

The 21st Century Teacher: Determining the Teaching Philosophies of Teachers Highly Evaluated by Generation Z Students

Abstract

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Abstract

Generation Z (Gen Z) are 21st-century students who need 21st-century teachers. The learning style of Gen Z is different hence teachers must adjust to cater to these students, particularly when it comes to their teaching philosophy which drives their pedagogical approach. Given this, the objective is to investigate which teaching philosophies complement the unique characteristics the Gen Z possesses. To do this, a quantitative approach was employed by administering a survey to 23 out of 32 full-time faculty members employed at a private Higher Education Institution (HEI) who teach General Education (GenEd) courses. The survey required the respondents to encode their average score from the students' evaluation of their teaching and to accomplish the philosophic inventory checklist which captured their teaching philosophy. Based on the data gathered, the teaching philosophies commonly employed were Progressivism and Existentialism. Notably, Reconstructionism only appeared for teachers who were highly evaluated by the students. It can be inferred then that Gen Z students greatly prefer teachers with a Reconstructionist teaching philosophy. This is because Reconstructionism complements the disposition of Gen Z as a cohort. After all, aside from being tech-savvy, Gen Z is deeply concerned about the world's affairs and societal change. A teacher with a Reconstructionist teaching philosophy will try to engage their students about such matters as these are the teachers who believe that lessons and discussions should involve the idea that society can be "reconstructed" through education. Widening the scope of this research could definitively establish the learning style of Gen Z and how teachers can adapt and adjust to accommodate these students, especially in terms of their pedagogy.

Keywords: education, teaching philosophy, teacher evaluation, general education, Generation Z, students, teachers, quantitative research, Philippines