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An Analysis of Pedagogical Beliefs of Teachers at College Level and its Relationship to their Actual Classroom Practices

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ABSTRACT

Teaching beliefs are the essence of teacher's academic activity. They contain a set of assumptions or suggestions about the teaching profession, teachers, students, and more the process of teaching and learning. They influence their planning, decision making, work ethic, student relationships, evaluation method, material and material selection and among other things, classroom practices. This investigation is aimed to analyze pedagogical beliefs and its relationship to actual classroom practices of teachers at college level. As this study also reveals the differences among pedagogical beliefs and classroom practices based on teachers' gender and most importantly explores relationship among them at college level. The investigator adopted quantitative approach and conducted a survey study. Participants were randomly selected teachers and students from government degree colleges of Lahore who provided their responses about pedagogical beliefs and classroom practices through self-developed questionnaires. The outcomes shown that educators' pedagogical beliefs as well as classroom acts at college level are not significantly correlated to each other.

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1. Introduction

Beliefs are inner understanding, principles as well as intentions considered as factual. Although knowledge is called realistic reasoning and understanding (Richardson, 2003). The formation of one's belief system is based on the aggregate of views about physical as well as social world and also beliefs about own-self. Generally they are considered guidelines in a person's life for understanding and comprehending about world around them (Pajares, 1992). Teachers' beliefs are difficult to articulate in

obscure terms when considering their effective methods (Ertmer, 2005; Hermans, et. al., 2008; Lim, Hills, Choo, Wong, Wu & Tan 2013).

According to Vartuli (2005) the beliefs of teachers are often irrational, yet they influence decisions about their impressions, character, classroom environment, student interaction and teaching practices. Various teachers have varied beliefs and these frequently affect different classroom activities as well as decision making about teaching activities. Focusing on researches (Clark & Peterson, 1986; Fang, 1996) educators' teaching believes in addition to classroom practices when interacting students can reveal more insight into how these beliefs serve as the basis for instructional planning. This center may likewise assist with explaining the humiliation that play and learning are isolated substances. This view depends with the understanding that beliefs are best pointers of choices which people make for duration of their life (Dewey, 1933; Bandura, 1986).

According to Denessen (2000), despite the fact that we have believes about nearly everything, believes about pedagogy allude explicitly to understanding, properties as well as suggestions about teachings and learning that end up being consistent with. As Pajares (1992) states all instructors have beliefs about their work, learners, subjects and pedagogical roles as well as duties. This belief system about pedagogy consists of a complex and multidimensional framework of beliefs related to teaching-learning (Hermans, et. al., 2008; Ertmer & Ottenbreit-Leftwich, 2010). Key believes are the most grounded and thusly generally hard to change since they have different associations with different convictions (Richardson, 1996). Indeed, even fundamental believes about the idea of educating are impervious to change since they have been formed by numerous long periods of involvement and are upheld by solid power and expansive agreement (Ertmer, 2005). When contrasted with believes that are more outsider and as of late shaped are more unique as well as open to change (Fives & Gill, 2015).

According to Kagan (1992), as instructors acquire insight in the teaching room, their insight turns out to be more credible and in this way their pedagogical believes take on a personal nature that controls impressions, decisions and behaviors. Beliefs are shaped according to individual practices, teaching as well as principles (Vartuli, 2005). These individual believes are important for one's very own viable information, which is the information that should be known and created by instructors. Individual reasonable information is characterized by information on singular encounters, individual chronicles, and subjects. It is a specific method of recreating the past and the aims of things to come to manage the exigencies of the current circumstance. This forms the basis of actions as well as of practices for teachers (Verloop, Van Driel & Meijer, 2001).

Since numerous instructors invest a ton of energy with youngsters, educators can figure out how to function carefully. Van Manen (2008) portrayed this procedure when instructors comprehend what befalls learners, to comprehend the youngster's encounters, to comprehend the significance of educating for their circumstance, to figure out how and what to do and can accomplish something right. It upholds the idea of underscoring socio-cultural model, recommending that educators and learners cooperate, making a two-dimensional impact in the social setting of the reading class. As the educator executes practice dependent on believes, which thus influences the learning and climate of the learners, this unique experience is disguised by the instructors and the interaction by which it is carried out.

In a survey on instructor believes and classroom practices, Isenberg (1990) proposes that widening the perspective on guidance to incorporate considerations and convictions just as practices may prompt a superior comprehension of the varieties practically speaking seen across singular educators just as the confusion seen when instructors don't reliably utilize suggested instructing

practices.

Researchers examined (Charlesworth, Hart, Burts & Hernandez, 1991) the connection between educators' beliefs and instructional actions. For doing such investigation, researchers had youth instructors completing educator beliefs and instructional activities questionnaire. The outcomes uncovered positive relationships among formatively suitable beliefs and exercises and formatively unseemly beliefs and exercises. The outcomes additionally uncovered that instructors who revealed feeling more in charge of preparation and guidance had all the more formatively fitting scores on the two scales. Additionally, Stipek and Byler (1997) led overviews and perceptions in study classes with 60 montessori educators. They inferred that pre-school and kinder-garten educators' accounted for beliefs about suitable and successful guidance were altogether related with their noticed instructional practices. Student centered beliefs were emphatically connected with a noticed positive social environment and adversely connected with an accentuation on a fundamental abilities approach. An exploration study looked at (McMullian, Elicker, Geotse, Huang, Lee, Mathers & Yang, 2006) what preschool instructors announced about their beliefs comparable to their real instructional processes as inspected by perceptions, educational plan materials, day by day designs, program antiques, and other proof gathered from their teaching surroundings and projects. Results demonstrated that when youngster coordinated free play, rising proficiency, and language advancement exercises were noticed, instructors' self-revealed beliefs were all the more unequivocally lined up with real practices. In any case, when all the more profoundly organized exercises were noticed, similar to: schedules, preplanned little gathering, and educator coordinated huge gathering learning, instructors all the more firmly supported scholastic educating or fundamental abilities arranged.

A subsequent likely justification the changed discoveries in regards to the connection among beliefs and practice is that the two builds are once in a while not estimated at a similar degree of consensus or explicitness (Ajzen, 1996). For instance, instructor beliefs might be surveyed in regards to expansive problems (student knowledge as well as advancement), though instructional action perceptions might take a significantly additional explicit center (educators' interaction with youngsters as well as pervasiveness of permitted decision). The degree of idea and examination confound might create misdirecting consequences. Through assessing past examinations, the analysts discovered beliefs of instructors about teaching in addition correlation of such beliefs to instructional rehearses (Guskey, 1986). By evaluating examination writing, connection among educators' beliefs as well as instructional actions stayed available toward discussion. Clashes among instructors' believe as well as truth of instructional rehearses might generally revealed in writing. A few investigators (Trigwell & Prosser, 1996) have discovered textures between educators' believe in relation to instructional acts whereas others might discover irregularities.

Instructors have a bunch of complex beliefs frameworks that are in some cases not reflected in their instructional procedures for different muddled reasons. The educators' beliefs can't really massively affect the manner in which they instruct. They are legally necessary to show certain things which might oblige believe. In some cases, instructors need to make up for the disjunction between their own allowances of beliefs based expectations and the real factors of the instructional limitations. They recommend that what instructors accept and what they really do are very extraordinary. Besides, despite the fact that instructors' beliefs may change, their practices frequently don't.

Floweday and Schraw (2002) and Ajzen (1985) proposed that beliefs build up an individual's worth framework that manages life's practices. Another exploration (Trigwell & Prosser, 1996) found that educator' expressed encouraging goals and training techniques. Few inquiries demonstrate

instructors' actions couldn't usually steady toward believes. Research analysis (Judson, 2006) discovered an irregularity among educators' purported believes about teaching procedures and real instructional actions. The connection among instructors' believes as well as actions are in certain occurrences determined. Investigators (Abell & Roth, 1992) struggled for elucidating jumbling among instructors' believes and teaching actions through outer and inner requirements compelling the educator.

Prior studies have noticed that the intricacies of school life can compel educators' capacities to take care of beliefs and give guidance which adjusts their belief system. This proposes that context oriented elements can have amazing effects on educators' believes and influence their instructional rehearses. A few prospects can clarify the puzzle between educators' believes and their real actions. The correlations among pedagogical believes and acts of educators from Lebanon were explored in addition theses believes and acts were compared with financial status of schools, strength of students, achievement standard, instructors' educational foundation extent, educator experience and many other aspects (Faour, 2003). This investigation is contained 135 pre-school and kinder-garten educators. Outcomes displayed an adequate relationship among instructors' believes and practices.

Whether or not teachers' believes are fringe and along these lines individual, verifiable, multifaceted, hypothetically embraced and difficult to express or center, and subsequently predominant, socially loaded, permanent and simple to express (Phipps and Borg, 2009), all educational believes unequivocally impact educators' whole instructional practices. These believes are by and large in arrangement, to a more noteworthy or lesser degree, with contemporary or then again attractive showing standards and, individually, either help or hamper educators and their understudies in accomplishing wanted instructive objectives (Glušac & Pilipović, 2019). It is as yet an uncertain question whether inadequate or erroneous educator convictions can be changed and how.

It is of most extreme significance for instructors and surprisingly more so for prospective educators, to get mindful of their believes sooner or later of their vocations as educators for two essential reasons – they should be mindful that their believes intensely impact their training and that all those believes that don't work well for them ought to be supplanted or disposed of. The sooner instructors become mindful that they hold a belief that is of no utilization to them or their understudies, the better. Accordingly, those working with prospective instructors should make these instructors stand up to their own believes as a component of the course educational program they educate (Cabaroğlu and Roberts, 2000; Wall, 2016), as any endeavor to change their believes once they become rehearsing educators may represent a danger to their character (Glušac & Pilipović, 2019); many liken a difference in believes with individual change (Yero, 2002). Also, discarding any wrong believes among learners would prompt their more effective expert readiness. Researchers have discovered (Valcke, Sang, Rots and Hermans, 2010) that prospective instructors who neglect to reproduce their pictures of self as instructors fittingly may experience dissatisfactions adequately extreme to end their instructional profession before they truly gotten an opportunity to start.

Educators' believes and practices altogether vary contingent upon schools' commercial position, student strength and educational standard. Educators' degree of common schooling, preparing, age, pay, and chief's help were additionally identified with believes and rehearses of instructors. Two English language educators' believes were tested as well as instructional acts (Wang, 2006). Information were gathered with two semi-organized meetings as well as 14 class-perceptions. The information proposed that the two instructors' believes and practice were to a great extent reliable as far as showing exercises and educating techniques.

Al-abdulkareem (2004) examined Saudi educators' beliefs about science and instructing, in addition to determine how educators perceive educational transformation, and change in training. The participants were educators and administrators. The conclusions showed that educators in science classrooms do not really practice their pedagogical beliefs. Chou (2008) led an examination dependent with the understanding that instructors are profoundly affected by beliefs. He researched the beliefs about showing perusing among forty two college educators. The level of errors or textures between educators' beliefs and their useful encouraging exercises were investigated. The discoveries showed that there were no huge contrasts between the members' beliefs and their instructional procedures.

Shun (2008) analyzed instructors' teaching beliefs and their relations to teaching techniques. Educators of forty schools of Singapore took part in examination. The outcomes revealed that there was very little fluctuation in instructors' teaching beliefs, in addition to the utilization of instructional technique. Phillips (2009) researched beliefs and practices of secondary school social study educator through her teaching. Outcomes revealed her instructional procedures changed with the change in pedagogical beliefs as well as goals with the passage of time and adjusted to school environment as well as learners needs. The investigation recommends that notwithstanding difficulties that she experienced, this educator rehearsed in manners that were steady with her beliefs.

The intent behind an investigation (Bisland, O'Conner and Malow-Iroff, 2009) existed exploration of pedagogical beliefs of community study instructors in USA and degree to which instructors practiced beliefs. The examination tracked down no evidence of the connection between educators' pedagogical beliefs and useful instructional processes. Harcarik (2009) researches connection among 5th class instructors' information as well as pedagogical beliefs and their relationship to instructional procedures. Quantitative information were gathered through a survey. To give an exhaustive image of the 5th grade educators' information, pedagogical beliefs, and self-described instructional practices on identifying with social study. The discoveries of this examination demonstrate a connection among educators' pedagogical beliefs as well as educators' self-described instructional actions.

Some researchers (Hedrick, Harmon & Linerode, 2004) examine pedagogical beliefs and teaching acts of instructors in elementary schools just as their utilization of educators' manuals. Utilizing a self-describing questionnaire to gauge these beliefs and actions, they discovered some contradiction between what educators accept about pedagogical beliefs and their real teaching practices. While all educators overviewed held numerous pedagogical beliefs and practices in like manner, their beliefs as well as actions were significantly influenced by grade level, financial status and many other factors.

There is minimum consideration of researchers toward gender orientation contrasts in instructors' pedagogical beliefs, the connection between male and female educator beliefs and practices. It is broadly concurred that educators play important role in learners' academic life (Cochran-Smith and Zeichner, 2005; Tatlah, 2015). By investigating gender differences, apparently instructors' pedagogical beliefs are a significant variable. As per Fennema (1990), experiences into instructors' pedagogical beliefs may prompt further comprehension of gender orientation contrasts in math. For instance, male and female educators may hold distinctive pedagogical beliefs about understudies' learning. This may have impact on their classroom instruction, which thus can influence understudies' beliefs and accomplishment. Contrasts in educators' teaching methodologies may likewise affect male and female understudies, separately. It is likewise an inquiry whether the impact of both instructors' pedagogical beliefs and gender may impact learners' learning adapting in an unexpected way.

In a new report dependent on instructional perceptions in Norwegian schools, no distinctions were enlisted in male and female instructors' association of guidance in various teaching aspects, including math (Haug, 2010; Tatlah, 2014). Notwithstanding, educators' pedagogical believes identified with understudies' learning and advancement have gotten little consideration (Buehl and Alexander, 2009).

It is seen through exploring the past examinations that they don't contain any investigation that takes attention at pedagogical beliefs of the instructors at college level, in spite of the fact that recognizing the educational believes of school educators may prompt understanding the elements that influence their instructional acts, which permits the arrangement of a viable system for instructing and to contribute in coordinating more accentuation on showing particularly in the essential cycle. Subsequently, this examination came to break down the teaching believes of instructors at college level in the fundamental cycle and the level of their instructional acts of these believes, just as unveiling the connection between the teaching beliefs of educators and their instructional acts.

2. Conceptual Framework

Present inquiry is aimed to analyze educators' pedagogic beliefs as well as its relationship to real teaching processes at college level. Beliefs are inner understanding, principles as well as intentions considered as factual. Although knowledge is called realistic reasoning and understanding. According to Vartuli (2005) the beliefs of teachers are often irrational, however they affect decisions about their impressions, character, learning environment, student interaction and teaching practices. Various teachers have varied beliefs and these frequently affect different classroom activities as well as decision making about teaching activities. Focusing on researches (Clark & Peterson, 1986; Fang, 1996) pedagogic theories of educators and classroom practices when interacting students can reveal more insight into how these beliefs serve as the basis for instructional planning. Current investigation is focusing on exploring the correlations among educators' pedagogical beliefs and their real instructional actions as well as finding teachers' gender differences regarding pedagogical beliefs plus classroom practices at college level. Conceptual framework of inquiry is given below (Figure 1).

Figure 1 Conceptual Framework for Relationship between Pedagogical Beliefs and Classroom Practices of Teachers

Current investigation answered these research questions:

- Is there any difference in pedagogical beliefs of teachers at college level based on their gender?
- Is there any difference in male and female students' perceptions for teachers' classroom practices?
- Is there any relationship between pedagogical beliefs and classroom practices of teachers at college level?

3. Research Procedure

As this study reveals the differences among pedagogical beliefs and classroom practices based on teachers' gender and most importantly explores the relationship among these beliefs and instructional practices at college level. The investigator adopted quantitative approach and conducted a survey study. Teachers as well as students from government degree colleges of Lahore were participated in investigation. Due to large population, they were selected randomly. First of all, nine male and female degree colleges were randomly selected and then sixty three male and female teachers were selected from these colleges. The teachers were selected from two departments Education and English. The detail of the teachers' designation, department, age and gender is given below.

Table 1 Details of Sample of Teachers (N=63)

Variables	levels	Frequency	Percentage
Gender	Male	9	14
	Female	54	86
Designation	Associate Professor	16	25
	Assistant Professor	25	40
	Lecturer	22	35
Department	English	47	75
	Education	16	25
Age (years)	25-35	11	17
	35-45	27	43
	>45	25	40

For the sample of the students, ten to eleven students were randomly selected with respect to each teacher's classroom, hence total male and female students chosen from English and Education departments were six hundred and sixty seven (667). The detail of students' age, gender, discipline is given below (table 1a).

Table 1a Details of the Sample of Students (N=667)

Variables	Levels	Frequency	Percentage
Gender			
	Male	166	25
	Female	501	75
Discipline			
	English	585	88
	Education	82	12
Age			
	14-16	187	28
	17-19	356	53
	>19	124	19

With the purpose of analyzing teachers' pedagogical beliefs at college level, researcher has developed a questionnaire. The literature related to teachers' pedagogical beliefs was keenly reviewed as well as by examining previous researchers' tools for determining the pedagogical beliefs of teachers. This questionnaire includes thirty items spread across six domains; lesson presentation, control and discipline, dealing students, evaluation, ethics and personal characteristics. Likewise an additional questionnaire was designed to explore students' opinions about teachers' actual classroom practices. It includes twenty five items spread across five domains; teaching methods, pedagogical moves, teacher-student interaction, cognitive engagement, and instructional technology.

For determining whether these questionnaires are valid, content validity was ensured by experts. The reliability of the questionnaires was determined by calculating Cronbach's alpha. The alpha level of teachers' pedagogical beliefs questionnaire was 0.58 and for classroom practices questionnaire was 0.63, expressing significantly reliability.

All the data were collected and analyzed descriptively by the researcher. At first stage teachers' pedagogical beliefs were collected and then their actual practices were confirmed by their respective students.

4. Results and Discussion

The first research question: is there any difference in pedagogical beliefs of teachers at college level based on their gender? To answer this question, a t-test was applied to differentiate the teachers' pedagogical beliefs based on their gender (table 2).

Table 2 Differences of male and female teachers on pedagogical beliefs

Gender							
	Male		Female		Independent Samples t - test		
Domains	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Lesson Presentation	4.27	.46	4.42	.28	-1.27	61	.207
Control and Discipline	4.44	.33	4.29	.48	.932	61	.355
Dealing with Students	4.20	.53	4.37	.39	-1.125	61	.265
Evaluation	4.28	.49	4.47	1.16	-.460	61	.647
Code of Ethics	4.44	.45	4.61	.33	-1.371	61	.175
Personal Characteristics	4.44	.60	4.49	.39	-.333	61	.741

The results showed there is no significant difference in male and female teachers' pedagogical beliefs at $p > .05$. There are six domains presenting instructors' teaching beliefs. The mean score for male teachers ranges from 4.20 to 4.44 and standard deviation from .33 to .60. The mean score of female teachers ranges from 4.29 to 4.61 and standard deviation from .28 to 1.16.

The second research question: is there any difference in male and female students' perceptions for teachers' actual classroom practices? To answer this question, a t-test analysis was applied to differentiate perceptions of students regarding their teachers' classroom practices (table 3).

Table 3 Perceptions of students on teachers' classroom practices

Gender							
Domains	Male		Female		Independent Samples t - test		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Teaching Methods	2.80	.49	2.62	.62	3.347	665	.001
Pedagogical Moves	2.70	.43	2.87	.51	-3.847	665	.000
Teacher/ Student interaction	2.68	.65	2.88	.64	-3.550	665	.000
Cognitive Engagement	2.56	.46	2.65	.60	-1.675	665	.094
Instructional Technology	2.29	.42	2.31	.51	-.481	665	.630

The findings showed that there was a huge contrast in male and female learners' discernments with respect to their instructors' teaching acts on three areas; teaching methods, pedagogical moves and student-teacher interaction ($p < .05$). While there was no huge contrast in cognitive engagement and instructional technology ($p > .05$).

For finding, is there any correlation among instructors' pedagogical beliefs and their real classroom practices at college level, Pearson correlation was applied.

Table 4 Correlation coefficient of the pedagogical beliefs and the classroom practices

Correlations			
		Teachers Pedagogical Beliefs	Classroom Practices
Teachers Pedagogical Beliefs	Pearson Correlation	1	-.109
	Sig. (2-tailed)		.395
	N	63	63
Classroom Practices	Pearson Correlation	-.109	1
	Sig. (2-tailed)	.395	
	N	63	667

Findings revealed that there was no significant relationship among instructors' pedagogical beliefs and their real instructional acts at $r = -.109$, $n = 63$ and $p > .05$ (table 4).

Table 4a Correlation coefficient of the domains of pedagogical beliefs and the classroom practices

Correlations					
Domains	Teaching Methods	Pedagogical Moves	Teacher/student Interaction	Cognitive Engagement	Instructional technology
Lesson Presentation	-.088	-.011	-.087	-.223	-.156
Control and Discipline	.109	-.185	-.051	-.230	-.105
Dealing with students	-.100	-.223	.073	-.068	-.206
Evaluation	-.180	.034	.043	-.145	-.158
Code of Ethics	.075	-.313*	-.258*	-.247	-.280*
Personal Characteristics	.116	-.042	.092	.012	-.151

Results showed that there was negative and not significant connection among teaching methods, pedagogical moves, teacher-student interaction, cognitive engagement, instructional technology and lesson presentation at $r = -.087$ to $-.223$, $p > .05$. There was no huge connection among domains of classroom practices and control and discipline at $r = -.051$ to $-.230$, $p > .05$. There was no critical connection among classroom practices and dealing students at $r = -.068$ to $-.223$, $p > .05$. There was no critical connection among instructional practices and evaluation at $r = .034$ to $-.180$, $p > .05$. There was no critical connection among classroom practices and code of ethics at $p > .05$. There was a critical negative connection among pedagogical moves teacher-student interaction and code of ethics ($r = -.258$, $p < .05$), instructional technology and code of ethics ($r = -.280$, $p < .05$). There was no critical connection among classroom practices (domains) and individual characteristics at $r = .012$ to $-.151$, $p > .05$ (table 4a).

This research study is aimed at analysis of pedagogical beliefs of teachers and its relationship to their actual classroom practices at college level. To fulfill this aim three research questions were designed as: is there any difference in pedagogical beliefs of teachers at college level based on their gender, is there any difference in male and female students' perceptions for teachers' actual classroom practices and is there any correlation among teachers' pedagogical beliefs and real classroom practices at college level?

Study findings showed that pedagogical beliefs of instructors are not different from each other at college level based on their gender. The pedagogical beliefs of male and female teachers at college level are not significantly different from each other and it is consistent with findings of Haug (2010) in literature. The findings revealed that the belief in pedagogical beliefs has risen in all domains of teachers, which may be due to what Pajares (1992) wrote about instructors who had a belief system. Thus the parts of the system were coherent and constant with each other, which is why educators considered the assessment of teachers' beliefs to be high in all domains. This encouraged teachers to create a comprehensive picture of teaching principles in all aspects of instructional procedures.

There is no significant relationship between teachers' pedagogical beliefs and their actual classroom practices at college level and this outcome concurs to consequence of various studies (Al-Abdulkareem, 2004; Chou, 2008; Shun, 2008; Bisland, et. al., 2009) presumed that there is no connection between the educators' beliefs and classroom practices. Additionally this study revealed that instructors' pedagogical beliefs are contradicted with actual classroom practices and it concurs to the findings of previous study in literature (Hedrick, et. al., 2004) demonstrated to the presence of logical inconsistency between beliefs and practices of instructors.

5. Conclusion

Current discoveries have added to the writing on the beliefs of college educators and classroom practices. It is inferred that there is no critical connection among academic pedagogical beliefs and actual instructional acts of instructors at college level. There is an inconsistency among instructors' articulated teaching beliefs and their real instructional acts. This examination might be helpful for future exploration in regards to proficient improvement activities. Specifically, the focal point of projects and studies for instructor direction ought to remember information for educators' instructional and viable teaching standards. Subsequently, there is a need to lead more investigations to confirm the connection between the belief systems of educators and their classroom practices.

6. Recommendations

Current investigation was conducted to reveal is there any correlation among educators'

instructional theories and real teaching actions at college level. The approach was quantitative analysis. It is recommended that future researchers should conduct research on other aspects of pedagogical beliefs and classroom practices of school and university educators. More research should be done to find the influence of other variables on educators' classroom practices as well as it is suggested to conduct qualitative and quantitative studies to more keenly revealing teachers' pedagogical beliefs and instructional practices. Future researchers should conduct interviews and observations of teachers as well as of students at different levels. It is also suggested to train teachers for implementing actually their pedagogical beliefs in classrooms at different academic levels.

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