

PERCEPTION OF TEACHERS' VIRTUAL PEDAGOGICAL PRACTICE AND LEARNING MOTIVATION: A BASIS FOR REFLECTIVE TEACHING



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Abstract

This study investigated the teachers' virtual pedagogical practice as perceived by the junior high school students of the University of Perpetual Help System Laguna in terms of attitude, teaching method, online classroom effectiveness, mastery, and support relationship. The researchers also determined the respondents' level of learning motivation and the researchers determined if there is a significant difference in the respondents' perception when grouped according to their profile variables. The data were analyzed using descriptive statistics and the statistical tools used were frequency, percentage, weighted mean, T-test, ANOVA, and Pearson r Moment Correlation Coefficient. From the analysis of data, the researchers concluded that the respondents have a very positive perception of their teachers' virtual pedagogical practices and a high level of learning motivation. Respondents have similar perceptions of their teachers' virtual pedagogical practices regardless of age, gender, and grade level. The study also revealed that there is a very strong correlation between the respondents' perception of their teachers' virtual pedagogical practices and their level of learning motivation and it means that the more positive the respondents' perception of their teachers' virtual pedagogical practices is, the higher the level of their learning motivation.

Keywords:

Students' Perception, Virtual Pedagogical Practice