Teaching Beliefs and Behavior towards Blended Learning among Faculty of Universities in China: Inputs to Enhanced Curriculum

A Dissertation

Presented to the

Faculty of the School of Graduate Studies

Central Philippine University

Iloilo City, Philippines

In Partial Fulfilment

of the Requirements for the Degree

Doctor of Education

(with specialization in Curriculum and Instruction)

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December 2022

Abstract

This study aimed to determine teaching beliefs and behavior towards blended learning among faculty of universities in China. The descriptive correlational research design was utilized to determine the relationship between teaching beliefs and behavior in blended learning. 290 faculty from five universities were selected as respondents using multistage probability sampling. Results showed that the level of teaching beliefs and behavior were high. Teachers' sex, age, length of teaching, academic rank, and educational attainment were not significantly related to teaching beliefs and behavior. Teaching beliefs and behavior showed a significant positive relationship. In the post-epidemic era, universities adopted various strategies to actively change teaching beliefs, such as formulating policy support, organizing learning, and training, thereby improving teaching behavior. Results of this study became the basis for the enhancement of existing curricula in Fundamentals of Programming.