

# **Very High Level of Teaching Behavior and Outstanding Teaching Performance of Public University Faculty**

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## **ABSTRACT**

The quality of education depends on several factors such as training for students, teaching activities, management of the school, and the teachers themselves. The teachers are the most important factor in successful teaching. Moreover, to influence student's behavior, the relationship between a teacher and his student is the most effective influence. The study aimed to determine the level of teaching behavior and level of teaching performance of the faculty in the College of Technology in the University of Northern Philippines. Using descriptive-correlational method of research, the study used questionnaires as primary tools in gathering the data. Findings showed that the faculty had a very high level of teaching behavior along personal, teacher and students, involvement of student, influence method, discipline control, preparing teaching method, teaching process, classroom environment and facilities, work distribution, and learning strategy and social skill. Furthermore, the faculty had outstanding

level of teaching performance. The level of teaching behavior of the faculty is not significantly related with their level of teaching performance. The teaching performance of the faculty should not rest on their laurels by enhancing some aspects of their performance like sharing learning objectives with students, promoting a healthy exchange of ideas, and using appropriate evaluation tools.

**Keywords** – Education, teaching, behavior, performance, descriptive-correlational method, public university, faculty, Ilocos Sur, Philippines

## INTRODUCTION

Education could be seen as a wing for the progress of the human being (Perno, 2012) to help him attain intellectual, physical and spiritual or emotional growth. In some ways, it helps the individual live a happier life. For people without education, living turns out to be difficult, especially in the modern world where specific skills are often needed to get a job. Besides, education is a real wealth. Understanding how the world around us brings happiness, a kind of happiness that does not disappear. True education dignifies the individual.

The Turkish Science Education Reform declared that students should become scientifically literate (Yilmaz, Turnkmen & Pedersen, 2008). From primary school through tertiary, students need not only to develop a basic understanding of the concepts underlying science, but must also gain a sophisticated understanding of the assumptions and values inherent in the development of those ideas. To execute this, teachers are the most important factor in improving schools. Teacher preparation programs have a significant effect to the quality of a teacher. Thus, teacher quality depends on the areas of content knowledge, pedagogical skills and disposition (Collinson, Killeavy & Stephenson, 1999).

The study considered a personality variable of teachers to know whether their classrooms are more informational or more controlling. Environmental variables will also affect teachers to create a classroom climate that is primarily informational or primarily controlling. When teachers are pressured toward a particular outcome, they may in turn become more controlling with their students, which could decrease the intrinsic motivation and self-esteem of their students (Deci, Spiegel, Koestner, Kauffman & Ryan, 1982).

In other studies reviewed by Stipek (1996), extrinsic rewards were shown to impair learning and problem-solving. DeCharms (1976) found that enhancing children's intrinsic motivation also improved their learning as measured by standardized tests. Thus, there is some evidences that suggest controlling external

environments impair learning, in other words, intrinsic motivation improves learning; however, the question deserves considerably more attention.

The faculty are substantial components of an organization referred to in this study. Both the organization and the faculty have needs and objectives. In the pursuit of their respective objectives, they interact and influence each other. Teachers become true assets to the organization if individual and organizational objectives are reconciled. There are many factors to achieve effective education; one of the most important factors is teaching behavior.

As stated by Mann, (1996), the quality of education depends on several factors which are course schedule, the training for students, teaching activity, and management of the school, relationship of school and community, and the teachers themselves. To influence student's behavior, the relationship between teacher and student is the most effective influence.

The researcher observed that in all places of employment, problems on behavior system exist. When values and relationships among teaching personnel do not enhance satisfaction, do not contribute to success, then, there is a dire need to address the situation lest the students who are direct recipient of their labors be greatly affected. If a student fails to learn and develop desirable values, attitudes and behaviors from their mentors in school, then, the society would surely suffer in the future.

The researcher believes that teaching effectiveness has a big role to portray in bringing out quality learning to all students. Through the interplay of faculty attributes (which include moral qualities, social relationship traits, personality traits and teaching skills or competencies), the faculty may be able to effect desirable change and improvements among the learners. No matter how good the instructional program could be, if the faculty could not effectively share their expertise, then, quality learning becomes a dream.

The University of Northern Philippines (UNP), Vigan City, Ilocos Sur, Philippines, in general, is not only concerned in the pursuit of academic excellence that is why building a good teaching behavior and performance of the faculty are also given attention. The College of Technology in UNP, one of the educational arms of the government in developing and improving skilled manpower, is envisioned to be the leading institution in the technological institution in the region in terms of instruction, research, extension and production. It also envisioned to produce highly skilled value- laden graduates employed in the country and abroad to boost the country's economy, and support themselves and their families.

Through the results of their study, awareness of the strengths and weaknesses of the teaching personnel in terms of their behavior and effectiveness could be established. It also hopes that with this study, programs could be initiated to improve the perceived flaws in teaching behaviors and their effectiveness among the faculty of the College of Technology. Indeed, it is very inspiring to be working with people when everyone is acting and responding in shared direction. Everyone is expecting to professionally establish mutual confidence, love and respect with one another to the interest of the students, the organization, and the society.

### **OBJECTIVES OF THE STUDY**

The study determined the teaching behavior and effectiveness of the College of Technology faculty in University of Northern Philippines. It considered the relationship between, age, sex, residence, course, and specialization, length of teaching experience, educational attainment, and training and seminars. Furthermore, it tried to find the overall level of teacher's behavior and its significance to their performance.

### **METHODOLOGY**

The study used a descriptive-correlational method to determine the teaching behavior and teaching performance of the faculty in the College of Technology. Descriptive method was used to describe the teaching behavior and performance. All the 30 faculty of the College of Technology served as the respondents of the study. The researcher sought permission from everyone who were interviewed and surveyed. The correlational method was employed to look in the relationship between personal profile and the teaching behavior and teaching performance of the thirty faculty of the College of technology, University of Northern Philippines. The frequency and percentage were used to determine the profile of the respondents in terms of the faculty-related factors. Simple correlation analysis was used to determine the relationships between the teaching behavior, teaching performance and their profile. Faculty performance was taken from the Faculty Performance Evaluation System of the University of Northern Philippines. The population of this study comprised the Faculty and students of the College of Technology, University of Northern Philippines.

Teaching behavior is measured in terms of personal behavior of teachers and students' involvement, influence method, discipline control, preparing teaching

method, teaching process, classroom environment, work distribution, learning strategy and social skills. On the other hand, performance is measured in terms of activities to improve teachers, making decision while thinking about the teachers' work, improving learners, improving plans, always improving education quality, have creativity which have a reaction towards the learners, report of improving learners' quality within a system, being a good example to learners, being creative in joining work with others in the society, and looking for the improvement of information.

## **RESULTS AND DISCUSSION**

### **Profile of the Respondents**

Almost all of the respondents (29 or 96.7%) are males with only one (1 or 3.3 %) female. The faculty of the College of Technology is clearly male-dominated and majority (12 or 40.0%) of the respondents' age ranges from 31-40, two (6.7 %) of which belonged to 30 years and below. The respondents are still considered relatively young and energetic.

Most (10 or 33.3%) of the respondents have teaching experience of more than 20 years while two (6.7 %) have been teaching for 16 to 20 years. Majority of the respondents (17 or 56.7 %) hold a master's degree, 12 (40 %) hold bachelor's degree and one (3.3 %) holds a doctorate degree.

### **Level of Teaching Behavior of the Respondents**

The level of teaching behavior of the respondents was measured in terms of personal behavior, teacher an students, involvement of student, influence method, discipline control, preparing teaching method, teaching process, classroom environment and facilities, work distribution, and learning strategy and social skill.

The respondents have a "Very High" level of personal behavior as backed-up by the overall mean score of 4.54. It is also indicated in the table that all the items are rated "Always". Among the items, it is noteworthy that the respondents' self-confidence and flexibility for student work got the highest rating. Kindness, good intention for students achieved the lowest rating. The findings imply that teachers should be sensitive to others and keep the channels of communication open.

The table shows that the instructors' behavior along teacher and students was at a "Very High" level with an overall mean of 4.61. The respondents always have

consultations with their students and remember them well. The result shows that the respondents are keen on training their students with good manners, kind and willing to help students by being friendly and behaving properly towards their students.

It is also reflected in the results that the instructors' behavior along involvement of student was at a "Very High" level with an overall mean score of 4.72. All the item indicators are rated always. The results imply that the respondents allow student involvement in work and motivate them to be creative in their work.

Gross Davis (1993) said that students' enthusiasm, involvement and willingness to participate affect the quality of class discussion as an opportunity for learning. The challenge is to engage all students, keep them talking to each other about the same topic, and help them develop insights into the material.

The instructors' level of behavior along influence method was at a "Very High" level. All the item indicators are also rated "Always". The results imply that the respondents are suggesting and improving each student's weak point individually, encouraging the students to find out the answer by themselves, and explain the tasks clearly. These were supported by the responses of the students during their informal interview.

The respondents have a "Very High" level of teaching behavior along discipline control with an overall mean of 4.63. The respondents "Always" influence their students by reason and set rules for the students to follow. They also let them know their duties and responsibilities, and always keep an eye on them.

The respondents' behavior along preparing teaching method is at a "Very High" level (=4.60). All the items are also rated "Always". The students are much aware of their instructor's behavior on teaching methods particularly training the students in analytical and synthetically thinking and how to construct the body of knowledge by themselves, using activities that help the students' experiment and practice by themselves, informing the learning objective before teaching and evaluating it every time.

This approach to learning emphasizes the fact that individuals perceive and process information in different ways as emphasized by Crow (1970). The Learning Styles Theory implies that individual learning has more to do with educational experience geared toward their particular style of learning than intelligence alone. In fact, educators should not ask, "Is this student smart?" but rather "How is this student smart?"

The respondents' level of teaching behavior along teaching process is at "Very High" level. This is indicated by the overall mean 4.57. All the item indicators are also rated "Always". The students are very much aware of their instructors'

behavior on teaching process particularly in following the steps of self-practicing activity for students, adjusting activity according to students' interest, training students for knowledge and skills, and setting suitable teaching technique.

The instructors' behavior along classroom instrument is at a "Very High" (=4.53) level. All the item indicators are rated "Always". The students viewed that the following indicators of the teaching behavior regarding management of classroom environment and facilities are prevalent: encouraging the students to study and research by themselves, arranging the classroom environment to enable learning, and providing sufficient media and materials which are appropriate to the contents.

The instructors' behavior along work distribution is at a "Very High level and all the item indicators are rated "Always". The respondents have clear communication appropriate distribution and keep looking, giving feedback, and keep checking the work suggestion and correction.

The model is based on the belief that there are identifiable precepts or principles that provide valuable guidelines for effective teaching in a wide variety of instructional areas and setting. Such principles can be used to regulate and guide teachers' action as stated by Good (1973). They assist decision-making about teaching strategies, methods and techniques in all subjects and are based on generalizations derived from classroom observation and research. The application of appropriate teaching principles has been shown to be strongly related to high level students' achievement in a number of subject areas. Much of the support for the principles model is based on research derived from the process – product literature.

The respondents' behavior along learning strategy and social skill is at a "Very High" level as indicated by the mean of 4.57. All the item indicators are rated "Always". The findings show that the respondents support teamwork, motivate, express ideas and set problems for their students to analyze and solve. They also give leadership activities to their students. Motivation plays an important role in formal education. One of the primary functions of formal education is to develop motives and interest that will be life-long in their effects. Education should develop the needs and desires that the individual will constantly try to satisfy. This satisfaction could be attained through proper motivation.

The respondents have a "Very High" (=4.57) level of teaching behavior. They have a "Very High" level in all the dimensions of teaching behavior such as personal behavior, teacher and students, involvement of student, influence method, discipline control, preparing teaching method, teaching process,

classroom environment and facilities, work distribution, and learning strategy and social skill.

### **Level of Teaching Performance of the Respondents**

The level of teaching performance of the respondents was measured in terms of teaching effectiveness and personal and social attributes. Teaching effectiveness was measured in terms of commitment, knowledge of the subject matter, teaching for independent learning, and management of learning.

The respondents' level of teaching effectiveness along commitment is "Outstanding" (=4.68). All the item indicators are also rated "Outstanding". The items "supplements available instructional materials" (=4.79) and "makes himself available even outside official time" (=4.77) got the highest mean rating. On the other hand, "shares and realizes learning objectives with student" got the lowest mean rating of 4.59.

The results imply that the respondents are dedicated to their job. They are knowledgeable about the things they need to perform to fulfill their job. They do everything and anything to ensure the quality of instruction they give to their students. The respondents' level of teaching effectiveness in terms of knowledge of the subject matter is also "Outstanding". This is evidenced by the mean rating of 4.75. All the item indicators are rated "Outstanding" especially on the item "presents subject matter systematically" which got the highest rating of 4.83. In contrast, the item "summarizes the lessons and makes generalizations" got the lowest mean rating of 4.49.

The findings of the study indicate that the respondents are experts in their chosen field. The respondents have sufficient knowledge of the subject matter. Further, they supplement their knowledge by keeping track of new concepts and innovative ideas and cites current issues or up-to-date information on the subject matter.

The respondents have an "Outstanding" (=4.70) level of teaching effectiveness along teaching for independent learning. It is also observed that all the items are at an "Outstanding" level. It is worthy to note that "respect students' opinions and choices and the exercise of their responsibilities" got the highest mean of 4.84. On the contrary, "gives appropriate and realistic assignments" got the lowest mean of 4.49.

The findings imply that the respondents provide experiences for students to develop their critical thinking skills and creativeness. They encourage independent learning through the use of varied teaching techniques like cooperative learning and the like.

The respondents' teaching effectiveness in terms of management of learning is "Outstanding" (=4.77). All the items are rated "Outstanding". Furthermore, the items "utilizes class time wisely and purposively" (=4.93) "uses example, illustrations, and associations to clarify/expand the lesson" (=4.91), and "evaluates students' performance wisely" (=4.91) obtained the highest mean rating. On the other hand, "uses appropriate evaluation tools such as quizzes, recitation, etc." (=4.56) got the lowest mean rating.

The findings show that the respondents are conscious about time management particularly in the teaching-learning process. This should be exercised particularly with the many class disruptions during the semester. The respondents are also outstanding in stimulating the intellectual curiosity of the students with the injection of their sense of humor once in a while. Moreover, the respondents show fairness in rating their students.

Overall, the respondents have an "Outstanding" (=4.72) level of teaching effectiveness. This is backed-up by their outstanding level of commitment (=4.48), knowledge of the subject matter (=4.75), teaching for independent learning (=4.70), and management of learning (=4.77). The respondents have an "Outstanding" (=4.69) level of teaching performance along personal and social attributes. All the item indicators are also rated "Outstanding". Among the item indicators, the items "orderliness" (=4.84) and "grooming and use of appropriate attire" (=4.77) obtained the highest mean ratings. "Emotional maturity/stability", on the other hand, got the lowest mean rating of 4.57.

The results indicate that the respondents are sensitive as to how presentable they are in front of their students. This is in consonance with the common belief that the best audio visual material in a classroom setting is the teacher himself. As a teacher in a technology course, they also need to be systematic and organize particularly in setting their tools and materials.

Table 1. Summary of the level of teaching performance of the respondents

<b>Dimensions</b>	<b>Mean</b>	<b>DR</b>
Teaching Effectiveness	4.72	Outstanding
Personal and Social Attributes	4.69	Outstanding
<b>Overall</b>	<b>4.71</b>	<b>Outstanding</b>

The study reveals that there is no significant relationship between the level of teaching behavior of the respondents and the following" gender ( $r=0.0323$ ), age ( $r=0.0692$ ), length of teaching experience ( $r=0.0223$ ), and highest educational

attainment ( $r=0.0483$ ). This implies that no matter is the gender, age, length of teaching experience, and highest educational attainment of the respondents, their level of teaching behavior is more or less the same.

There is also no significant relationship between the level of teaching performance of the respondents and the following” gender ( $r=0.0658$ ), age ( $r=0.0376$ ), length of teaching experience ( $r=0.0952$ ), and highest educational attainment ( $r=0.0881$ ). This indicates that no matter is the gender, age, length of teaching experience, and highest educational attainment of the respondents, their level of teaching performance is more or less the same.

A significant limitation of the extant literature is the lack of methodological rigor to demonstrate that the positive relationship commonly found between human resources and performance is actually causal, in the sense that when formal human resource practices are instituted, they lead to higher performance (Wright, Gardner, Moynihan & Allen, 2005).

Moreover, there is no significant relationship between the level of teaching behavior and the level of teaching performance of the respondents ( $r=-0.112$ ). Furthermore, scrutiny of the table also reveals no significant relationship between the all the indicators of teaching behavior and teaching performance. This indicates that the level of teaching performance of the respondents is more or less the same no matter what is the level of teaching behavior of the respondents.

## CONCLUSIONS

The respondents have a very high level of teaching behavior particularly along personal behavior, teacher and students, involvement of student, influence method, discipline control, preparing teaching method, teaching process, classroom environment and facilities, work distribution, and learning strategy and social skills. The respondents have an outstanding level of teaching performance particularly in terms of teaching effectiveness and personal and social attributes. The level of teaching behavior and level of teaching performance of the respondents is more or less the same regardless of their gender, sex, length of teaching experience, and highest educational attainment. The level of teaching behavior of the respondents is not significantly related with their level of teaching performance.

## TRANSLATIONAL RESEARCH

The findings of the study may be best translated to the meaning of the term education and its purpose are not universally fixed and not the same for all. Bartlett and Burton (2012) stated that personal resonances of the term education are shaped by a number of individual experiences such as coming top of the class, passing examination, going on school trips, being made fun of by teacher, or being in the bottom set. Various groups of people are usually positioned differently in relation to education and its purposes.

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