



THE TEACHER QUALITIES OF THE FACULTY OF THE COLLEGE OF BUSINESS, ENTREPRENEURSHIP AND ACCOUNTANCY: A STUDENT-BASED EVALUATION

RAYMA FE N. LAGUNDI, MAED Instructor Cagayan State University, Andrews Campus

Tuguegarao City, Cagayan, Philippines 3500

ABSTRACT: *The teacher plays a vital role in the educational foundation of the learners. Often times, the ultimate measure noted in a teacher are his or her academic stance and qualifications. The qualification standards based on what is initially perceived in the credentials or even the teaching experience have become the bases of a good teacher. With this, so little attention is given to scrutinizing the “traits” of a teacher because most often than not, the ultimate basis is the scholastic record. While good academic standing is revealed upon, the other factor that makes up the psyche and function of a teacher are his or her “traits.” This research undertaking is designed to determine the evaluation of students of the teacher qualities of the faculty members of the College of Business, Entrepreneurship and Accountancy. This study attempted to ascertain teacher qualities of tenured faculty members of the College of Business, Entrepreneurship and Accountancy as evaluated by the students using the descriptive correlational method of research. Respondents of the study were the senior students of College. The descriptive statistics used to summarize the profile of the respondents were percentages, frequency counts and mean and in the analysis and interpretation of the evaluation of the student-respondents as regards the teacher qualities of the faculty members, the weighted mean, the chi-square and Pearson r were used. A questionnaire was utilized to gather information from the respondents which consisted of two parts: Part 1 consisted of the profile of the respondents and Part II of the questionnaire proper consisted of the respondents’ evaluation on the teacher qualities. This modified data gathering tool was patterned from the Teachers Behavioral Inventory tool used by the University of Cagayan Valley. The profile of the respondents was analysed using the simple frequency count and percentage. In the analysis and interpretation of the evaluation of the respondents to the teacher qualities of tenured faculty the weighted mean was used. Personality traits reflect people’s characteristic patterns of thoughts, feelings, and behaviors. Personality traits imply consistency and stability—someone who scores high on a specific trait like Extraversion is expected to be sociable in different situations and over time. This was the concept of Diener, E. & Lucas, R. E. (2019). With the conduct of this study, results have led to the conclusion that the profiles of the respondents along sex and age have no direct bearing on the evaluation of the respondents on the teacher qualities of the tenured faculty members. In the view of the finding of this study, the researcher offers a strong recommendation that the faculty members should maintain a very good rapport with the students and establish a stronger personality identity where decency, professionalism and respect are upheld.*

KEYWORDS: *teacher qualities, academic stance, students’ evaluation, teacher rapport, teacher professionalism, descriptive statistics, Personality traits*



INTRODUCTION

The teacher plays a vital role in the educational foundation of the learners. Often times, the ultimate measure noted in a teacher are his or her academic stance and qualifications. The qualification standards based on what is initially perceived in the credentials or even the teaching experience have become the bases of a good teacher. With this, so little attention is given to scrutinizing the “traits” of a teacher because most often than not, the ultimate basis is the scholastic record. While good academic standing is revelled upon, the other factor that makes up the psyche and function of a teacher are his or her “traits.”

According to Diener, E. & Lucas, R. E. (2019) Personality traits reflect people’s characteristic patterns of thoughts, feelings, and behaviors. Personality traits imply consistency and stability—someone who scores high on a specific trait like Extraversion is expected to be sociable in different situations and over time. Thus, trait psychology rests on the idea that people differ from one another in terms of where they stand on a set of basic trait dimensions that persist over time and across situations.

The teacher is therefore exposed to many situations in the classroom or even outside that does not entail him or her to make use of his cerebral skills, rather he or she is also faced to be using the other dimension of his characteristics vis-a-vis “the usable traits” needed to be applied in a particular event or situation called for.

Moreover, Murray, H. G., Rushton, J. P., & Paunonen, S. V. (1990) mentioned that teaching is in part a social or interpersonal process, it seems reasonable to expect that teacher personality traits might correlate significantly with rated teaching effectiveness. This contention therefore is a realization that teachers need to put themselves in another dimension apart from their acceptable scholastic standing. It creates a better assumption to combat the idea that an effective or a good teacher is the someone who has bagged the highest general weighted average during his or her university days, exceedingly good at his or her field of interest while pursuing higher degrees.

The boxed and conventional idea of who is supposed to be a good teacher is not only culled in language fluency, up-skill reasoning ability, mastery of the subject matter, etc., but more than anything else is the ability to be able to carry himself or herself in a decent, pleasant and respectable manner. Students are better drawn to teachers who can relate with any kind of personality.



Jurczak, Ireneusz & Jurczak, Elwira (2015) Personality of the Teacher as an Important Element in the Educational Process of the Child. *Pedagogika Rodziny*. 5. 10.1515/fampe-2015-0020. The teacher is an employee of the educational establishment, having qualified for the teaching and education of their students. In addition, in accordance with the Teacher Card, he is obliged to conscientiously carry out the tasks of teaching and educational and charitable. Teacher will call the person responsible for the conduct and coordination of work in the classroom. His job is to get to know the students and their social conditions, cooperation with parents, ensuring socio-moral attitudes, health and the organization of care and support in individual cases. The teacher educator could feel the satisfaction of relevant professional work, enjoy his progress in many areas of development, as well as the appropriate contact with parents and legal guardians must meet specific conditions relating to his personality. Emotional involvement of the teacher, his serenity, creativity and openness to children and young people, as well as their parents, triggers analogous reactions, that is, a positive attitude and the need for cognitive activity.

Thus, the very core of good teaching is not only based on outstanding scholastic records. The concept has now shifted to including one sphere of personality to another to make up the system holistic. The very core of teaching does not only lie in the mental ability of the teacher but most often than not the character and passion that comes with it.

STATEMENT OF THE PROBLEM

This research undertaking is designed to determine the evaluation of students of the teacher qualities of the faculty members of the College of Business, Entrepreneurship and Accountancy. Specifically, it sought to find an answer to the following questions:

1. What is the profile of the student-respondents in terms of:
 - 1.1 age
 - 1.2 sex
2. What is the evaluation of the student-respondents on the teacher qualities of the tenured faculty members?



3. Is there a significant difference on the evaluations of the student-respondents on the teacher qualities of tenured faculty when grouped according to their personal profile?

HYPOTHESES

This study was guided by the lone hypothesis:

1. That there is no significant difference on the evaluations of the student-respondents on the teacher qualities of tenured faculty when grouped according to their personal profile.

METHODOLOGY

This study attempted to ascertain teacher qualities of tenured faculty members of the College of Business, Entrepreneurship and Accountancy as evaluated by the students using the descriptive correlational method of research. Respondents of the study were the senior students of College. The descriptive statistics used to summarize the profile of the respondents were percentages, frequency counts and mean and in the analysis and interpretation of the evaluation of the student-respondents as regards the teacher qualities of the faculty members, the weighted mean, the chi-square and Pearson r were used. A questionnaire was utilized to gather information from the respondents which consisted of two parts: Part 1 consisted of the profile of the respondents and Part II of the questionnaire proper consisted of the respondents' evaluation on the teacher qualities. This modified data gathering tool was patterned from the Teachers Behavioral Inventory tool used by the University of Cagayan Valley.

STATISTICAL TOOLS

The profile of the respondents was analysed using the simple frequency count and percentage. In the analysis and interpretation of the evaluation of the respondents to the teacher qualities of tenured faculty the weighted mean was used which is calculated by the equation:

$$X = \frac{WX}{N} \quad \text{where:}$$

X = frequency

WX= weighted mean



N = population

F = sum of the frequency

The weighted mean was interpreted using the following criterion scale:

Numerical Value	Mean Range	Descriptive Scale
5	94%--100%	Excellent
4	88%--93%	Very Satisfactory
3	82%--87%	Satisfactory
2	76%--81%	Fair/Needs Improvement
1	70%--75%	Poor

To test any significant difference on the evaluations of the student-respondents on the teacher qualities of tenured faculty when grouped according to their personal profile, the chi-square was utilized.

RESULTS AND DISCUSSIONS

Table 1.a: Frequency and Percentage Distribution of Respondents' Profile as to Age

AGE VARIABLE	Frequency	Percentage
19	11	30.56
20	16	44.44
21	5	13.89
22	1	2.78
23	1	2.78
24	0	0.00
25	1	2.78
26	0	0.00
27	1	2.78
28	0	0.00
TOTAL	36	100.00
<i>Mean Age</i>	20.14	

Table 1.a showed the frequency and percentage distribution of respondents as to age. As revealed in the table, majority of the respondents belong to the age of twenty (20) years old. The data imply that majority of the respondents are already mature thereby expected



to be responsible, vigorous, keen and full of hope. The mean age is 20.14 means that they are in the stage of discovering their potentials as students.

Table 1.b: Frequency and Percentage Distribution of Respondents' Profile as to Sex

SEX VARIABLE	Frequency	Percentage
Male	16	44.44
Female	20	55.56
TOTAL	36	100.00

Table 1.b presents the frequency and percentage distribution of respondents as to sex. As shown in the table, majority of the respondents are females with a frequency of 20 or 55.56 percent, an implication that women in this technological era are no longer confined in the house but are building their future careers as professional individuals and as partners in the development of their chosen fields.

Table 2: Summary of the Item Mean Distribution of the Respondents' Evaluation with regard to Teacher Qualities of Tenured Faculty per Program

ITEMS	Item Mean	Adjectival Value
Has self confidence and pleasing personality	4.61	Excellent
Is patient and understanding and has self control	4.78	Excellent
Starts and ends the class on time	4.53	Excellent
Dresses neatly and appropriately	4.89	Excellent
Is kind and friendly but fair and just and shows sincere interest in the students' welfare	4.86	Excellent
Weighted Average	4.73	Excellent

Table 2 showed the summary of the item mean distribution of the respondents' evaluation as regards to the teacher qualities of the tenured faculty members. As shown from the table, all the respondents rated the faculty members **excellently** with "Dresses neatly and appropriately" having the highest item mean of 4.89 which implies that the teachers when facing to the students are at their best and presentable appearances. The respondents rated this category a weighted mean of 4.73. The data imply that the tenured faculty members possessed the necessary teacher qualities that one should keep while portraying the model status for his/her students. Further, the tenured faculty members were rated to be kind and



friendly to the students yet maintaining professionalism and concern with the students' welfare.

Table 3.a: Summary of the Test of significant difference on the evaluations of the student-respondents on the teacher qualities of tenured faculty when grouped according to sex

Dimension	Sex	Mean	SD	df	T-value	P-value	Decision
Teacher qualities	Male	4.47	0.73	191	1.495	0.136	Accept
	Female	4.30	0.64				

Table 8.1.a revealed the summary of the test of significant difference on the evaluations of the student-respondents on the teacher qualities of tenured faculty when grouped according to sex. The data showed that teacher qualities where the computed P-value is higher of 0.136 is higher than .05 level of significance, the hypothesis is accepted which implies that sex has no direct effect on the evaluation of the respondents on the teacher qualities of the tenured faculty members.

Table 3.b: Test of significant difference on the evaluations of the student-respondents on the teacher qualities of tenured faculty when grouped according to age

Dimension	Age	Mean	df	F-value	P-value	Decision
Teacher qualities	19	4.46	192	1.93	0.107	Accept
	20	4.35				
	21	4.26				
	22	4.36				
	23	3.78				

Table 3.b. revealed the summary of the test of significant difference on the evaluations of the student-respondents on the teacher qualities of tenured faculty when grouped according to age. The data showed that on the teacher qualities where the computed P-value of 0.107 is higher than .05 level of significance, the hypothesis is accepted, hence that the profile on age of the respondents has no significant effect on the evaluation of the teacher qualities of the tenured faculty members.

CONCLUSIONS

Personality traits reflect people's characteristic patterns of thoughts, feelings, and behaviors. Personality traits imply consistency and stability—someone who scores high on a



specific trait like Extraversion is expected to be sociable in different situations and over time. This was the concept of Diener, E. & Lucas, R. E. (2019). With the conduct of this study, results have led to the conclusion that the profiles of the respondents along sex and age have no direct bearing on the evaluation of the respondents on the teacher qualities of the tenured faculty members.

RECOMMENDATIONS

In the view of the findings of this study, the researcher offers a strong recommendation that the faculty members should maintain a very good rapport with the students and establish a stronger personality identity where decency, professionalism and respect are upheld.

REFERENCES

- Diener, E. & Lucas, R. E. (2019). Personality traits. In R. Biswas-Diener & E. Diener (Eds), Noba textbook series: Psychology. Champaign, IL: DEF publishers. Retrieved from <http://noba.to/96u8ecgw>
- Izumi LT, Evers WM (2000). Teacher quality, California, Hoover Institution Press.
- Jurczak, Ireneusz & Jurczak, Elwira. (2015). Pedagogika Rodziny. 5. 10.1515/fampe-2015-0020
- Lee Chua, C & Kho Kiang Heng, R (2015). Students' Evaluation on Teaching Performance of Teacher Education Lecturers CHUA LEE. Malaysia Teacher Education Institute, Batu Lintang Campus Jalan Kolej, Kuching, Sarawak
- Murray, H. G., Rushton, J. P., & Paunonen, S. V. (1990). Teacher personality traits and student instructional ratings in six types of university courses. *Journal of Educational Psychology*, 82(2), 250-261.
- Okuruwa TO (1999). The effect of some teacher's character on pupils Performance in primary science (Unpublished M.Ed. Dissertation, University of Ibadan, Ibadan.
- Oregbeyen O (2010) Students' perceptions of effective teaching and effective lecturer characteristics at the University of Ibadan, Nigeria. *Pakistan Journal of Social Sciences*, 7(2): 62-69.



Phillips, K., Balan., R & Manko. T (2014). Teacher Evaluation improving The Process, Transformative Dialogue : Teacher and Learning Journal.

Pflaum, S.W. and Abramson, T. (1990, March). Teacher assignment, hiring, and preparation: Minority teachers in New York City. *The Urban Review*, 22, 17-31.

Rostker, L.E. (1945). The measurement of teaching ability. *Journal of Experimental Education*, 14, 5-51.

Suarman (2015) Teaching Quality and Students Satisfaction: The Intermediary Role of Relationship between Lecturers and Students of the Higher Learning Institutes. *Mediterranean Journal of Social Sciences MCSER Publishing, Rome-Italy Vol 6 No 2 pp 626.*

Tang, Kendal, "The Teacher Behavior Inventory", De La Salle University.

Vernon, P.E. (1965). Personality Factors in Teacher Trainee Selection. *British Journal of Educational Psychology*, 35, 140-149.