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## RESEARCH ARTICLE

### TEACHING PRACTICES, TEACHERS' BELIEFS' AND ATTITUDES OF COLLEGE FACULTY AT WEST VISAYAS STATE UNIVERSITY-CALINOG CAMPUS

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#### ABSTRACT

This study aimed at identifying the teaching practices, beliefs, and attitudes of college faculty at West Visayas State University-Calinog, Campus. The samples included 30-college faculty (20 females and 10 males). Means and standard deviations were employed as descriptive statistics; while the Pearson's  $r$  was employed as inferential statistics. The .05 alpha level was used as the criterion for the acceptance or rejection of the null hypotheses. The findings revealed that the faculty had good teaching practices, and teaching beliefs, and very good attitudes; their practices, beliefs, and attitudes are significantly interrelated.

**Key words:** Teaching Practices, Teachers' Beliefs, Attitudes, College Faculty

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#### INTRODUCTION

Teacher is often the motivating factor among students. Teachers are idolized by students and often are among the influencing factors on student performance. Teachers start their classes with motivation and their attitude somehow affects the classroom climate. Teachers' practices may include maintaining good communication skills; getting students' engagement, sense of humor, and clear and precise instructions; giving room to individualized learning, and positive feedback; involving students in decision-making; and using peer learning. Their beliefs may be reflected in their roles as advisers, agents of change; supporters of democracy; and conveyors of God's love. The Self-perception theory of attitude by Bern (1972) is relevant to teachers' attitudes and may include demonstrating caring and kindness; encouraging creativity; fostering individualized instruction; sensitively accepting diversity; and sharing responsibility. Owens (2007) argued on the importance of students' self-critique in class for promoting higher order thinking abilities such as thinking critically, analyzing arguments, and reflecting on one's own assumptions. Gonyea (2005) agreed that self-report measures are valid within certain limits, but caution against using self-report singularly and universally. Christensen, Horn, and Curtis, (2008) suggested that digital technology has missed the mark in terms of supporting teaching and learning. According to Glickman, Gordon, and Ross-Gordon (2007), workshops provide necessary introductions to the uses of specific tools and some insight into their potential and the likelihood that a

stand-alone workshop will effect lasting change in behavior is minimal. Hornstra, *et al.*, (2010) suggested that teachers' implicit attitudes may affect fast and intuitive reactions, such as where the teacher must deal with many students at once and often has to react fast. Ellins and Porter (2005) studied departmental differences of teachers' attitudes towards special education needs which indicated that teachers of core subjects, such as English, mathematics, and science, had less positive attitudes than their colleagues teaching non-core and untested subjects. Ajzen (2005) noted that attitudes, whether positive or negative, that are constructed out of peoples' beliefs and experiences are primary indicators of a persons' intent to accomplish a behavior. Ertmer (2005) emphasized in her study that there is still a need to understand the role of teachers' beliefs in their enthusiasm to use technology as well as a need for new instruments to measure diverse teacher beliefs. The Researchers at WVSU Calinog Campus found that there had been no studies on the same problem as in the present study. Furthermore, the aforementioned school offers Teacher Education courses; hence this study may shed light on some issues and queries about college faculty. In addition, the researchers would like to delve deeper into the practices, beliefs, and attitudes of the college faculty because teachers being aspects of the teaching-learning process, strengthening the belief in the integral part of the teacher factor in the said process and the students being the other aspect. Finally, the result of this study may serve as database for further studies which may relate the results to other variables such as Licensure Examination for Teacher results, student performance, faculty performance and future organizational performance.

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**Objectives of the Study**

This study aimed at determining teacher’s practices, beliefs, and attitudes, and the relationships among them among the college faculty members of WVSU Calinog Campus.

**MATERIAL AND METHODS**

The data-gathering instrument was administered by the researchers to forty-seven (47) college faculty of West Visayas State University-Calinog Campus for school year 2014-2015. On the retrieval of the accomplished, the official return rate out of forty-seven, was thirty (75%) usable survey instrument. The personal profile of the participant faculty was sought with respect to their sex, age, academic rank, designation, and educational qualification. The main concern of these three researcher-made survey questionnaire was determine the teachers practices such as maintaining good communication skills; getting students’ engagement’ sense of humor, and clear and precise instructions; giving room to individualized learning, and positive feedback; involving students in decision-making; and using peer learning. Their beliefs may be reflected in their roles as advisers; agents of change, and supporters of democracy; and in the extension of God's love and their attitudes may include demonstrating caring and kindness; encouraging creativity; fostering individualized instruction; sensitively accepting diversity; and sharing responsibility among the respondents.

The questionnaires were validated by three (3) experts in teacher education and had a reliability testing result of 0.85 Cronbach alpha. There were 40 items for teaching practices, 40 items for teaching beliefs and 50 items for teacher attitudes. The researchers used this Likert scale in quantifying the responses: 4.21 – 5.00- Outstanding (O); 3.41 – 4.20-Very Good (VG); 2.61 - 3.40- Good (G); 1.81 - 2.60- Fair (F); 1.00 - 1.80-Poor (P). Responses to questions were analyzed using means and standard deviations as descriptive statistics; while the Pearson’s *r* was employed for determining significant relationship among teachers’ practices, teacher’s beliefs, and attitudes. The .05 alpha level was used as the criterion for the acceptance or rejection of the null hypotheses.

**RESULT AND DISCUSSION**

**Teaching Practices of the Respondents:** Table 1 shows that the teaching practices of college faculty of West Visayas State University Calinog Campus as a whole had a mean of 3.33 or “Good”; 3.23 for maintaining good communication; 3.40 for getting students’ engagement; 3.50 for sense of humor; 3.40 for clear and precise instructions; and 3.22 for giving room to individualized learning. Each area was given a good rating. This shows that the college faculty had good practices in teaching. On the other hand, as ascertaining, 3.50 for positive feedback; 3.30 for involving students in decision-making; and 3.30 for use peer learning. Each area was given a very good rating.

**Table 1. The Teaching Practices of the Respondents**

Teaching Practices	M.	VI	S.D.
Maintaining Good Communication Skills	3.23	G	.447
Getting Students Engagement	3.40	G	.547
Sense Humor	3.50	VG	.707
Clear and Precise Instructions	3.40	VG	.548
Giving Room to Individualized Learning	3.22	G	.447
Positive Feedback	3.50	VG	.707
Involving Students in Decision Making	3.33	G	.577
Using Peer Learning	3.33	G	.577
General Mean	3.33	G	.479

Legend: 4.21 – 5.00- Outstanding (O); 3.41 – 4.20-Very Good (VG); 2.61 - 3.40- Good (G); 1.81 - 2.60- Fair (F); 1.00 - 1.80-Poor (P).

**Table 2. The Belief of the Respondents**

Teachers Beliefs	M.	VI	S.D.
Advisers	3.36	G	.504
Agents of Change	3.22	G	.447
Supporters of Democracy	3.42	VG	.534
Conveyors of God's Love	3.28	G	.487
General Mean	3.34	G	.479

Legend: 4.21 – 5.00- Outstanding (O); 3.41 – 4.20-Very Good (VG); 2.61 - 3.40- Good (G); 1.81 - 2.60- Fair (F); 1.00 - 1.80-Poor (P).

**Table 3. The Attitudes of the Respondents**

Attitude	M.	VI	S.D.
Demonstrating Caring and Kindness	3.56	VG	.279
Encouraging Creativity	3.40	G	.167
Fostering Individualized Instruction	3.62	VG	.298
Sensitively Accepting Diversity	3.60	VG	.264
Sharing Responsibility	3.48	VG	.303
General Mean	3.53	VG	.258

Legend: 4.21 – 5.00- Outstanding (O); 3.41 – 4.20-Very Good (VG); 2.61 - 3.40- Good (G); 1.81 - 2.60- Fair (F); 1.00 - 1.80-Poor (P).

**Table 4. Significant Relationships among Teachers’ Practices, Teachers’ Belief and Attitudes**

Correlated Variables	N=30	1	2	3	I
Teaching Practices		1	1.000(**)	.403(*)	
Teachers Beliefs		1.000(**)	1	.403(*)	Sig.
Teachers Attitude		.403(*)	.403(*)	1	Sig.
		.027	.027	.	Sig.

Legend: Correlation is at the 0.05 level (2 tailed) Significant Sig- Significant; NS-Not Significant

This shows that the college faculty did their practices well although they need further improvement. Sense of humor and positive feedback tied as top most criteria, which are popular indeed among students, and the faculty members, being validated by the respondents themselves.

**The Beliefs' of the Respondents:** Table 2 shows that as to beliefs, the college faculty of West Visayas State University Calinog Campus as a whole revealed a mean of 3.34 or "Good"; 3.36 for being advisers of students and other people who need advice; 3.22 for being agents of change in the society; and 3.28 for conveying God's love. Majority of the areas were given good ratings. This shows that the college faculty had good or sufficient beliefs in those areas, which, however, need further room for improvement. However, as supporters of democracy were a mean of 3.42 or "very good" in rating. This shows that the college faculty had very good beliefs in democracy and their teaching being performed democratically.

**Attitudes of the Respondents:** Table 3 shows that the attitude of college faculty of West Visayas State University Calinog Campus as a whole had a mean of 3.53 or "Very Good"; 3.56 for demonstrating caring and kindness; 3.62 for fostering individualized instruction; 3.60 for sensitively accepting diversity; and 3.48 for sharing responsibility. Each area was given a very good rating. This shows that the college faculty had very good attitudes towards teaching; but encouraging creativity had a mean of 3.40 or "good" in rating. This shows that, generally, the college faculty had very good attitude as seen by themselves. These areas are all expected of teachers as models and as a reflection of themselves, and they found themselves very good.

**Significant Relationships among Teachers' Practices, Teachers' Beliefs and Attitudes:** The result revealed that there was significant association connecting teachers' practices, teachers' belief and attitudes among college faculty of West Visayas State University Calinog, Campus as shown in their correlation .027 values. It means that the three variables are interrelated with one another. As observed, teachers who have good beliefs also have positive practices and attitudes. This implies that the college faculty contribute to conducive learning and are helpful in building a good university.

## Conclusions

The faculty have good teaching practices and beliefs. This means that they see themselves positively in their practices and beliefs. They have very good attitudes.

They are epitomes of being good teachers to their students and their community. Furthermore, their practices, beliefs, and attitudes are significantly related. Therefore, they influence one another.

## Recommendations

It is recommended that the faculty may further improve further their teaching practices by attending seminars on self-awareness and reorientation on teachers' roles, duties and responsibilities. As to teachers' beliefs, seminars on teaching profession and spiritual enhancement may be considered for faculty integral formation. Finally, for teaching attitudes, values formation and professional ethics may be included in the in-service training activities of the faculty development program.

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