

Teaching Effectiveness of the Faculty Members of Guimaras State College as Perceived by the Education Students

By

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Abstract

This study aimed at identifying the teaching effectiveness of GSC faculty members based in the different aspects of teaching. The respondent of the study were 140 Education Students (first year to fourth year) both in the BEED and BSED during academic year 2006-2007. The descriptive method of research was used. Total enumeration was used and frequency count and percentages were the bases for the analysis to come up with the conclusion and recommendation of the study.

The study sought answers to the following questions:

1. What are the teaching styles employed by the teacher inside the classroom?
2. What are the behaviors of the teacher towards teaching?
3. How did the teacher manage the classroom situation to make the atmosphere conducive for learning?

The findings of the study were:

Out of the 140 respondents, 90% of them are females and the males only 10%. There were 67.86% students with age ranging from 16-20 years old and 32.14% are 21 years old and older. 67.43% of the respondents are taking Bachelor in Secondary Education and the other 38.57% are taking Bachelor of Elementary Education.

In terms of teaching styles, 75 or 53.57% of the respondents indicated that the teachers used charts, pictures, graphs, statistics and other aids in teaching. Ninety (90) or 64.29% percent of the respondents answered that the teacher depended only his/her explanation from the book and did not research for additional input.

Eighty (80) or 57.14% of the respondent indicated that the teacher/s injected humor to the discussion to perk up the enthusiasm of the students. Ninety (90) or 64.29% of the respondents indicated that the teacher changed his/her voice, gestures and facial expression in reading discussing the topic. One hundred (100) or 71.43% of the respondents indicated that the teacher maintained eye to eye contact with his/her students. Eighty (80) or 57.14% of the respondents indicated that the teacher have the command of language in his/her instructions. In terms of teaching style used by the teacher, 110 or 78.57% of the respondents indicated the method used was reporting. One hundred twenty (120) or 85.71% of the respondents indicated that verbal and written exam is the evaluation type used by the teacher.

In terms of behavior towards teaching, 90 or 64.29% of the respondents answered that the teacher set a good example or model to the students in actions and speech. Eighty (80) or 57.14% of the respondents indicated that the teacher motivated the students to learn vigorously. Eighty eight (88) or 62.86% of the respondents answered that the attitude of the teacher reflected what he/she teaches. Ninety two (92) or 65.71% of the respondents indicated that the teacher showed enthusiasm and passion in teaching.

In terms of classroom management, 92 or 65.71 % of the respondents indicated that the teacher assigned seating arrangement. Ninety eight (98) or 70% of the respondents said that the teacher ensured cleanliness and neatness of the classroom area. seventy five (75) or 53.57% of the respondents indicated that the teacher provided a permissive and stimulating atmosphere that encouraged students to raise questions and suggest alternative solutions to problems.

In terms of personal factors, 140 or 100% of the respondents answered that there were really a need for a classroom teacher to have a pleasing personality. Ninety (90) or 64.29% of the respondents stated that the teacher observed the code of ethics. One hundred (100) or 71.43% of the respondents stated that the teacher set an example in moral and ethical behavior to students, peer, and the community. Ninety (90) or 64.29% of the respondents stated that the teacher was properly groomed and wear appropriate attire at all times. Eighty five (85) or 60.71% of the respondents stated that the teacher accepts and performs leadership roles competently in the school and in the community. Seventy (70) or 50% of the respondents stated that the teacher shows creativity and resourcefulness in his performance. Eighty five (85) or 60.71% of the respondents stated that the teacher showed evidence of good mental health and stability of dispositions.

Based on the results presented, majority of the teachers performed their duty efficiently and effectively. There were different teaching styles performed by the teacher inside the classroom to make learning effective such as teaching style, behavior toward teaching classroom management, and personal Factors. Some faculty members of GSC were effective and competent enough in handling the classroom activities. The teachers showed an excellent performance with regard to their professional characteristics in handling classes inside the classroom.

Teachers should be encouraged to pursue graduate studies for professional growth, update themselves about new ideas and skills, and enrich their knowledge about recent educational technologies. The teacher should motivate eagerly the students to learn more in the field of specialization. A teacher should come on time ahead of the students and impose time consciousness every class session. A teacher should always extend help as to the best they could to their students even though it's outside the class session. A teacher should be active in discussing a certain topic and avoid being passive. Impose a discipline method but a considerate one. Make the classroom properly ventilated and adequate lighting for conducive learning. A teacher should be a model to his/her students not only in deeds, but as well as in actions. A teacher should be encouraged to develop competence in using the other teaching methodology, such as aural approach. They should be properly groomed and look presentable in facing the students to avoid embarrassments and always ready for every the daily learning task.