

Examining the Significant Differences in Teacher Attitudes Based on Thinking Styles Among Public School Secondary Teachers: An ANOVA Study

Marities Sta. Monica Simbajon

Abstract. The purpose of the study was to ascertain if there was a significant difference in the teacher attitude of public-school secondary teachers when grouped according to thinking styles. A total of 90 public secondary school teachers from New Corella District, Division of Davao del Norte were identified through tabachnick and fidell formula. The study utilized a descriptive-comparative design. Adapted survey questionnaires which focused on the teacher attitude were utilized in the gathering of data. Frequency and Percentage, Mean, and One way ANOVA were used as statistical tools of the study. Results revealed that on the thinking styles of teachers in New Corella District, Division of Davao del Norte, and the findings revealed that the most prevalent style was the Realist. This suggests that a considerable number of teachers prefer practical, fact-based approaches in their on the level of teacher attitude, the results showed that all five indicators were rated as High, suggesting that teacher attitudes are oftentimes evident in their classroom practices. These findings indicate a consistently positive and engaged mindset among teachers in the district, with enthusiasm being the most pronounced. Moreover, regarding the significant difference in teacher attitude when grouped according to thinking styles, the computed F-value of 12.901 and p-value of .000—which is less than the 0.05 level of significance—indicated a statistically significant difference. This result implies that thinking styles significantly influence the attitudes of teachers toward their profession and their students. This study also recommended that DepEd should design professional development initiatives that address the varied thinking styles of teachers, encouraging practical and adaptable teaching approaches.

KEY WORDS

1. Thinking Styles
2. Teacher's Attitude
3. Descriptive Comparative
4. Davao Del Norte, Philippines

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1. Introduction

The professional attitude of educators is essential to the overall success of the learning process, profoundly influencing students' mental, emotional, and social growth. When educators demonstrate positive dispositions—such as passion, fairness, empathy, and dedication—they foster an environment conducive to learning and inspire students to excel. However, negative teacher attitudes, such as apathy, pessimism, and unprofessionalism, can obstruct student involvement and academic success. In numerous instances, these detrimental habits are per-

ceived as contributing elements to the continuing problems encountered in the educational system. The teacher's attitude constitutes one of the most crucial aspects in determining the success of students.

Within the Davao Region, research by Homeo (2023) indicated that teachers experience mental exhaustion, depersonalization, cynicism, impatience, decline in idealism, and diminished personal success due to burnout. These symptoms result in detrimental attitudes, including apathy, absence of empathy, and neglectful conduct towards pupils and coworkers. As a result, educators demonstrate lowered credibility, being regarded as untrustworthy, inept, and less compassionate, which adversely affects student involvement and academic performance.

Comprehensive studies have recorded the prevalent existence of poor teacher attitudes and their harmful impact on pupil enthusiasm and academic performance. While cognitive and psychological factors influencing teacher attitude have been broadly studied, there is a lack of research specifically exploring how different thinking styles may affect the attitudes of teachers. This gap is particularly relevant in the New Corella District of the Davao del Norte Division, where the researchers' observations reveal concerns about teacher attitudes. The researcher acknowledges that a comprehensive understanding of this association could guide the development of tailored interventions to improve teacher attitudes, hence promoting educational quality and student achievement in the locality.

The study pursued answers to the ensuing objectives: a.) to determine the thinking style of public-school secondary teachers in terms of synthesist, idealist, pragmatist, analyst, and realist. b.) to determine the level of teacher attitude in New Corella District, Division of Davao del Norte in terms of beliefs about students' potential, perceived value of teaching,

enthusiasm for teaching, student-centeredness, and classroom positivity, and c.) to determine if there is a significant difference in the teacher attitude of public-school secondary teachers when grouped according to thinking styles in New Corella District, Division of Davao del Norte.

At .05 level of significance, the following hypothesis was tested: a.) There is no significant difference in the teacher attitude of public-school secondary teachers when grouped according to thinking styles in New Corella District, Division of Davao del Norte.

This study offered valuable insights for multiple stakeholders by highlighting how teachers' thinking types influence instructional attitudes and classroom engagement, enabling evidence-based decision-making, policy formation, and strategic planning. For school leaders, it informed the development of tailored professional growth initiatives and fostered inclusive environments aligned with diverse cognitive styles, enhancing teaching effectiveness and student outcomes. Teachers benefited by gaining self-awareness of their cognitive inclinations, which encouraged reflective practice, improved collaboration, and more dynamic classrooms. Students indirectly experienced richer, more responsive learning environments that supported varied learning needs, boosting academic performance and satisfaction. Lastly, the findings provided a foundation for future research into cognitive styles and their educational impacts, contributing meaningfully to the field of educational psychology.

Figure 1 illustrated the conceptual framework outlining the key variables of the study. The independent variable was the Thinking Styles of public-school secondary teachers, categorized as: Synthesist, Idealist, Pragmatist, Analyst, and Realist. Meanwhile, the dependent variable was Teacher Attitude, which was measured in terms of: Beliefs about Students' Potential, Perceived Value of Teaching, Enthusiasm for Teaching, Student-centeredness, and

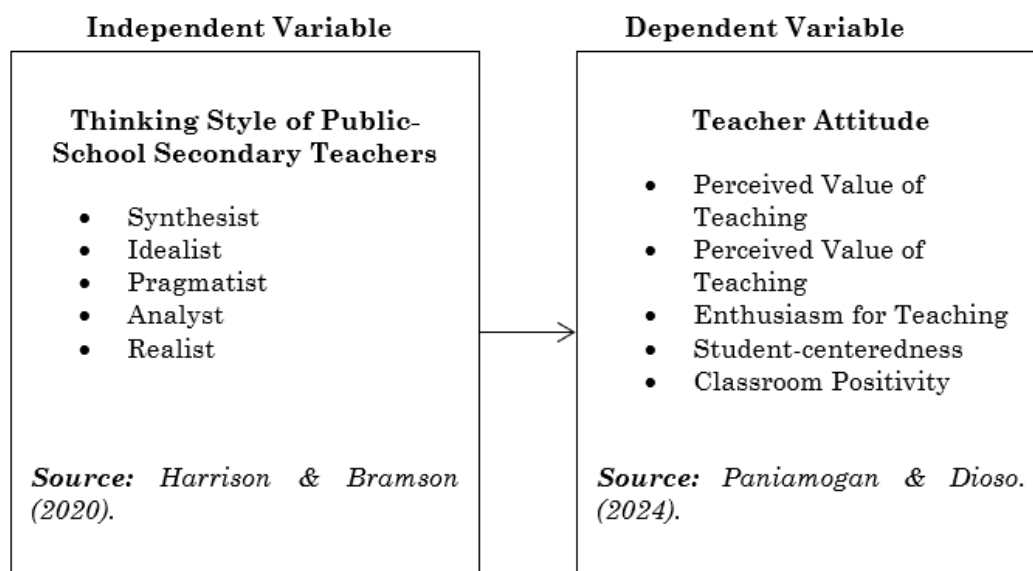


Fig. 1. Conceptual Framework

Classroom Positivity. This study aimed to determine the significant difference in the teacher attitude of public-school secondary teachers when grouped according to their thinking styles in New Corella District, Division of Davao del Norte.

2. Methodology

The following section outlines the procedures used by the researcher to perform this research study. It includes the population and sampling, instrumentation, data source, and data analysis.

2.1. Research Design—This study used a descriptive comparative research design to explore teacher attitudes among public secondary school teachers in New Corella District, based on their thinking styles—Synthesist, Idealist, Pragmatist, Analyst, and Realist. The design allowed the researcher to observe and compare natural variations in attitudes without manipulating variables. It focused on specific attitude dimensions: beliefs about students’ potential, enthusiasm, value of teaching, student-centeredness, and positivity. Grouping teachers by thinking style provided deeper insights into how cognitive preferences shaped their educational perspectives. This method helped identify significant trends and differences among teacher groups.

2.2. Ethical Considerations—The study followed ethical principles such as informed consent, privacy, confidentiality, and voluntary participation. Teachers were informed about the study’s purpose, their rights, and the option to withdraw at any time without consequences. Data were anonymized and securely stored to protect participant identity and ensure honest responses. The researcher took steps to prevent harm or discomfort, including ensuring safe environments for data collection. Ethical approval was obtained from the appropriate board, and transparency was maintained throughout. No conflicts of interest were declared, and participants were treated with fairness and respect.

2.3. Research Respondents—The study targeted public secondary school teachers in New Corella District, Davao del Norte. A sam-

ple size of at least 90 teachers was determined using Tabachnick and Fidell's (2022) formula to ensure statistical power. Universal sampling was applied to include as many eligible teachers as possible, minimizing bias. Teachers with at least one year of continuous service were included to ensure relevant and consistent experiences. This approach aimed to capture a representative view of teacher attitudes across thinking styles. The sampling method enhanced the validity and generalizability of the results within the district.

2.4. Research Instrument —The study used a two-part adapted questionnaire to measure thinking styles and teacher attitudes. The first part classified teachers into five thinking styles, while the second assessed their attitudes across five key dimensions. Responses were interpreted using descriptive ranges (e.g., very high to very low) to provide clear insights. The instrument was validated by experts in education and psychology to ensure relevance and clarity. A pilot test was also conducted in a nearby district to refine the tool and enhance reliability. These steps ensured the questionnaire was accurate, comprehensive, and context-appropriate.

2.5. Data Gathering Procedure —The researcher secured permissions from school au-

thorities before distributing the questionnaire face-to-face to establish rapport and improve response accuracy. The instrument underwent expert validation and a pilot test to ensure its reliability and clarity. During administration, the researcher gave clear instructions and was available to clarify questions, promoting honest and thoughtful responses. Completed questionnaires were collected only after full completion, and any inconsistencies were resolved through follow-up. All data were securely stored and later analyzed using SPSS. The process ensured ethical, accurate, and efficient data collection.

2.6. Data Analysis —Descriptive statistics like frequency and percentage were used to determine the distribution of thinking styles among teachers. The mean was computed to assess overall teacher attitudes across the five dimensions. One-way ANOVA was employed to identify significant differences in attitudes based on thinking styles. SPSS software was used for all data analyses to ensure accuracy and validity. This combination of statistical tools provided clear and meaningful interpretations. Results were used to draw conclusions about how cognitive styles influenced teacher attitudes.

3. Results

This chapter outlined the findings and discussion of the study. The presentation included an in-depth analysis of the thinking style of public-school secondary teachers in terms of synthesist, idealist, pragmatist, analyst, and realist. The chapter thereafter included a summary of the level of teacher attitude in terms of beliefs about students' potential, perceived value of teaching, enthusiasm for teaching, student-centeredness, and classroom positivity. The concluding portion examined the significant difference in the teacher attitude of public-school secondary teachers when grouped according to thinking styles in New Corella District, Division of Davao del Norte.

3.1. Thinking Styles of Public-School Secondary Teachers in New Corella District, Division of Davao del Norte —Table 1 displayed the data on the thinking styles of public-school

secondary teachers in New Corella District, Division of Davao del Norte. The frequency and percentage scores for each indicator were shown in both tabular and textual formats. The presen-

tation was organized sequentially from highest to lowest to ensure meaning and clarity. The results revealed that most teachers demonstrated a Realist thinking style, with 25 respondents representing 27.78 percent of the total responses. The next thinking style was Pragmatist, with 23 respondents, constituting 25.56 percent. The third most common style was Synthesist, reported by 20 teachers, accounting for 22.22 per-

cent. This was followed by Analyst, with 15 respondents or 16.67 percent. The Idealist thinking style exhibited the lowest prevalence, with 7 respondents, accounting for 7.78 percent. These results suggest that secondary school teachers in the New Corella District predominantly lean toward a realistic and pragmatic approach in their thinking, with fewer favoring idealist or analyst perspectives.

Table 1. Thinking Styles of Public-School Secondary Teachers in New Corella District, Division of Davao del Norte

No.	Thinking Style	N	Frequency	Percentage
1	Synthesist	90	20	22.22%
2	Idealist	90	7	7.78%
3	Pragmatist	90	23	25.56%
4	Analyst	90	15	16.67%
5	Realist	90	25	27.78%
Overall		90		100%

3.2. *Level of Teacher Attitude in New Corella District, Division of Davao del Norte* — Table 2 presented the level of teacher attitude in New Corella District, Division of Davao del Norte which are measured by five indicators namely: (1) belief in student's potential, (2) perceived value of teaching, (3) enthusiasm for teaching, (4) student-centeredness, and (5) classroom positivity. The mean ratings of these indicators are as follows: (1) belief in student's potential (3.40) which was described as High, (2) perceived value of teaching (3.45) which was described as High, (3) enthusiasm for teaching

(3.61) which was described as High, (4) student-centeredness (3.57) which was described as High, and (5) classroom positivity (3.45) which was described as High. The overall mean rating on this domain marked (3.50) which describes as High. This means that the level of teacher attitude in New Corella District, Division of Davao del Norte is oftentimes evident. The results below have showed that among the indicators of teacher attitude, the enthusiasm for teaching have garnered the highest mean (3.61) which was described as High. Thus, the enthusiasm for teaching of the teacher-respondents is often demonstrated.

3.3. *Significant Difference in the Teacher Attitude of Public-School Secondary Teachers When Grouped According to Thinking Styles in New Corella District, Division of Davao del Norte* — The findings in Table 3 revealed a significant difference in the teacher attitude of public-school secondary teachers when grouped

according to thinking styles in New Corella District, Division of Davao del Norte. The computed F-value of 12.901 and the p-value of .000, which is less than the standard level of significance of 0.05, indicate that there is a statistically significant difference between the variables. This suggests that thinking styles have a

Table 2. Level of Teacher Attitude in New Corella District, Division of Davao del Norte

No.	Factors	Mean	Descriptive Interpretation
1	Belief in Student's Potential	3.40	High
2	Perceived Value of Teaching	3.45	High
3	Enthusiasm for Teaching	3.61	High
4	Student-centeredness	3.57	High
5	Classroom Positivity	3.45	High
Overall Mean		3.50	High

Legend:

1.00–1.79: Very Low
1.80–2.59: Low
2.60–3.39: Moderate
3.40–4.19: High
4.20–5.00: Very High

significant impact on teacher attitude. Given the p-value of .000, the null hypothesis which stated that there is no significant difference in teacher attitude when grouped according to thinking

styles was rejected, confirming that thinking style plays a crucial role in shaping teacher attitude.

Table 3. Significant Difference in the Teacher Attitude of Public-School Secondary Teachers When Grouped According to Thinking Styles in New Corella District, Division of Davao del Norte

Variable Paired	Sum of Squares	df	Mean Square	F	p-value
Thinking Styles and Teacher Attitude	844.990	99	980.927	12.901	.000*

*Significant at $p < .05$

4. Discussion

This study aimed to determine the thinking styles of public secondary school teachers in terms of Realist, Pragmatist, Synthesist, Analyst, and Idealist categories. Furthermore, it sought to assess the level of teacher attitude based on five indicators: belief in students' potential, perceived value of teaching, enthusiasm for teaching, student-centeredness, and classroom positivity. The subsequent portion presented the significant difference in teacher attitude when grouped according to their thinking styles. The following are the significant findings:

The findings revealed that teachers predominantly adopt practical and flexible thinking styles in their professional roles. This suggests that their cognitive approach is closely aligned with real-world classroom demands and instructional challenges. This aligns with Sternberg's Thinking Styles Theory, which explains that individuals approach tasks differently based on their preferred cognitive styles. Teachers favoring realist and pragmatist styles demonstrate a

structured, adaptable way of thinking that supports efficient classroom functioning. The overall level of teacher attitude was found to be consistently high across various dimensions. This reflects a strong sense of professional dedication, enthusiasm, and commitment to fostering a positive and student-centered learning environment. This supports Ajzen's Theory of Planned Behavior, which emphasizes that positive attitudes influence intentions and behaviors. In this case, teachers' strong beliefs and values about teaching are likely driving their consistent display of positive attitudes.

A significant difference was observed in teacher attitude when grouped according to thinking styles. This indicates that the way teachers think plays a crucial role in shaping their attitudes, emphasizing the value of understanding cognitive preferences in enhancing teacher performance and effectiveness. This finding is supported by Bandura's Social Cog-

nitive Theory, which highlights the interaction between cognitive factors and behavior. It suggests that thinking styles can influence how teachers perceive their roles and respond emotionally and behaviorally in educational settings.

DepEd should develop professional development programs that consider teachers' diverse thinking styles to enhance instructional quality. School heads are encouraged to cultivate a supportive environment that values enthusiasm, commitment, and collaboration. Teachers should reflect on their thinking styles and adopt flexible approaches to improve teaching effectiveness and student engagement. Students can benefit from understanding their teachers' varying styles to better navigate and adapt to classroom dynamics. Future researchers should explore thinking styles in different contexts and examine other factors that influence teacher attitudes to strengthen educational practices.

5. References

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