



CONTEMPLATIVE TEACHING PRACTICE AND LEARNING POTENTIAL OF STUDENTS

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Abstract

This study aimed to determine the relationship between contemplative teaching practice and learning potential of students. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Malita North District of Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2022-2023. Research instruments on contemplative teaching practice and learning potential of students were used as source of data. Using mean and Pearson-r, as statistical tools to treat the data, the study showed the following results: the level of contemplative teaching practice is very high, the level of learning potential of students is very high, there is a significance on the relationship between contemplative teaching practice and learning potential of students.

Keywords: *Cognitive Affect-Regulation, Classroom Proclivity of Teachers, School Administration and Supervision, Quantitative Research, Philippines*

1. INTRODUCTION

The current teaching and learning practice these days puts a high premium on the measures of learning potential of students. This is to ensure that learners across grade levels develop their maximum learning potential by designing learning activities that address their interests, learning profile, and readiness. However, despite that teachers give high emphasis on student-centered activities, many learners fail to perform than what is required from their level (Kayapinar 2016).

While teachers work to improve the learning potential of the students, cases of problems on learning potential continue to soar high in Canada. There are students who fail to integrate daily lessons in performance tasks and other outputs. More so, these students cannot find ways to make the course material relevant to them. In many instances, these students do not have the desire to learn the material at hand (Michalski, Cunningham & Henry, 2017).

In the Philippines, teachers also noted of the poor learning potential of the students. The students care less about their homework and even frequently absent in school. Their performance continues to fail and they care less of their proficiency. In the classroom, these students do not even take notes between classes which resulted to poor understanding of the lessons (Barrot, Llenares & Del Rosario, 2021).

In the local context, issues on poor learning potential of students is evident in their non-interest to class activities. They rarely participate actively in small group or discussion board discussions. More so, they do not ask questions when they do not understand the lessons (Baloran, 2020).

Knowing the importance of contemplative teaching routine to the learning potential of learners, the researcher looks for a similar study conducted in the local context but rarely finds one. Thus, this study is conceptualized to add to the growing rich knowledge on the variables of this study and contribute to the existing literature on reflective teaching and learning potential of learners.

This study is anchored on Social Learning Theory of Bandura (1969). The social learning theory holds that through imitation, modeling, and observation, people can learn from one another. Albert Bandura, a psychologist, integrated behaviorist and cognitive learning theories in his theory of the term.

According to Albert Bandura's social learning theory from 1977, people learn primarily through observation and modeling. Bandura's notion goes beyond the idea that learning comes from having firsthand contact with the environment.

The social learning hypothesis seeks to demonstrate that people may learn in a variety of ways. People make decisions based on self-reflection, but a person's environment primarily affects how they act and what they learn.

Learning theory explains how information is received, processed, and retained by students while they are learning. Understanding, or a world perspective, is acquired or altered, and information and skills are preserved, in part, as a result of cognitive, emotional, contextual, and prior experience factors.

By watching others and working with others, we can learn a lot. This is true because social learning promotes conversation and the development of a culture of information sharing. Studies have demonstrated that knowledge sharing at work can enhance organizational effectiveness and job efficiency.

This study is also seen through the proposition of Palmer (2007) which stated that contemplative teaching practice of teachers draws students to develop their learning potential. He added that reflective teaching practice is similar to weaving a fabric of connectedness between the teacher and the students where students manifest an inner desire to develop their potential.

The contemplative teaching practice of teachers influences learning potential the of student as stressed by Lowman, (1998) Reflective teachers make students more connected to the lessons and to the classroom activities.

The conceptual paradigm is shown in Figure 1. The independent variable of this study is contemplative teaching practice of teachers. The indicators were taken from Faghihi and Anani Sarab (2016) and the indicators are the following: practical, cognitive, learner, and metacognitive.

For learning potential of students, the indicators were taken from Lakehead University (2011) with indicators level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experience, and supportive campus environment.

This study aims to find out the significant relationship between contemplative teaching practice and learning potential of students.

This study is beneficial to the Schools Division Office where the study is conducted as it will give the personnel a concrete view of the levels of the variables which this study is aimed to identify. This will guide the personnel as their reference for future decision-making to improve on the aspects which the study is intended to uncover.

This study is aimed to determine the relationship between the contemplative teaching practice of teachers and learning potential of students. The study will be implemented in some public schools in Davao Occidental Division within the second semester of the School Year 2022-2023.

This study is limited to efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management, for contemplative teaching practice. Meanwhile, for learning potential of students, this is limited to application of learning, goal setting, being self-disciplined, and improve interaction.

2. MATERIALS AND METHODS

This study utilized non-experimental quantitative research approach utilizing descriptive correlational design. Quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical,

mathematical, or computational techniques. Quantitative research collects information from existing and potential customers using sampling methods and sending out online surveys, online polls, and questionnaires. The results of which can be depicted in the form of numerical. After careful understanding of these numbers to predict the future of a product or service and make changes accordingly (Berg, 2009).

Quantitative research is mostly conducted in the social sciences using the statistical methods used above to collect quantitative data from the research study. In this research method, researchers and statisticians deploy mathematical frameworks and theories that pertain to the quantity under question. Quantitative research templates are objective, elaborate, and many times, even investigational. The results achieved from this research method are logical, statistical, and unbiased. Data collection happened using a structured method and conducted on larger samples that represent the entire population (Crano, Brewer & Lac, 2015).

This study is also descriptive in nature. Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the what of the research subject rather than the why of the research subject. The term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic. Descriptive statistics tell what is, while inferential statistics try to determine cause and effect (Bunge, 1995).

Descriptive research can be either quantitative or qualitative. It can involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection.

The geographic location of this study was shown in Figure 2. This study is conducted in the public schools in Davao Occidental Division. It has 25 barangays and eight secondary schools. According to the 2009 LGPMS census, it has a population of 133,020 people in 20,526 households. Malita was known for various arts of its cultural heritage

The research sample included only those teachers who have permanent position. They must also have a teaching experience for the public school for at least five years. The substitute teachers and those holding Learning Support Aid positions are excluded in the sample of the research. Likewise, this study is conducted only to one district of Davao Occidental Division and at least have more than a hundred teachers as sample.

This study utilized purposive sampling in determining the sample of this study. Only those students who manifested their willingness to participate in the research were included in the study. These students must have Informed Consent to show their voluntary participation of the study.

This study utilized adopted questionnaire. The questionnaire on contemplative teaching practice was taken from Faghihi and Anani Sarab (2016) and the indicators are the following: practical, cognitive, learner, and metacognitive. This five-point Likert Scale was used in determining the introspective teaching routine in this study.

Meanwhile, the questionnaire on learning potential of students was taken from Lakehead University (2011) with indicators level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experience, and supportive campus environment. This five-point Likert Scale was used in determining the learning potential of students in this study.

The researcher simplified and contextualized the questionnaires without losing the original content. The first draft of the contextualized version of the instruments was submitted to the research adviser for comments and recommendations to improve its presentation. The final copies were submitted to the panel of experts for approval.

Final revision of questionnaire was made by incorporating the corrections, comments and suggestions given by the expert validators. The validators rated the survey questionnaires with a rating of 4.16 with a descriptive equivalent as good.

The following steps were undertaken in the gathering of data for this study. First the researcher asked permission from the Superintendent of Davao City Division to conduct the study in Malabog District. After the request was granted, the researcher also sent a letter to the district supervisor indicating the intention to conduct the study in the district. The researcher attached the letter of approval from the division superintendent. The same letter of request was also sent to the school heads.

The school allowed the researcher to gather data for the research during activity period in the afternoon. This was a big challenge for the researcher because the travel going to the school's district usually takes more than half an hour from the station. As soon as the researcher got into the school, he went to the office of the school head and showed the letter of approval and endorsement from the superintendent and from the district supervisor. After which, the researcher met the teachers and the school head and gave them a brief orientation on how they will respond to the questions in the questionnaire. As soon as the respondents were able to complete answering the questionnaire, the researcher collected them and tallied the responses. Interpretation followed after the statistician handed the data.

The statistical tool which was used in treating the problems in this study.

Mean. This will be used to determine the level of contemplative teaching practice of teachers and learning potential of students. **Pearson-r.** This will be used to determine the significance of the relationship between contemplative teaching practice of teachers and learning potential of students.

3. RESULTS AND DISCUSSION

In this chapter, the researcher presents the data of the findings. Discussions of the topics are arranged in the following: level of contemplative teaching practice, level of learning potential of students, and relationship between contemplative teaching practice and learning potential of students.

The standard deviation in the descriptive tables, Table 1 and Table 2, ranged from 0.30 to 0.40 which are less than 1.0 as the typical standard deviation for a 5-point Likert Scale. This means that the ratings in the accomplished questionnaires were close to the mean, indicating consistency of responses among the respondents (Wittink and Bayer, 1994).

Level of Contemplative Teaching Practice in terms of Efficacy in Student Engagement

Presented in Table 1.1 is the level of level of contemplative teaching practice in terms of efficacy in student engagement with a mean score of 4.78 or very high. The result of this mean score is taken from the strands of the indicators which are as follow: controls disruptive behavior in the classroom, motivate students who show low interest in schoolwork, gets students to follow classroom rules, uses a variety of assessment strategies, and implements alternative strategies in the classroom.

Level of Contemplative Teaching Practice in terms of Efficacy in Instructional Strategies

Presented in Table 1.2 is the level of level of contemplative teaching practice in terms of efficacy in instructional strategies with a mean score of 4.64 or very high. The result of this mean score is taken from the strands of the indicators which are as follow: provides an alternative explanation or example when students are confused, assists families in helping their children do well in school, adjust the lessons to the proper level for individual students, uses a variety of assessment strategies, and provides appropriate challenges for very capable students.

Level of Contemplative Teaching Practice in terms of Efficacy in Classroom Management

Presented in Table 1.3 is the level of level of contemplative teaching practice in terms of efficacy in classroom management with a mean score of 4.64 or very high. The result of this mean score is taken from the strands of the indicators which are as follow: establishes routines to keep activities running smoothly, establishes a classroom management system with each group of students, responds to defiant students, makes expectations clear about student behavior, and keeps a few problem students from ruining an entire lesson.

Summary of Level of Contemplative Teaching Practice

Shown in Table 1 are the responses of the respondents on their level of contemplative teaching practice with an overall mean score of 4.74 or very high and a standard deviation of 0.411 with a descriptive equivalent of high indicating that most of the provision relating to contemplative teaching practice embodied in the item is always observed.

The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire. The indicator efficacy in classroom management obtained the highest mean score of 4.82 or very high, efficacy in student engagement had a mean score of 4.78 or very high, efficacy in instructional strategies had a mean score of 4.64 or very high.

The level of contemplative teaching practice is very high. This finding supports the result of the study of Murray (2015) who stated that teachers can examine and assess their own behavior in the classroom using the introspective teaching technique. The process might be carried out in private or in front of coworkers. A teacher who has this level of self-awareness has a lot of advantages over other professionals because so much of what and how they teach can alter at any time. A more subdued and structured method of examining what transpired is contemplative teaching. It necessitates patience and attentive monitoring of the entire educational experience.

Contemplative teaching encourages the growth and preservation of professional knowledge. Successive degrees of teaching expertise can be imagined, including those that student teachers may reach at the start, middle, and conclusion of their courses, those of the new teacher following their introduction to full-time teaching, and those of the seasoned, expert teacher. Given the nature of teaching, continuing education and professional development should be a priority (Jaeger, 2013; Farrell, 2013; Vijaya Kumari, 2014; Leigh & Bailey, 2013; Liu, 2015).

Level of Learning Potential of Students in terms of Application of Learning

Presented in Table 2.1 is the level of learning potential of students in terms of application of learning with a mean score of 4.63 or very high. The result of this mean score is taken from the strands of the indicators which are as follow: applying course material to my life, finding ways to make the course material relevant to my life, and really desiring to learn the material.

Level of Learning Potential of Students in terms of Goal Setting

Presented in Table 2.2 is the level of learning potential of students in terms of goal setting with a mean score of 4.68 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: getting a good grade, doing all the homework, doing well on the tests, and coming to class on time.

Level of Learning Potential of Students in terms of Being Self-Disciplined

Presented in Table 2.3 is the level of learning potential of students in terms of being self-disciplined with a mean score of 4.82 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: looking over class notes between classes to make sure I understand the material, making sure to study on a regular basis, taking good notes in class, staying up on the tasks.

Level of Learning Potential of Students in terms of Improve Interaction

Presented in Table 2.3 is the level of learning potential of students in terms of being self-disciplined with a mean score of 4.82 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: raising my hand or answering questions in class, participating actively in small group or discussion board discussions, having fun in class, and asking questions when I don't understand.

Summary of Level of Learning Potential of Students

Presented in Table 2.5 is the level of learning potential of students with the overall mean of 4.71 or very high with a descriptive equivalent of high indicating that most of the provision relating to learning potential of students embodied in the item is oftentimes observed. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire.

The indicator Being Self-Disciplined obtained a mean score of 4.82 or very high, improve interaction had a mean score of 4.73 or very high, goal setting obtained a mean score of 4.68 or very high, and application of learning had mean score of 4.63 or very high.

The level of growth fostering behavior of teacher is very high. This is aligned with the statement of Domitrovich, Durlak, Staley & Weissberg (2017) who stated that one component that aids students in improving their academic performance is their learning potential, and teachers should make it their top priority while planning lessons for the classroom. Student engagement extends beyond active participation in the classroom to active participation in extracurricular activities at the school. Teachers believed that students who participate in extracurricular activities outside of the regular school day are found to be more engaged in the classroom, are more likely to be present at school every day, and have good academic standing.

Relationship between Conscious Leadership Attributes of School Heads and Learning potential of students

Displayed in Table 3 are the results of the relationship between the contemplative teaching practice and learning potential of students. Bivariate correlation analysis using Pearson product moment correlation was employed to determine the relationship between the variables mentioned. Based on the first correlation analysis, contemplative teaching practice and learning potential of students revealed a computed r-value of 0.318 with a probability value of $p = 0.000$ which is significant at the 0.05 level.

This implies that the higher the contemplative teaching practice there is, the higher will be the learning potential of students. Thus, the null hypothesis of no significant

relationship between contemplative teaching practice and learning potential of students is rejected.

The result of this study confirms the pronouncement of Palmer (2007) which stated that contemplative teaching practice of teachers draws students to develop their learning potential. He added that reflective teaching practice is similar to weaving a fabric of connectedness between the teacher and the students where students manifest inner desire to develop their potential.

Contemplative teaching practice of teachers influences learning potential of student as stressed by Lowman, (1995). The reflective teachers make students more connected to the lessons and to the classroom activities. It is the teacher's reflective practice that develops learning potential of students in order to create meaning on their classroom activities and in their learning in general.

Bolden, Harries and Newton, (2010) added that contemplative teaching practice of teachers makes the students develop their learning potential to be engaged in their learning, hence, teachers at all times are encouraged to design learning activities that ignite students' interest to strengthen their engagement in all the classroom activities, thus foster increased student performance.

4. MAJOR FINDINGS

The level of contemplative teaching practice is 4.74 or very high. The level of learning potential of students is 4.71 or very high. Based on the first correlation analysis, contemplative teaching practice and learning potential of students revealed a computed R-value of 0.318.

5. CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The contemplative teaching practice is high. This indicates that the provisions relating to contemplative teaching practice embodied in the item is oftentimes manifested.

There is a high level of growth fostering behavior of teachers. This indicates that the provisions relating to learning potential of students embodied in the item are always manifested. The result of the study also confirms that there is a significant relationship between contemplative teaching practice and growth fostering behavior of teachers. This implies that the higher the contemplative teaching practice there is, the higher will be the growth fostering behavior of teachers. Thus, the null hypothesis of no significant relationship between contemplative teaching practice and learning potential of students is rejected.

The results of this study revealed that the contemplative teaching practice is very high. The researcher recommends that the Public Schools District Supervisor where the study was conducted to gather issues on the aspect of efficacy in instructional strategies so they can be given technical assistance so that they will improve in this indicator. They may also conduct a district-level teaching demonstration to showcase the best strategies to use in the class, especially on least-learned competencies.

The result of this study revealed that the level of learning potential of students is high. The researcher recommends that teachers may identify which aspect of the application for learning where students perform low so that they can design learning activities that will require students to have performance tasks so they can apply their learning in the competency of the subjects.

This study also reveals a significant relationship between contemplative teaching practice and the growth fostering behavior of teachers. The research, therefore, fore recommends that the Public Schools District Supervisor where the study was conducted may also help teachers enhance their contemplative teaching practice by providing mentoring and technical assistance activities that will enrich the teachers on this aspect as this contributes to the increase of growth fostering behavior of teachers.

The researcher also recommends to future researchers to conduct a similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to the well-being of teachers and eventually contribute to the body of knowledge on these topics in education.

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