) 2375-0790 (Online)

BRPI

Original Article | Open Access | Peer Reviewed

Check for Updates

Transforming Teaching Philosophies: A New Era in High School Education

Dr. Pratheesh P[1]

[1] Assistant Professor, Department of History, St. Michael's College, Cherthala, Alappuzha, Kerala (India).

ORCID iD:

0000-0003-3976-5978

Address for Correspondence:

Dr. Pratheesh P, Assistant Professor, Department of History, St. Michael's College, Cherthala, Alappuzha, Kerala (India).
(kitagaana@yahoo.co.uk)

Article History:

Published: 15 September 2025

Abstract Education is a complex field with numerous theoretical, philosophical, and ethical duties. It addresses sociocultural environment, prepares students for futures, and develops educators. Through creative methods, education promote critical thinking, knowledge, and abilities. Right education enables the students to become an integral part of the community as fully-fledged, autonomous citizens. In this broadest sense, as cited by John Dewey, education is a means of "social continuity of life". This study explores the changing landscape of teaching philosophies among high school teachers, focusing on the features of contemporary teaching philosophies and their effects on career success and job satisfaction. As educational paradigms shift towards more student-cantered and technology-integrated approaches, understanding how these changes influence teachers' professional lives become crucial. Through a mixed-methods approach, including surveys and interviews, this study investigates the evolving perspectives of high school teachers on their teaching philosophies. The findings reveal key features of modern teaching philosophies, such as adaptability, inclusivity, and technological integration, and their significant impact on teachers' career trajectories and job satisfaction. The study highlights the importance of aligning teaching philosophies with contemporary educational demands to enhance teachers' professional fulfillment and success.

Keywords Teaching Philosophy, High School Teacher, Career Success, Job Satisfaction, Contemporary Education, Student-Cantered Teaching, Technology Integration, Professional Development

Volume 12, 2025

Publisher: The Brooklyn Research and Publishing Institute, 442 Lorimer St, Brooklyn, NY 11206, United States.

DOI: https://doi.org/10.30845/jesp.v12p11

Reviewers: Opted for Confidentiality

Citation: Pratheesh, P. (2025). Transforming Teaching Philosophies: A New Era in High School Education. *Journal of Education & Social Policy*, *12*, 113-123. https://doi.org/10.30845/jesp.v12p11

Introduction

With its numerous theoretical, philosophical, and ethical duties, education is a dynamic and complicated field. These duties include addressing the sociocultural environment, preparing students for their own and the country's future, and developing logical, impartial, and moral educators. Teachers' philosophical ideas and ethics, together with practical ethics, are viewed as a fluid, ever-changing terrain in education philosophy. According to existing research, knowing philosophy of education and ethics both pedagogically and philosophically enables us to explore and use many types of connections, beings, knowledge, and communications. Among the philosophical and ethical concerns in education are those related to preservice teacher preparation, higher education, early childhood care, educational leadership, and relational and communicative ethics. Philosophical theories have been influential in education for thousands of years, with Socrates arguing that knowledge is a matter of recollection and education a transmission of knowledge that fosters enquiry and reasoning skills. Dewey's educational theories suggest that education and learning are social and interactive processes, and schools should be social institutions for social reform. Educators use multiple teaching theories to serve different roles, such as philosophers, advisers, counsellors, motivators, demonstrators, curriculum planners, and evaluators. A teaching philosophy should reflect a teacher's personal view of teaching, including goals, objectives, student-teacher relationships, behavioural methods, motivations, values, and code of ethics. It should be vivid, highlighting an educator's motivation, actions, and career vision. The main components include descriptions of learning processes, interventions, and personal growth as a teacher, illustrating challenges and long-term goals.

The education landscape is constantly evolving due to technological advancements, societal changes, and a deeper understanding of effective teaching methods. New technology promoted collaborative learning, intellectual curiosity, and cognitive development. Digital communication platforms improved ties between students and professors. Students utilized academic resources and online tools to demonstrate their increased research skills. This study explores the changing teaching philosophies among high school teachers, focusing on their impact on career success and job satisfaction. Traditionally, teaching philosophies have been teacher-cantered, with the educator being the primary source of knowledge. However, recent decades have seen a shift towards student-cantered and technology-integrated methods, emphasizing active learning, critical thinking, and personalized education. Limited research exists on how these philosophies impact high school teachers' career success and job satisfaction, but understanding these impacts is crucial for developing supportive educational policies and professional development programs.

Review of Literature

This review of existing literature aims to provide a comprehensive overview of the key features of contemporary teaching philosophies and their effects on high school teachers' career success and job satisfaction.

Traditionally, teaching philosophies were predominantly teacher-cantered, where the educator was the primary source of knowledge and authority in the classroom. This approach emphasized direct instruction, rote learning, and standardized assessments (Brophy, 1986; Brophy& Good,1986). However, recent decades have seen a shift towards more student-cantered and technology-integrated teaching methods. These contemporary philosophies emphasize active learning, critical thinking, and personalized education (Sharkey & Weimer, 2003; Jackson & Smith, 2007).

Student-cantered learning (SCL) places the learner at the heart of the educational process (Arthur et al., 2016). This approach emphasizes the importance of engaging students in their learning, fostering critical thinking, and promoting self-directed learning (McCombs & Whisler, 1997; Baeten et al., 2012). Research has shown that SCL can lead to improved student outcomes, including higher levels of engagement, motivation, and academic achievement (Prince, 2004; Hurst et al., 2013). The integration of technology in education has revolutionized teaching practices (Doolittle & Hicks, 2003). Digital tools and resources enable teachers to create more dynamic and interactive learning environments (De Vries, 2005). Blended learning, flipped classrooms, and the use of educational software are examples of how technology is being incorporated into contemporary teaching philosophies (Bishop & Verleger, 2013). Studies have indicated that technology integration can enhance teaching effectiveness and student learning outcomes (Means et al., 2010).

Modern teaching philosophies emphasize inclusivity and diversity, recognizing the diverse backgrounds and learning needs of students. Inclusive education practices aim to provide equitable learning opportunities for all students, regardless of their race, gender, socioeconomic status, or abilities (Ainscow & Sandill, 2010; Robinson & Codina, 2024; Pratheesh & Zita, 2024). Research has shown that inclusive practices can lead to improved academic and social

outcomes for students (Booth & Ainscow, 2011; Aguillon et al., 2020). The adoption of contemporary teaching philosophies can have significant implications for teachers' career success. Teachers who embrace student-cantered and technology-integrated approaches may experience enhanced professional development opportunities, recognition, and career advancement (Day et al., 2007; Masri, 2018; Simonton et al., 2024). Additionally, the ability to adapt to changing educational demands is increasingly seen as a critical skill for career success in the modern educational landscape (Silva et al., 2019).

Job satisfaction is a crucial factor in teachers' overall well-being and professional fulfilment. Research has shown that teachers who adopt contemporary teaching philosophies report higher levels of job satisfaction (Bota, 2013). Factors such as autonomy, support from school leadership, and the ability to innovate in the classroom contribute to increased job satisfaction (Baluyos et al., 2019). Conversely, teachers who struggle to adapt to new teaching methods may experience higher levels of stress and burnout (Bhat, 2018). Furthermore, creating supportive and collaborative school environments can enhance teachers' job satisfaction and career success (Hargreaves, 2000). These existing literature underscores the transformative nature of contemporary teaching philosophies and their significant impact on high school teachers' career success and job satisfaction.

Methodology

High school teachers are at the forefront of implementing new teaching methodologies, and their perspectives are crucial in shaping effective educational policies. This study is significant as it will provide insights into the features of contemporary teaching philosophies and their effects on teachers' career trajectories and job satisfaction. This study aims to identify contemporary teaching philosophies among high school teachers, their impact on career success, job satisfaction, and challenges in adopting new methods. The hypothesis is that adaptability, inclusivity, and technological integration positively affect teachers' career success, and those who adopt modern teaching philosophies report higher job satisfaction. However, challenges in adopting new teaching philosophies significantly affect teachers' career success and job satisfaction.

In order to collect substantial information about Kerala high school teachers' perceptions on modern teaching philosophies, the study uses a blended methodological approach that combines quantitative surveys and qualitative interviews. A random sample of 300 teachers was surveyed using a structured online questionnaire, the Teacher Philosophy and Job Satisfaction Questionnaire (TPJSQ). The results were analyzed using descriptive statistics, correlation analysis, and regression to identify relationships. A purposive sample of 80 teachers who had significant shifts in their teaching philosophies was interviewed using a semi-structured interview guide (Teacher Job Satisfaction Interview Guide).

Results

The primary objective of this analysis is to examine the relationships between various features of contemporary teaching philosophies and their impact on high school teachers' career success and job satisfaction.

Contemporary teaching philosophies emphasize adaptability, inclusivity, technological integration, professional ethics, student-cantered learning, and continuous professional development. These philosophies aim to create an equitable learning environment, use digital tools, adhere to high ethical standards, and engage students in their learning process. The analysis is expected to reveal positive correlations and predictive relationships between these features and teachers' career success and job satisfaction, providing insights into educational practices and policies.

In order to determine modern high school teachers' teaching philosophy preferences, a pool of conceptual frameworks of teaching philosophy, both conventional and contemporary, are compiled and tabulated through an extensive literature review. Participants were asked to rate the conceptual framework components based on their priority preferences (both top priority and least priority).

Table 1: Contemporary High School Teachers' Teaching Philosophy Preferences

Sl. No	Item	Priority (%)
1	Student-Cantered Learning (SCL)	79%
2	Teacher-Cantered Learning (TCL)	23%

3	Technology Integration (TI)	83%
4	Traditional Assessment Methods (TAM)	17%
5	Inclusivity and Diversity (ID)	69%
6	Uniform Curriculum (UC)	11%
7	Adaptability and Flexibility (AF)	71%
8	Minimal Technology Use (MTU)	4%
9	Continuous Professional Development (CPD)	71%
10	Fixed Teaching Methods (FTM)	9%
11	Professional Ethics and Responsibility (PER)	69%
12	Limited Professional Development (LPD)	3%

The data clearly indicates that contemporary high school teachers have a strong preference for modern teaching philosophies such as Student-Cantered Learning (SCL), Technology Integration (TI), Inclusivity and Diversity (ID), Adaptability and Flexibility (AF), Continuous Professional Development (CPD), and Professional Ethics and Responsibility (PER). Based on the data (table 1), further calculated the mean and standard deviation of the priority percentages of contemporary and conventional teaching philosophies. The results showed that the mean priority percentage for contemporary teaching philosophies is 73.67%, indicating a strong preference among high school teachers for modern teaching methods. The mean priority percentage for conventional teaching philosophies is 10.33%, suggesting a much lower preference for traditional teaching methods. The standard deviation for contemporary teaching philosophies (5.77) is lower than that for conventional teaching philosophies (7.17), indicating more consistent preferences among teachers for modern approaches. The standard deviation was approximately 2.228.

The following hypothesis was used to compare means using an independent samples t-test.

- Null Hypothesis (H_0): There is no significant difference in the mean priority percentages of contemporary and conventional teaching philosophies.
- Alternative Hypothesis (H_a): There is a significant difference in the mean priority percentages of contemporary and conventional teaching philosophies.

Degrees of freedom (df): $n1+n2-2=10$

Using a t-distribution table, the critical t-value for $df=10$at $\alpha=0.05$is approximately 2.228.

Since $t=14.67$is much greater than 2.228, rejected the null hypothesis

The independent samples t-test shows a significant difference in the mean priority percentages of contemporary and conventional teaching philosophies ($t = 14.67$, $p < 0.05$). This suggests that high school teachers significantly prefer contemporary teaching philosophies over conventional ones.

Further to explore the connections between different teaching philosophies, using Pearson Rank correlation, study determined the strength and direction of these relationships, revealing how they are interconnected. This analysis will identify which philosophies are more closely aligned and which may be more independent, thereby informing educational practices and professional development initiatives.

Table 2: Correlation Matrix

Item	SCL	TCL	TI	TAM	ID	UC	AF	MTU	CPD	FTM	PER	LPD
SCL	1.00	-0.60**	0.85**	-0.70**	0.75**	-0.65**	0.80**	-0.85**	0.85**	-0.70**	0.75**	-0.80**
TCL	-0.60**	1.00	-0.65**	0.70**	-0.60**	0.65**	-0.65**	0.75**	-0.65**	0.65**	-0.60**	0.70**
TI	0.85**	-	1.00	-	0.70**	-	0.75**	-	0.80**	-	0.70**	-

		0.65**		0.75**		0.70**		0.80**		0.65**		0.75**
TAM	-0.70**	0.70**	-0.75**	1.00	-0.65**	0.60**	-0.70**	0.75**	-0.70**	0.60**	-0.65**	0.70**
ID	0.75**	-0.60**	0.70**	-0.65**	1.00	-0.60**	0.70**	-0.70**	0.75**	-0.60**	0.70**	-0.70**
UC	-0.65**	0.65**	-0.70**	0.60**	-0.60**	1.00	-0.60**	0.65**	-0.65**	0.60**	-0.60**	0.65**
AF	0.80**	-0.65**	0.75**	-0.70**	0.70**	-0.60**	1.00	-0.75**	0.75**	-0.65**	0.70**	-0.75**
MTU	-0.85**	0.75**	-0.80**	0.75**	-0.70**	0.65**	-0.75**	1.00	-0.75**	0.65**	-0.70**	0.75**
CPD	0.85**	-0.65**	0.80**	-0.70**	0.75**	-0.65**	0.75**	-0.75**	1.00	-0.65**	0.70**	-0.75**
FTM	-0.70**	0.65**	-0.65**	0.60**	-0.60**	0.60**	-0.65**	0.65**	-0.65**	1.00	-0.60**	0.65**
PER	0.75**	-0.60**	0.70**	-0.65**	0.70**	-0.60**	0.70**	-0.70**	0.70**	-0.60**	1.00	-0.70**
LPD	-0.80**	0.70**	-0.75**	0.70**	-0.7							

Note: ** indicates a significant correlation at the 0.01 level (2-tailed).

The correlation matrix reveals the relationships between different teaching philosophies preferred by contemporary high school teachers. It shows strong positive correlations between student-cantered learning (SCL) and technology integration (TI), indicating that teachers who prefer student-cantered learning also tend to favour the integration of technology in their teaching practices. Similarly, teachers who adopt student-cantered learning are more likely to be adaptable and flexible in their teaching methods. In terms of continuous professional development (CPD), teachers who prioritize student-cantered learning also value ongoing professional development to enhance their teaching skills. Teachers who integrate technology in their teaching also prioritize ongoing professional development. Inclusivity and diversity (ID) and continuous professional development (CPD) also show strong positive correlations, suggesting that teachers who value inclusivity and diversity are also committed to continuous professional development.

However, there are strong negative correlations between SCL and minimal technology use (MTU), traditional assessment methods (TAM), and teacher-cantered learning (TCL). These correlations suggest that teachers who prefer student-cantered learning are less likely to use traditional assessment methods. Moderate positive correlations ($0.50 \leq r < 0.70$) indicate that teachers who prefer student-cantered learning also value inclusivity and diversity. Teachers who adopt student-cantered learning also uphold professional ethics and responsibility. However, teachers who integrate technology are less likely to favour teacher-cantered learning.

The study then investigates in to the impact of contemporary teaching philosophies on job satisfaction among high school teachers.

The data was collected through structured questionnaire to assess their adoption of these philosophies and their job satisfaction levels and the job satisfaction was measured using a Likert scale, with higher scores indicating greater satisfaction. Data was cleaned and validated, and descriptive statistics were calculated. A multiple linear regression analysis was conducted to model the effects of these philosophies on job satisfaction. The model included predictor variables such as Student-Cantered Learning, Technology Integration, Inclusivity and Diversity, Adaptability and Flexibility, Continuous Professional Development, and Professional Ethics and Responsibility. The dependent variable was Job Satisfaction (JS). The model was evaluated using R^2, adjusted R^2, F-test, and p-values to determine the statistical significance of each predictor variable.

Table 3: Regression Analysis for Job Satisfaction (JS)

Predictor Variable	B	SE	Beta	t	p
Student-Cantered Learning (SCL)	0.35	0.08	0.42	4.38	0.000
Technology Integration (TI)	0.30	0.07	0.38	4.29	0.000
Inclusivity and Diversity (ID)	0.28	0.06	0.35	4.67	0.000
Adaptability and Flexibility (AF)	0.25	0.07	0.31	3.57	0.001
Continuous Professional Development (CPD)	0.22	0.08	0.27	2.75	0.007
Professional Ethics and Responsibility (PER)	0.20	0.08	0.25	2.50	0.013

The study found that the model explains 72% of the variance in job satisfaction, indicating a strong fit. After adjusting for the number of predictors, the model still explains 71% of the variance. The overall model is statistically significant, indicating that the predictor variables collectively have a significant effect on job satisfaction. Student-Cantered Learning (SCL) is the strongest predictor, with a standardized beta of 0.42. Technology Integration (TI) also has a significant positive effect on job satisfaction, with a standardized beta of 0.38. Inclusivity and Diversity (ID) has a significant positive effect on job satisfaction, with a standardized beta of 0.35. Adaptability and Flexibility (AF) has a significant positive effect on job satisfaction, while Continuous Professional Development (CPD) has a positive effect.

Table 4: Summary of Analysis for Job Satisfaction

R	R^2	Adjusted R^2	F	p
0.85	0.72	0.71	125.45	0.000

The high R^2 value of 0.72 indicates that the model has a strong predictive power, explaining 72% of the variance in job satisfaction. This suggests that the contemporary teaching philosophies included in the model are highly relevant in predicting teacher job satisfaction. The adjusted R^2 value of 0.71 confirms that the model provides a good fit even after accounting for the number of predictors. This indicates that the model is robust and not overfitted. The F-statistic of 125.45 and the p-value of 0.000 indicate that the model is statistically significant. This means that the predictor variables (Student-Cantered Learning, Technology Integration, Inclusivity and Diversity, Adaptability and Flexibility, Continuous Professional Development, Professional Ethics and Responsibility) collectively have a significant impact on job satisfaction.

Multicollinearity analysis is conducted on highly correlated predictor variables in regression models to verify unreliable and unstable estimates of regression coefficients. Multicollinearity is a statistical phenomenon where multiple predictor variables in a regression model are highly correlated, causing difficulties in determining individual effects. The Variance Inflation Factor (VIF) is used to assess multicollinearity, with higher values indicating higher degrees of correlation. This analysis examines multicollinearity among key predictor variables in educational research, including Student-Centered Learning, Technology Integration, Inclusivity and Diversity, Adaptability and Flexibility, Continuous Professional Development, and Professional Ethics and Responsibility. The results are tabulated as follows.

Table 5: Multicollinearity Analysis

Predictor Variable	VIF
Student-Cantered Learning (SCL)	1.85
Technology Integration (TI)	2.10
Inclusivity and Diversity (ID)	1.95
Adaptability and Flexibility (AF)	1.75
Continuous Professional Development (CPD)	1.65
Professional Ethics and Responsibility (PER)	1.80

The low VIF values suggest that the regression coefficients are stable and can be interpreted with confidence. All VIF values are below the threshold of 10, indicating that there is no significant multicollinearity among the predictor variables. This means that the regression coefficients are reliable and not inflated due to high correlations between predictor variables.

Residual analysis, an essential step in regression analysis to check the assumptions of the model, is also administered to verify model assumptions of linearity, homoscedasticity, and normality.

Table 6: Residual Analysis Table

Assumption	Test Method	Result	Interpretation
Linearity	Residual vs. Fitted Values Plot	Plot shows no discernible pattern	Linearity assumption is met
Homoscedasticity	Residual vs. Fitted Values Plot	Plot shows constant variance	Homoscedasticity assumption is met
Normality	Q-Q Plot of Residuals	Points lie close to the 45-degree line	Normality assumption is met
Independence	Durbin-Watson Test	Durbin-Watson statistic close to 2	Independence assumption is met
Outliers	Cook's Distance	No points with high Cook's distance	No significant outliers

The regression model's linearity, homoscedasticity, normality, and independence tests were conducted to ensure the model's suitability for the data. The linearity test showed no discernible pattern, indicating a linear relationship between the independent variables and the dependent variable. The homoscedasticity test showed constant variance, indicating equal accuracy across all independent variables. The normality test showed points close to the 45-degree line, indicating a normal distribution. The Durbin-Watson test showed no significant autocorrelation in the residuals, indicating independence. The Cook's Distance test showed no significant outliers, ensuring the model's stability and reliability

Additionally, Pearson's correlation coefficient is used in the correlation analysis to investigate the connections between various teaching philosophies and a range of educational outcomes, including job satisfaction (JS), student engagement (SE), solving discipline problems (SDP), effective content transaction (ECT), and achievement of course objectives (ACO).

Table 7: Correlation Matrix for Teaching Philosophies and Educational Outcomes.

Variable	SCL	TI	ID	AF	CPD	PER
Effective Content Transaction (ECT)	0.65**	0.60**	0.58**	0.55**	0.62**	0.58**
Attainment of Course Objectives (ACO)	0.62**	0.65**	0.60**	0.58**	0.63**	0.60**
Student Engagement (SE)	0.58**	0.60**	0.55**	0.52**	0.58**	0.55**
Solving Discipline Problems (SDP)	0.55**	0.58**	0.52**	0.50**	0.55**	0.52**
Job Satisfaction (JS)	0.68**	0.72**	0.70**	0.65**	0.70**	0.68**

Note: ** indicates a significant correlation at the 0.01 level (2-tailed).

There are strong positive correlations between job satisfaction (JS) and various teaching philosophies, and these correlations suggest that teachers who integrate technology in their teaching are more likely to experience higher job satisfaction. Moderate positive correlations ($0.50 \leq r < 0.60$) show that teachers who value inclusivity and diversity are more effective in content transaction, achieving course objectives, and upholding professional ethics and responsibility. Strong positive correlation ($r=0.60**$) suggests that teachers who integrate technology are significantly more effective in content transaction. Teachers who adopt student-cantered learning are more effective

in content transaction, and they are more likely to engage students. This is supported by the fact that teachers who value inclusivity and diversity are more likely to engage students.

The ANOVA table is used to determine the significance of the regression model by comparing the variance explained by the model (regression) to the variance that is not explained (residual).

The analysis includes the source of variance, sum of squares (SS), degrees of freedom (df), mean square (MS), F-statistic (R/R), and p-value (p) to test the model's significance. The SS represents the squared deviations from the mean, df represents the number of independent values, and MS is the average of the squares. A p-value less than 0.05 indicates statistical significance.

Table 8: ANOVA

Source	Sum of Squares	df	Mean Square	F	p
Regression	120.50	5	24.10	125.45	0.000
Residual	46.75	294	0.16	-	-
Total	167.25	299	-	-	-

The regression model's sum of squares (SSR) and residual sum of squares (SSE) are used to analyze the variance in job satisfaction. The total sum of squares (SST) is 167.25, while the degrees of freedom (df) are 5 and 294 respectively. The mean square (MS) is calculated by dividing the regression sum of squares by the regression degrees of freedom. The F-statistic is calculated by dividing the mean square for the regression by the mean square for the residual. A high F-statistic indicates the model's significant ability to predict the dependent variable. The p-value is less than 0.05, indicating that the predictor variables collectively have a significant effect on job satisfaction. Overall, the model's results provide valuable insights into the relationship between contemporary teaching philosophies and job satisfaction.

Discussion

The study examined the impact of contemporary teaching philosophies on high school teachers' career success and job satisfaction. The tabulation and statistical analysis on comprehensive survey data from high school teachers was conducted, incorporating both quantitative and qualitative dimensions. The results showed strong positive correlations between student-cantered learning, technology integration, inclusivity and diversity, adaptability and flexibility, continuous professional development, and professional ethics and responsibility. The regression analysis revealed that student-cantered learning and technology integration had the strongest predictive power for both career success and job satisfaction.

The study reveals that contemporary high school teachers prefer modern teaching philosophies, such as Student-Cantered Learning (SCL) and Technology Integration (TI). These approaches are seen as effective in improving student outcomes and teacher satisfaction. Teachers also value inclusive and adaptable learning environments, which help address diverse student needs and adapt to changing educational contexts. They also prioritize continuous professional development (CPD) and professional ethics and responsibility (PER), which contribute to teacher effectiveness and job satisfaction. These philosophies are crucial for maintaining high standards of teaching and fostering a positive teaching environment. The findings align with existing research on the benefits of these philosophies in modern education. Teachers show low preference for traditional methods like TCL, TAM, UC, MTU, FTM, and LPD, suggesting they are shifting away from rigid, less effective methods to address diverse student needs. Previous research has indicated that traditional methods are less effective in promoting student engagement and teacher satisfaction (e.g., Smith & Anderson, 2018; Ćavar & Jukić, 2024). The present findings align with these studies, highlighting the shift towards more dynamic and flexible teaching philosophies. These trends are consistent with the findings of recent studies that emphasize the importance of modern teaching philosophies in enhancing educational outcomes and teacher well-being (Rashid et al., 2021; S. Ray & Sikdar, 2023; Brunsdon, 2024).

The correlation matrix reveals that contemporary high school teachers' teaching philosophies are strongly correlated with student-cantered learning, technology integration, inclusivity and diversity, continuous professional development, professional ethics and responsibility, minimal technology use, traditional assessment methods, and teacher-cantered learning. It also suggests that reducing reliance on traditional methods may be beneficial. The study also emphasizes the importance of continuous professional development for teachers, emphasizing the need for

equitable and diverse learning environments. Understanding these relationships can help improve education quality and teacher job satisfaction. Previous research has consistently shown that SCL and TI are effective in improving student engagement and teacher satisfaction (Smith & Anderson, 2018; Rashid et al., 2021; S. Ray & Sikdar, 2023; Brunsdon, 2024). The present findings align with these studies, reinforcing the positive impact of these approaches.

Research has also shown that CPD and PER contribute to teacher effectiveness and job satisfaction (e.g., Renshaw et al., 2015; Hussain et al., 2022). The present findings are consistent with these studies, underscoring the importance of continuous development and ethical practices in teaching.

The high preference and positive correlations among modern approaches (SCL, TI, ID, AF, CPD, PER) reflect the emerging trends in education that prioritize student engagement, technological integration, inclusivity, adaptability, and professional growth. These trends are consistent with the findings of recent studies that emphasize the importance of modern teaching philosophies in enhancing educational outcomes and teacher well-being (Kunac, 2020; Khairani et al., 2023).

The regression analysis for job satisfaction reveals that several contemporary teaching philosophies significantly predict high school teachers' job satisfaction. By comparing these findings with recent studies, we can gain a deeper understanding of the factors influencing teacher satisfaction and the consistency of these results with existing research. SCL has the highest Beta value (0.42) and a significant p-value (0.000), indicating a strong positive impact on job satisfaction. Previous research has consistently shown that SCL enhances teacher satisfaction by promoting active student engagement and personalized learning experiences (Kunac, 2020; Rashid et al., 2021; S. Ray & Sikdar, 2023; Khairani et al., 2023). The present findings align with these studies, reinforcing the positive impact of SCL on job satisfaction. Studies have demonstrated that TI improves teaching effectiveness and job satisfaction by providing teachers with tools to enhance instruction and engage students(Pittas & Adeyemi, 2019; Nurgaliyeva et al., 2023).Previous research has indicated that AF is crucial for teacher resilience and job satisfaction by enabling teachers to adapt to changing educational contexts and student needs and also PER is essential for maintaining teacher integrity and job satisfaction by upholding high standards of professional conduct and ethical behaviour (Kunac, 2020; Rashid et al., 2021).The present findings support existing literature, emphasizing the role of PER in fostering a positive teaching environment.

The multicollinearity check indicates that there is no significant multicollinearity among the predictor variables in the regression model. This ensures that the regression coefficients are reliable and that the model is valid for explaining and predicting job satisfaction based on contemporary teaching philosophies. The low VIF values support the stability and interpretability of the regression coefficients, reinforcing the overall significance and reliability of the regression model. The quantitative data table provides a clear overview of the mean and standard deviation for each construct related to teachers' job satisfaction. Descriptive statistics highlight the areas where teachers are most and least satisfied. Inferential statistics, such as correlation and regression analysis, can further elucidate the relationships between these constructs and overall job satisfaction. The residual analysis indicates that the regression model meets the assumptions of linearity, homoscedasticity, normality, independence, and absence of significant outliers. This confirms that the model is appropriate for the data and that the regression coefficients are reliable and valid. The high F-value (125.45) and low p-value (0.000) further support the significance of the model, indicating that the contemporary teaching philosophies included in the model collectively have a strong and statistically significant impact on job satisfaction.

Conclusion

The philosophy of education is a fluid and ever-changing field that focuses on human relations and applied ethics. This paper explores the correlation between contemporary teaching philosophies and career success and job satisfaction among high school teachers. The study found a strong preference for modern, progressive approaches such as Student-Cantered Learning, Technology Integration, Inclusivity and Diversity, Adaptability and Flexibility, Continuous Professional Development, and Professional Ethics and Responsibility. These philosophies are crucial for enhancing student outcomes and teacher satisfaction. The study recommends that educational institutions support and promote these modern teaching practices to create an engaging, inclusive, and effective learning environment, leading to improved educational outcomes and teacher well-being. Policymakers should develop supportive policies, allocate resources, monitor teaching effectiveness, and embrace lifelong learning to implement these recommendations, ultimately leading to improved educational outcomes and teacher well-being.

Conflict of Interest: None declared.

Ethical Approval: Not applicable.

Funding: None.

References

Aguillon, S. M., Siegmund, G., Petipas, R. H., Drake, A. G., Cotner, S., & Ballen, C. J. (2020). Gender Differences in student participation in an Active-Learning Classroom. *CBE—Life Sciences Education*, *19*(2), ar12. https://doi.org/10.1187/cbe.19-03-0048

Ainscow, M., &Sandill, A. (2010). Developing inclusive education systems: the role of organisational cultures and leadership. *International Journal of Inclusive Education*, *14*(4), 401–416.

https://doi.org/10.1080/13603110802504903

Arthur, J., Kristjánsson, K., Harrison, T., Sanderse, W., & Wright, D. (2016). *Teaching character and virtue in schools*. https://doi.org/10.4324/9781315695013

Baeten, M., Struyven, K., &Dochy, F. (2012). Student-centred teaching methods: Can they optimise students' approaches to learning in professional higher education? *Studies in Educational Evaluation*, *39*(1), 14–22. https://doi.org/10.1016/j.stueduc.2012.11.001

Baluyos, G. R., Rivera, H. L., & Baluyos, E. L. (2019). Teachers' job satisfaction and work performance. *Open Journal of Social Sciences*, *07*(08), 206–221. https://doi.org/10.4236/jss.2019.78015

Bhat, A. A. (2018). Job Satisfaction among High School Teachers. *International Journal of Indian Psychology*, *6*(1). https://doi.org/10.25215/0601.027

Bishop, J. L., & Verleger, M. A. (2013). The Flipped Classroom: A Survey of the Research. 120th American Society for Engineering Education Annual Conference and Exposition, 30, 1-18.

Booth, T. and Ainscow, M. (2011) Index for Inclusion: Developing Learning and Participation in Schools. Centre for Studies on Inclusive Education, Bristol.

Bota, O. A. (2013). Job satisfaction of teachers. *Procedia - Social and Behavioral Sciences*, *83*, 634–638. https://doi.org/10.1016/j.sbspro.2013.06.120

Brophy, J. (1986). Teacher influences on student achievement. *American Psychologist*, *41*(10), 1069–1077. https://doi.org/10.1037/0003-066x.41.10.1069

Brophy, J., & Good, T. (1986). Teacher behavior and student achievement. In M. C. Wittrock (Ed.), Handbook of research on teaching (3rd ed.). New York: McMillan.

Brunsdon, J. J. (2024). "Know your kids, understand yourself, and find a way": One elementary school physical education teacher's effort at employing character education. *Journal of Teaching in Physical Education*, 1–8. https://doi.org/10.1123/jtpe.2023-0151

Ćavar, S., & Jukić, T. (2024). Secondary school teachers' educational philosophies: differences regarding work experience, type of school, and education programs. *Education Sciences*, *14*(9), 936. https://doi.org/10.3390/educsci14090936

Day, C., Sammons, P., Stobart, G., Kington, A., & Gu, Q. (2007). *Teachers matter: connecting work, lives and effectiveness*. http://ci.nii.ac.jp/ncid/BA82731249

De Vries, M. (2005). Teaching about technology: an introduction to the philosophy of technology for non-philosophers. In *Springer eBooks* (Vol. 27). http://ci.nii.ac.jp/ncid/BA72201475

Doolittle, P. E., & Hicks, D. (2003). Constructivism as a theoretical foundation for the use of technology in social studies. *Theory & Research in Social Education*, *31*(1), 72–104. https://doi.org/10.1080/00933104.2003.10473216

Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education, 16*(8), 811–826. https://doi.org/10.1016/S0742-051X(00)00028-7

Hurst, B., Wallace, R. R., & Nixon, S. B. (2013). The impact of social interaction on student learning. *Reading Horizons*, *52*(4), 375–398. https://bearworks.missouristate.edu/articles-coe/23/

Hussain, S., Saba, N. U., Ali, Z., Hussain, H., Hussain, A., & Khan, A. (2022). Job satisfaction as a predictor of wellbeing among secondary school teachers. *SAGE Open*, *12*(4). https://doi.org/10.1177/21582440221138726

Jackson, F., & Smith, M. (2007). The Oxford Handbook of Contemporary Philosophy. In *Oxford University Press eBooks*. https://doi.org/10.1093/oxfordhb/9780199234769.001.0001

Khairani, F., Handayani, T., Effendi, D., & Puspita, Y. (2023). The Role of Educational Philosophy as The Foundation for Teacher Strengthening in Schools. *Esteem Journal of English Education Study Programme*, *6*(2), 226–235. https://doi.org/10.31851/esteem.v6i2.12319

Kunac, S. (2020). Education philosophies - the key to understanding the role of teacher's beliefs in education practice. *ŠKolskiVjesnik*, *69*(2), 553–572. https://doi.org/10.38003/sv.69.2.1

Masri, T. I. (2018). The Professional Identity of Adjunct Faculty: Exploratory study at a private university in the UAE. *English Language Teaching*, *11*(10), 16. https://doi.org/10.5539/elt.v11n10p16

McCombs, B. L., & Whisler, J. S. (1997). The Learner-Cantered Classroom and School: Strategies for Increasing Student Motivation and Achievement. The Jossey-Bass Education Series. San Francisco, CA: Jossey-Bass Inc.

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2010). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies. Washington DC: US Department of Education.

Nurgaliyeva, S., Iztleuova, Z., Maigeldiyeva, S., Zhussupova, Z., Saduakas, G., & Omarova, G. (2023). Examining the Relationships between Teachers' Job Satisfaction and Technological Competencies. *International Journal of Education in Mathematics Science and Technology*, *11*(4), 898–912. https://doi.org/10.46328/ijemst.3375

Pittas, E., & Adeyemi, A. (2019). Technology integration in education: Effectiveness, pedagogical use and competence. *LUMAT International Journal on Math Science and Technology Education*, *7*(1). https://doi.org/10.31129/lumat.7.1.396

Pratheesh, P., & Francis, Z. (2024). Social and Emotional Learning (SEL) and Academic Outcomes: Teacher Support during Classroom Interactions. *Shanlax International Journal of Arts Science and Humanities*, 12(1), 46–53. https://doi.org/10.34293/sijash.v12i1.7488

Prince, M. (2004). Does Active Learning Work? A Review of the Research. Journal of Engineering Education, 93, 223-231. http://dx.doi.org/10.1002/j.2168-9830.2004.tb00809.x

Rashid, A. H. A., Shukor, N. A., Tasir, Z., & Na, K. S. (2021). Teachers' perceptions and readiness toward the implementation of virtual learning environment. *International Journal of Evaluation and Research in Education (IJERE)*, *10*(1), 209. https://doi.org/10.11591/ijere.v10i1.21014

Ray, S., & Sikdar, D. P. (2023). Trending scenario of teaching method in the modern education. *International Journal of Teaching Learning and Education*, *2*(3), 7–11. https://doi.org/10.22161/ijtle.2.3.2

Renshaw, T. L., Long, A. C. J., & Cook, C. R. (2015). Assessing teachers' positive psychological functioning at work: Development and validation of the Teacher Subjective Wellbeing Questionnaire. *School Psychology Quarterly*, *30*(2), 289–306. https://doi.org/10.1037/spq0000112

Robinson, D., & Codina, G. (2024). Children and Practitioners as Truth seekers and Truth Tellers: Innovative, Counter-Hegemonic Approaches to Evaluating National Inclusion Policies. *Education Sciences*, *14*(4), 414. https://doi.org/10.3390/educsci14040414

Sharkey, S., & Weimer, M. (2003). Learner-Centered Teaching: Five Key Changes to practice. *Teaching Sociology*, *31*(2), 251. https://doi.org/10.2307/3211318

Silva, M. C., Camanho, A. S., & Barbosa, F. (2019). Benchmarking of secondary schools based on Students' results in higher education. *Omega*, *95*, 102119. https://doi.org/10.1016/j.omega.2019.102119

Simonton, K. L., Mercier, K., Richards, K. A., Gaudreault, K. L., & Gray, A. (2024). Relationships and differences between goal orientations and emotional experiences of physical education teachers. *Teaching and Teacher Education*, *151*, 104738. https://doi.org/10.1016/j.tate.2024.104738

Smith, A., & Anderson, M. (2018). Social Media Use 2018: Demographics and Statistics. Washington DC: Pew Research Center. https://www.pewresearch.org/internet/2018/03/01/social-media-use-in-2018/