

The Educational Philosophies and Teaching Style Preferences of College Faculty at Selected Universities in the South of Metro Manila

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Abstract : This study aimed to determine the educational philosophies and teaching styles of the college faculty of the University of Perpetual Help System DALTA in the campuses of Las-Piñas, Molino, and Calamba, south of Metro Manila. It sought to determine the relationships of educational philosophy and teaching styles of the college faculty vis-à-vis the university system's educational philosophies and teaching style preferences. A hundred and five faculty members from the Colleges of Education, Arts and Sciences responded to the survey during the academic year 2014-2015. The Philosophy of Adult Education Inventory measured the faculty's preferred educational philosophies. The Principles of Adult Learning Scale measured the faculty's teaching style preference. Findings show that there is a similarity between the university system and the faculty members in using the progressive educational philosophy, however both contrasted in the preferred teaching style. Majority of the faculty held progressive educational philosophy but their preference for teacher-centered teaching style did not match. This implies that the majority are certain of having progressive educational philosophy but are not utilizing the learner-centered teaching styles; a high degree of support and commitment to practice a progressive and humanist philosophical orientation in education; and a high degree of support on teacher-centered teaching style promotion from the institution can strengthen a high degree of commitment for the faculty to enunciate their values and practice through these educational philosophies and teaching styles.

Keywords : educational philosophies, teaching styles, philosophy of adult education inventory, principles of adult learning scale

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