



TEACHING BEHAVIOR OF INSTRUCTORS/PROFESSORS OF KALINGA-APAYAO STATE COLLEGE

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Abstract: The study focused on the teaching behavior of instructors/professors of Kalinga-Apayao State College. The respondents of the study were the five hundred forty seven (547) graduating students of Kalinga-Apayao State College, Tabuk City, Kalinga. The questionnaire was the primary instrument used in the gathering of the needed data and information in response to the questions raised in the study. The descriptive method of research was used. Likewise, the weighted mean and analysis of variance were the statistical tools used in the study. The study found that as a whole, the instructors/professors manifest their teaching behavior moderately along principles and methods of teaching. It follows that there were no significant differences in the perceptions of the respondents on the extent by which the instructors/professors manifest their teaching behavior moderately along principles and methods of teaching when grouped as to age, gender, and college affiliation. As shown on the table, the instructors/professors manifest their teaching behavior moderately along the aversive teacher behavior. It was observed that there were no significant differences in the perceptions of the respondents on the extent by which the instructors/professors manifest their teaching behavior along aversive teacher behavior when grouped as to age, gender and college affiliation. As reflected in the table, the teachers manifest their teaching behavior moderately along the knowledge of the subject matter. Likewise, there are no significant differences in the perceptions of the respondents on the extent by which the instructors/professors manifest their teaching behavior along knowledge of the subject matters along variables of age, gender and college affiliation. As gleaned, the instructors/professors manifest their teaching behavior moderately along the personal teacher characteristics. However, there were no significant differences in the perceptions of the respondents on the extent by which the instructors/professors manifest their teaching behavior along personal teacher characteristics when grouped as to age, gender, and college affiliation. The teacher manifests their teaching behavior moderately along the motivational teacher behavior, there were no significant differences on the extent by which the instructors/professors manifest their teaching behavior along the motivational teacher behavior when grouped as to age, gender and college affiliation.

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INTRODUCTION

Behavior is anything that a living creature actually does. The word often refers to acts that other persons can observe if they happen to be present. Actually, all responses and ways of acting are behaviour. These include a person's thoughts, emotions, feelings, needs, and a behavior, and so is being inspired to high ideals by listening to a lovely song. Behavior that can be observed is called explicit behavior, and the other type is known as implicit behavior. Habits play a large part in all human behavior. People usually continue doing what they are used to do as long as they possibly can. Habit training is particularly important to children. Good behavior is very important to young children as they grow older, other factors help determine their behavior. Their interests and their desires are especially important. Children often find that two good habits if the father tells her to answer the door and say that he is not home. A boy who has made a habit of thrift and has also made it a habit not to argue with older people may be in trouble if a grocer short-changes him. For adults and children, good behavior means choosing among behavior possibilities rather than merely being able to behave. This involves learning a set of values to guide behavior. For such reasons, many educators believe that the development of values, judgment, and intelligence in children is most important to good behavior in the long run. (World Book Encyclopedia)

The Psychologist can change the behavior of human and animals' process of training. If a teacher or parent knows exactly how he wants a child to act in certain situations, he can usually train the child to do what is wanted. A child can be trained to address his father as "sir", or never to interrupt when his father is talking. He can also be trained to respect his father. Sometimes the child may fail to show an attitude of respect, but still feel respect. Some educators think that behavior is less important than what goes on inside the person.

In order that there is an effective teaching-learning situation in the classroom, the teacher requires competence and commitment. The teacher should be academically prepared, competent in both subject matter and classroom methodologies, and highly motivated to keep on improving himself/herself. (Nadal & Battung) Effectiveness in directing learning activities in the classroom depends on the type of a teacher, which states

"The teachers can go through their daily routine or verbal expressive performatory behavior and have a certain degree of success, but excellence



in teaching requires more than going through motions”(Rudyard).

The teacher as a professional is true scholar; he/she is serious and efficient in his/her work; he/she is orderly, objective and human democratic (Gregorio). As a true scholar, he/she demonstrates mastery of subject matter; he/she is being serious and efficient, and competent in the presentation of his/her lessons because he will equip with appropriate methods, techniques and teaching aids. The teacher also a model, a friend and a motivator to his students.

And teacher must be dedicated and committed their works (stenson) points out that,

“Teachers who are dedicated can have a lifelong, directed practice and word ... these habitual powers of mind we call “virtues”: sound judgment, is sense of responsibility, preserving toughness, self-mastery and moral respect for the rights and responsibilities of everyone.”

With many responsibilities the teacher does in the development of the child, the teacher should provide the needs of the teachers in attaining the goals of the teaching profession which is quality education for all.

CONCEPTUAL FRAMEWORK

Competency has come toused to describe the attributes necessary for effective performance. It can be highly specific as use specifically in a person, or it can be generic that is general for in any organization. Some organizations use competence as the touchstone for the whole human resources system so that recruitment, appraisal and trainings and development are all based on a common standard of effective performance. It will become apparent that the requirements for effective categories such as described in three interdependent, overlapping categories such as knowledge, skills, and attitudes. For example, the effectively performing teacher could be said to need knowledge of the lessons. Competence in performance sometimes tends to be considered mainly in terms of professional aspect. But the personal qualities that on employees brings to a job many make all the difference between success and failure of what use to the administration, for example, is the employee who is professionally most proficient member of the work group,



but at the same time has a disruptive influence because of an uncooperative attitudes and surely demeanor and is constant source of friction with colleagues and clients?

The criteria for effective performance are established by the process known as job analysis. The literature and practice of the subject indicates the use of variously named specifications. Sometimes the same definition is known by different names. Semantic distinctions are unimportant, however, in practice, two important specifications are required: one to describe the job, its component task and circumstances; the other to describe the requirements for effective performance. There are called the job description and the other is specification.

The person specification may sometimes include "appearance" as a heading, which has become much less important now than it was formerly. There are, however, some occupations where the perceptions of clients about employees' appearance. However, biased and old-fashioned still need to be considered because of possible adverse effects on business and relationships. Any requirements include heading "health" may vary considerably from one organization to other. In some occupations, such as the armed forces, police and teaching profession, the standards of health required are necessary stringent and high.

The job description and the person specification are both necessary and complementary definitions. Of the two, however, the person specification is especially important, since it provides the criteria for assessing effective performance.

Because all jobs in various ways require knowledge, skills, appropriate attitudes and personal attributes, it is sound practice to use this framework as the initial basis for analyzing the job in terms of the person specification. (Tyson & York, 2010).

The task of the teacher is complex and many-sided and demands a variety of human traits, abilities and competencies. It is task that calls for an assessment of one's own personal qualification and genuine desire to improve professionally (Lardizabal et. al.).

This study is based on the concept that effective teaching is made up of several factors like knowledge of the students and familiarity with methods and techniques of teaching.

Effective teaching is made up of several factors like knowledge of the subject matter, personal characteristics of the teacher, trainings and experiences, knowledge of the learners and familiarity with methods and techniques of teaching-learning.



Knowing once ability of the learners help teacher to prepare his/her lessons carefully which easily understand by the learners. In this case teacher becomes a facilitator in teaching-learning process in the classrooms which leads to quality education.

STATEMENT OF THE PROBLEM

The study looks into the teaching behavior of Instructors/Professors of Kalinga-Apayao State College.

1. To what extent do the faculty manifest their teaching behavior along:
 - a. Principles and method of teaching,
 - b. Aversive teacher behavior,
 - c. Knowledge of the subject matter,
 - d. Personal teacher behavior,
 - e. Motivational teacher behavior.
2. Are there significant differences in the perceptions of the respondents on the extent by which teachers manifest their teaching behaviors as to age, gender, and institute affiliation?

SCOPE AND DELIMITATION OF THE STUDY

The focus of the study is on the teaching behavior profile of the Instructors/professors of the Kalinga-Apayao State College.

It is delimited only on the extent by which teachers manifest their teaching behavior along principles and methods of teaching, aversive teacher behavior, knowledge of the subject matter, personal teacher characteristics and motivational teacher behavior.

RESEARCH DESIGN

The descriptive method was used for the study gathered descriptive information about the teaching behavior of the instructors/professors of Kalinga-Apayao State College, through the teacher behavior inventory. It Analyzed and described the teaching behavior, knowledge of the subject matter; personal teacher behavior and motivational teacher behavior.

POPULATION OF THE STUDY

The respondents of the study were the five hundred forty seven (547) graduating students of the entire college which include the high school department.



Table 1 present the population of the study by age.

Age	Frequency	Percentage (%)	Rank
16 – 20	192	35.11	2
21 – 25	261	47.71	1
26 & above	94	17.18	3
Total	547	100.00	

The table shows that of the five hundred forty seven (547) respondents, the majority of them belong to the age group to 21 to 25 years old. It is composed of two hundred sixty one (261) students or 47.71. Second in the grouping of 16 to 20 years old which is one hundred ninety two (192) or 35.11 percent. The least number of respondents is those ages are 26 years and above. There are ninety four (94) students or 17.88 of the total study population.

Table 2 presents the population of the study by Gender.

Age	Frequency	Percentage (%)	Rank
Male	195	35.65	2
Female	352	64.35	1
Total	547	100.00	

Among the five hundred forty seven (547) students. Three hundred fifty two (352) of them are females or 64.35 percent. While one hundred ninety five (195) students are males or 35.65 percent.

Table 3 presents the population of the study by institute affiliation.

Age	Frequency	Percentage (%)	Rank
High School	90	16.40	4
Information, Engineering and Technology	25	4.20	6
Agriculture and Forestry	55	10.04	5
Teacher Education	100	18.10	3
Business Administration and Entrepreneurship	117	21.12	2
Liberal Arts	167	30.11	1
Total	547	100.00	

There is a total of five hundred forty seven (547) graduating students were chosen as respondents of the study. Ninety (90) students or 16.40 percent belongs to the high school; twenty-five (25) or 4.20 percent belong to the information engineering technology; fifty five



(55) or 10.04 percent belongs to the agriculture and forestry; one hundred (100) or 18.10 percent belong to the teacher education; one hundred seventeen (117) or 21.12 percent belong to the business administration and entrepreneurship; one hundred ten (167) or 30.11 percent belong to the liberal arts.

RESEARCH INSTRUMENT

The questionnaire was the primary instrument in gathering data and information. The questionnaire consisted two major parts:

Part I dealt with the extent by which the instructors/professors manifest their teaching behavior along the principles and methods of teaching, aversive teacher, knowledge of the subject matter, personal teacher characteristics, and motivational teacher behavior.

DATA GATHERING PROCEDURES

The researcher sought a written permit to conduct and gather data from the dean of the different institutes. To gather accurate responses, he personally floated the inventory of the teachers to the graduating students from one class to other and explained the items they could not understand and after that the retrieval was done.

TREATMENT OF DATA

To quantify the responses of the respondents, the researcher used the five-Point Likert Scale.

Scale	Limits	Description	Symbol
5	4.21-5.00	Manifest Very Much	MVM
4	3.41-4.20	Manifest Much	MM
3	2.61-3.20	Manifest Moderately	MoM
2	1.81-2.60	Manifest Less	ML
1	1.00-1.80	Do not Manifest	DNM

STATISTICAL TOOLS USED

The following statistical tools were used to measure the responses of respondents on the teaching behavior of the instructors/Professors. Weighted Mean. This determined the perceptions of the teachers and the students on the extent by which the instructors exhibit the teaching behavior (Da leon). Analysis of Variance. (ANOVA) It will used to test the significant differences in the perceptions of the respondents in the light of the moderator variables (Sevilla).



RESULTS AND DISCUSSIONS

The Extent by which the Teachers Manifest their Teaching Behavior along Principles and Methods of Teaching. (N=547)

Principles and Methods of Teaching	MVM(5)	MM(4)	MoM(3)	ML(2)	NM(1)	Mean	Description
1. The faculty make favorable or assuring comments when students give correct answer of sensible ideas	80(400)	115(460)	189(567)	82(164)	81(81)	3.05	Manifest Moderately
2. The faculty present learning materials in proper order which is understandable	80(400)	112(448)	190(570)	65(130)	100(100)	3.01	Manifest Moderately
3. The faculty give example and illustrations of the subject matter	85(425)	112(448)	190(570)	65(130)	90(90)	3.04	Manifest Moderately
4. The Faculty show relation of the subject matter of the present lesson to the previous lesson	100(500)	90(360)	100(300)	107(214)	150(150)	2.78	Manifest Moderately
5. The Faculty show relation of the subject matter to real life or out of class situation	97(485)	105(420)	200(600)	65(130)	80(80)	3.13	Manifest Moderately
6. The faculty provide brief summary of the lesson toward the end of the class period	100(500)	160(640)	90(270)	82(164)	105(105)	3.06	Manifest Moderately
7. The faculty provide clear instructional objectives, the attainment of which can be observed and measured	135(675)	102(408)	107(321)	73(146)	130(130)	3.07	Manifest Moderately
8. The faculty adjust method of instruction to student's learning abilities	100(500)	115(460)	101(303)	131(262)	100(100)	2.97	Manifest Moderately
9. The faculty stress important points or aspects of the subject matter by repeating or underlining them or giving them more time than less important one	90(450)	115(460)	100(300)	167(334)	75(75)	2.95	Manifest Moderately
10. The faculty try out if students have learned the subject matter by making questions or encouraging students to ask questions	100(500)	90(360)	115(345)	124(248)	118(118)	2.87	Manifest Moderately
11. The faculty use interesting teaching technique	97(485)	105(420)	110(330)	85(170)	150(150)	2.84	Manifest Moderately
12. The faculty crack appropriate or relevant jokes	90(450)	85(340)	200(600)	82(164)	90(90)	3.0	Manifest Moderately
Total Average Weighted Mean						2.98	Manifest Moderately

The instructors/professors showed relation of the subject matters to real life or out of class situation obtained the highest mean of 3.13 or interpreted as manifest moderately. It implies that the instructors/professors site concrete examples to real life explaining the lessons. The instructors/professors showed relation of the present lessons to the previous lessons obtained the lowest mean of 2.78 or interpreted as manifestations moderately. It implies that the instructors/professors go directly to the lessons without corroborating the past lessons to the new lessons in their classes.



Rank third is the instructors/professors used interesting teaching techniques with an obtained mean of 2.84 or interpreted as manifest moderately. It implies that the instructors/professors sometimes do not change their techniques in delivering the lessons in their classes.

The instructors/professors made favorable or assuring comments when students give correct answers with sensible ideas obtained a mean of 3.05 or interpreted as moderately manifest; the instructors/professors provide clear instructional objectives, the attainment of which can be observed or measured obtained a mean of 3.07 or manifest moderately; the instructors/professors adjust method of instruction to students learning abilities obtained a mean of 2.97 or manifests moderately.

The instructors/professors stress important points or aspects of the subject matters by repeating or underlining them or giving more time than less important ones obtained a mean of 2.95 or interpreted as manifest moderately; the instructors/professors try out if students have learned the subject matters by making questions or encouraging students to ask questions obtained a mean of 2.87 – manifest moderately; the instructors/professors crack appropriate or relevant jokes obtained a mean of 3.0 or manifest moderately.

The extent by which the instructors/professors manifest their teaching behavior along the principles and methods of teaching as to moderator variables of age. The respondents who belong to age brackets to 26 and above and 21 to 25 years perceived than those who belong to 16 to 20 as shown by the means of 3.06, 2.98 and 2.90, respectively. Although all the obtained means are interpreted as “manifests moderately”.

The summary of the ANOVA on the extent by which the instructors/professors manifest their teaching behavior along the principles and methods of teaching as to age. Is the F-ratio of 2.7586 is far below than the F-tabular value of 4.15 at .05 level of significance. This indicates no significant differences in the perceptions of the respondents as to variable of age. The null hypothesis than which states that there are significant differences in the perceptions of the respondents on the extent by which the instructors/professors manifest their teaching behavior along the principles and a method of teaching is accepted. In short, the respondents, regardless of age, all behavior along the principles and methods of teaching.



The extent by which instructors/professors manifest their teaching behavior along the principles and methods of teaching as to gender. Both means obtained fall within similar equivalent description of “manifest moderately”. However, the mean obtained for the females which is 3.02 is slightly higher than the mean of 2.94 obtained by the male students. This is attributed to the traits of male that they just keep quiet while females are so vocal in expressing their feelings and emotions.

The summary of ANOVA on the extent by which the instructors/professors manifests the teaching behavior along the principles and methods of teaching behavior along the principles and methods of teaching as to gender. The F-ratio of 0.9819 is less than the F-tabled value of 4.20, therefore the null hypothesis which states that there are no significant differences on the extent by which the instructors/professors manifests their teaching behavior along the principles and methods of teaching as to gender, is accepted. In short, gender does not affect the perceptions of the respondents on the extent by which the teachers manifest their teaching behavior along the principles and methods of teaching.

The extent by which teachers manifest their instructors/professors behavior along the principles and methods of teaching as to college affiliation. The College of Arts and Sciences obtained a higher mean of 3.19 than the Colleges with a description of manifest moderately. Second in rank is the College Teacher Education of obtained a mean of 3.16 with a description of manifest moderately. Rank third is the College Entrepreneurial Arts have a mean of 2.98 which a manifest moderately, Engineering and technology gave a mean of 2.80 or manifest moderately; College of Agriculture in Forestry gave a mean of 2.80 or manifest moderately; and lastly the High School with a mean a 2.76 or manifest moderately.

The summary of ANOVA on the extent by which instructors/professors manifest their teaching behavior along the principles and methods of teaching as to college affiliation. The F-computed yielded a ratio of 0.9767, which is lower than the F-tabled value of 2.35 at .05 level of significance. This led the researcher to accept the null hypothesis which states that there are no significant differences in the perceptions of the respondents on the extent by which the instructors/professors manifest their teaching behavior along the principles and methods of teaching as to College Affiliation.

The Extent by which the Teachers Manifest their Teaching Behavior along Aversive Teacher Behavior. (N=547)



Aversive Teacher Behavior	MVM(5)	MM(4)	MoM(3)	ML(2)	NM(1)	Mean	Description
1. The faculty destructively criticize students for giving wrong answer	31(155)	180(720)	135(405)	170(347)	31(31)	3.02	Manifest Moderately
2. The faculty keep on reminding students about their undesirable behavior	29(145)	95(380)	208(624)	175(350)	40(40)	2.81	Manifest Moderately
3. The faculty vary on change the tone of his voice when speaking	30(150)	190(760)	116(348)	160(320)	51(51)	2.97	Manifest Moderately
4. The faculty show mannerism or behavior which are distracting	28(140)	91(364)	156(468)	175(350)	97(97)	2.60	Manifest Moderately
5. The faculty lose temper in class as indicated by such behavior as shouting or throwing	27(135)	181(734)	130(390)	169(338)	50(50)	2.99	Manifest Moderately
6. The faculty talk other people's secret in class	38(190)	80(320)	167(501)	171(342)	91(91)	2.64	Manifest Moderately
7. The faculty embarrass or insult students	31(155)	175(700)	102(348)	174(348)	65(65)	2.88	Manifest Moderately
Total Average Weighted Mean						2.84	Manifest Moderately

It implies that the instructors/professors of Kalinga-Apayao State College seldom possess their mannerism inside the classrooms upon delivering their lessons to the students. The instructors/professors vary on change the tone of their voice when speaking obtained a mean of 2.97, interpreted as manifest moderately. However, what is important is when instructors/professors lose temper in class as indicated by such behavior as shouting or throwing things obtained a mean of 2.99 or manifest moderately; the instructors/professors embarrass of insult students obtained a mean of 2.88 or manifest moderately; the instructors/professors keep on reminding students about their undesirable behavior obtained a mean of 2.81 or manifest moderately and lastly, the instructors/professors talks about other people's secrets in class obtained a mean of 2.64, interpreted as manifest moderately.

The extent by which the Instructors/Professors manifest their Teaching Behavior along the Aversive Teacher Behavior as to age. The respondents who belong to age brackets to 26 and above and 21 to 25 years perceived higher than those belong to 16 to 20 as shown by the means of 2.88, 2.84, and 2.80 respectively. Although all the means are interpreted as "manifest moderately".

The summary of ANOVA on the extent by which the instructors/professors manifest their teaching behavior along the aversive teacher behavior as to age. The table shows that the F-ratio of 2.3417 is far below the F-tabular value of 3.15 at .05 level of significance. This



indicates no significant differences in the perceptions of the respondents on the extent by which the instructors/professors manifest their teaching behavior along the aversive teacher behaviors are accepted. In short, the respondents, regardless of age, all agree that instructors/professors manifest their teaching behavior along the aversive teacher behavior. The extent by which instructors/professors manifest their teaching behavior along the aversive teacher behavior as to gender. Both means obtained fall within the “manifest moderately” description. However, the mean obtained for the females which is 2.88 is slightly higher than the mean of 2.80 obtained the male students.

The summary of ANOVA as to gender is the F-ratio of 3.4308 is least than the F-tabled value of 3.88, therefore the null hypothesis which states that there are no significant differences on the extent by which the instructors/professors manifest their teaching behavior along the aversive teacher behavior as to gender, is accepted. In short, gender does not affect the perception of the respondents on the extent by which the instructors/professors manifest their teaching behavior along the aversive teacher behavior.

The extent by which Instructors/Professors Manifest their Teaching Behavior along the Aversive Teacher Behavior as to College Affiliation, College of Arts and Sciences garnered a higher mean of 3.40 than the other Colleges with a description of manifest moderately. Second in rank is the College of Teacher Education has a mean of 3.12 with a description of manifest moderately. Rank third is the College of Entrepreneurial Arts garnered a mean of 2.96, interpreted as manifest moderately.

The College of Engineering and Technology have a mean of 2.80 – manifest moderately; College of Agriculture and Forestry have a mean of 2.88, interpreted as manifest moderately. Lastly, High School department with a mean of 2.54, interpreted as manifest less.

The summary of ANOVA as to College Affiliation is yielded a ratio of 2.3826, which is lower than the F-tabled value of 2.34 at .05 level of significance. This led the researcher to the acceptance of the null hypothesis that there are no significant differences in the perceptions of the respondents on the extent by which the instructors/professors manifest their teaching behavior along the aversive teacher behavior as to College Affiliation.

The extent by which the Instructors/Professors Manifest their Teaching Behavior along Knowledge of the subject matters. (N=547)



Knowledge of the Subject Matter	MVM(5)	MM(4)	MoM(3)	ML(2)	NM(1)	Mean	Description
1. The faculty answer questions in an expert and knowledgeable manner	100(500)	110(440)	123(369)	94(188)	120(120)	2.95	Manifest Moderately
2. The faculty explain the subject matter clearly	55(275)	108(432)	190(570)	104(208)	90(90)	2.87	Manifest Moderately
3. The faculty cite current or up-date information on the subject matter	115(575)	88(352)	120(360)	109(218)	115(115)	2.96	Manifest Moderately
4. The faculty read explanation from the books	80(400)	99(346)	200(600)	58(116)	110(110)	2.97	Manifest Moderately
5. The faculty talk fluently and smoothly on the subject matter	75(375)	115(460)	200(600)	57(114)	100(100)	3.01	Manifest Moderately
6. The faculty talk about things which are clearly not related to the subject matter	100(500)	90(360)	190(570)	67(134)	100(100)	3.02	Manifest Moderately
7. The faculty speak clearly	100(500)	100(400)	200(600)	61(122)	86(86)	3.12	Manifest Moderately
Total Average Weighted Mean						2.98	Manifest Moderately

The instructors/professors talk about things which are clearly not related to the subject matters obtained a mean of 3.02, interpreted as manifest moderately; the instructors/professors talk fluently and smoothly on the subject matter obtained a mean of 3.01, interpreted as manifest moderately; the instructors/professors read explanation from the books obtained a mean of 2.97 – manifest moderately.

The instructors/professors cite current or up-to-date information on the subject matters obtained a mean of 2.96, or interpreted as manifest moderately, the instructors/professors answer questions in an expert and knowledgeable manner obtained a mean of 2.95, or interpreted as manifest moderately.

The extent by which the Instructors/Professors manifest their Teaching Behavior along the Knowledgeable of the subject matters as to age. The respondents who belong to age brackets to 26 and above and 21 to 25 years obtained higher mean than those belong to 16 to 20 as shown by the mean of 3.06, 2.98 and 2.90 respectively. Although means fall under similar “manifest moderately” description.

The summary of the ANOVA as to age the F-ratio of 2.0292 is far below the F-tabular value of 3.16 at .05 level of significance. This respondents as to the variable of age. The null hypothesis then which states that there are no significant differences in the perceptions of the respondents on the extent by which the instructors/professors manifest their teaching



behavior along the knowledge of the subject matter is accepted. In short, the instructors/professors manifest their teaching behavior along the aversive teacher behavior. The extent by which Instructors/Professors Manifests their Teaching Behavior along the Knowledge of the subject matter as to gender both means obtained fall within “manifest moderately” category. However, the mean obtained for the females which is 3.02 is slightly higher than the mean of 2.94 obtained by the male students.

The summary of ANOVA on the extent by which the instructors/professors manifest the teaching behavior along the knowledge of the subject matter as to gender is the F-ratio of 3.1720 is less than the F-tabled value of 3.88, therefore the null hypothesis which states that there are no significant differences on the extent by which the instructors/professors manifest their teaching behavior along the knowledge of the subject matters as to gender, is accepted. In short, gender does not influence the perception of the respondents on the extent by which the instructors/professors manifest their teaching behavior along the knowledge of the subject matter.

The extent by which Instructors/Professors Manifest their Teaching Behavior along the knowledge of the subject matter as to College Affiliation, College of Teacher Education obtained a higher mean of 3.38 than the other Colleges with a description of manifest moderately. Second in rank is the College of Entrepreneurial Arts and Sciences with a mean of 3.02, interpreted as manifest moderately. The College of Engineering and Technology gave a mean of 3.08 – “manifest moderately”; College of Agriculture and Forestry have a mean 3.10, interpreted as manifest moderately. Lastly, High School Department has a mean of 2.78, interpreted as manifest moderately.

The summary of ANOVA on the extent by which instructors/professors manifest their teaching behavior along the knowledge of the subject matters as to College Affiliation, the computed yielded a ratio of 2.6401, which is lower than the F-tabled value of 4.34 at .05 level of significance. This led the researcher to the acceptance of the null hypothesis that there are no significant differences in the perceptions of the respondents on the extent by which the instructors/professors manifest their teaching behavior along the knowledge of the subject matter as to College Affiliation.

The extent by which the Instructors/Professors Manifest their Teaching Behavior along Knowledge of the Personal Teacher Characteristics.



Personal Teacher Behavior	MVM(5)	MM(4)	MoM(3)	ML(2)	NM(1)	Mean	Description
1. The faculty adapted, effectively to changes in classroom situations as demanded by the occasions	80(400)	97(388)	200(600)	55(110)	115(115)	2.94	Manifest Moderately
2. The faculty displays behavior such as vigorous and appropriate gestures from voice, etc., which indicated enthusiasm and interest in the subject matter	75(375)	111(444)	190(570)	81(162)	90(90)	3.0	Manifest Moderately
3. The faculty carries himself/herself well, showing self-confidence	100(500)	110(440)	151(453)	97(194)	89(89)	3.06	Manifest Moderately
4. The faculty maintains eye contact with students when speaking	80(400)	115(460)	195(585)	62(124)	95(95)	3.04	Manifest Moderately
5. The faculty carries out promises to students by keeping individual or group appointments	95(475)	90(360)	180(540)	91(182)	91(91)	2.99	Manifest Moderately
6. The faculty show recognition of the students be greeting, etc., when he/she meets them outside of the class	80(400)	108(432)	200(600)	69(138)	90(90)	3.03	Manifest Moderately
7. The faculty makes himself or herself available to students for consultation or assistance.	100(500)	110(440)	90(270)	87(174)	160(160)	2.82	Manifest Moderately
Total Average Weighted Mean						2.98	Manifest Moderately

It implies that instructors/professors of Kalinga-Apayao State College seldom have met their students for a consultation. However, these instructors/professors who do not have time for consultation with his students have a full teaching load in the classroom.

The instructors/professors maintain eye contact with students when speaking, obtained a mean of 3.04, interpreted as manifests moderately; the instructors/professors show recognition of the students by greeting, etc., when he/she meets them outside of the class obtained a mean of 3.03 or manifest moderately. The instructors/professors display behavior such as vigorous and appropriate gestures from voice, etc. which indicate enthusiasm and interest in the subject matters obtained a mean of 3.0 or manifest moderately.



The instructors/professors adapt effectively to changes in classroom situations as demanded by the occasion obtained a mean of 2.94, interpreted as manifest moderately; the instructors/professors carry out promises to students by keeping individual or group appointments obtained a mean of 2.99 or manifest moderately.

The extent by which the Instructors/Professors manifest their teaching behavior along the personal teacher characteristics as to age, the respondents who belong to age brackets of 26 and above and 21 to 25 years perceived higher than those belong to 16 to 20 as shown by the means of 3.06, 2.98 and 2.90 respectively. Although all the means fall under similar as “manifest moderately” description.

The summary of ANOVA on the extent by which the instructors/professors manifest their teaching behavior along the personal teacher characteristics as to age is there is no significant differences in the perceptions of the respondents the null hypothesis then which states that there are no significant differences in the perceptions of the respondents on the extent by which the instructors/professors manifest their teaching behavior along the personal teacher characteristics is accepted. In short, the respondents, regardless of age, all agree that instructors/professors manifest their teaching behavior along the personal teacher behavior.

The extent by which Instructors/Professors manifest their teaching behavior along the personal teacher characteristics as to gender both means obtained fall within the “manifest moderately” description. However, the mean obtained for the females which is 3.06 is slightly higher than the mean of 2.90 obtained the male students.

The summary of ANOVA on the extent by which the instructors/professors manifests the teaching behavior along the personal teacher characteristics as to gender, the F-ratio of 1.6466 is less than the F-tabled value of 3.88, therefore the null hypothesis which states that there are no significant differences on the extent by which the instructors/professors manifest their teaching behavior along the personal teacher characteristics as to gender, is accepted. In short, gender does not influence the perception of the respondents on the extent by which the instructors/professors manifest their teaching behavior along the personal teacher characteristics.

The extent by which instructors/professors manifest their teaching behavior along the personal teacher characteristics as to College Affiliation. The College of Arts and Sciences



obtained a higher mean of 3.50 than the other Institutes with a description of manifest moderately. Second in rank is the College is the College of Entrepreneurial Arts with a mean of 3.38 with description of manifest moderately. Rank third is the College of Teacher Education with a mean of 3.26, interpreted as manifest moderately.

The College of Engineering and Technology gave a mean of 3.0 or manifest moderately; College of Agriculture and Forestry have a mean 2.95, or interpreted as manifest moderately. Lastly, High School department have a mean 2.76, interpreted as manifest moderately.

The summary of ANOVA as to College Affiliation the computation yielded a ratio of 2.4074, which is lower than the F-tabled value of 3.34at .05 level of significance. This led the researcher to the acceptance of the null hypothesis which states that there are no significant differences in the perceptions of the respondents on the extent by which the instructors/professors manifest their teaching behavior along the personal teacher characteristics as to College Affiliation.

The extent by which the Instructors/Professors Manifests their Teaching Behavior along the Motivational Teacher. (N=547)

Motivational Teacher Behavior	MVM(5)	MM(4)	MoM(3)	ML(2)	NM(1)	Mean	Description
1. The faculty give students challenging learning task, problems or assignments	90(450)	113(452)	180(540)	71(142)	93(93)	3.03	Manifest Moderately
2. The faculty provide review of the subject matter if test results show poor learning by the students	80(400)	75(300)	220(660)	72(144)	100(100)	2.93	Manifest Moderately
3. The faculty inform students of the results of written test and assignments	95(475)	121(440)	180(540)	36(72)	115(115)	3.06	Manifest Moderately
4. The faculty promptly inform students of the results of written test and assignment	75(375)	111(444)	200(600)	102(204)	59(59)	3.04	Manifest Moderately
5. The faculty clearly explain his/her grading system	100(500)	118(472)	150(450)	89(178)	90(90)	3.05	Manifest Moderately
6. The faculty point out how to earn credits acceptable academic performance	112(560)	90(360)	115(345)	115(230)	115(115)	2.99	Manifest Moderately
7. The faculty praise or	100(500)	90(360)	200(600)	62(124)	105(105)	3.08	Manifest



give approval to desired academic behavior such as doing assignments participating in class discussions, etc.							Moderately
8. The faculty not answer questions in an expert and knowledgeable manner	90(450)	111(444)	190(570)	71(142)	85(85)	3.0	Manifest Moderately
9. The faculty do not explain the subject matter clearly	100(500)	103(412)	111(333)	133(266)	100(100)	2.94	Manifest Moderately
Total Average Weighted Mean						3.01	Manifest Moderately

The respondents claimed that the personal teacher characteristics obtained a total average weighted mean of 3.01 which is interpreted as manifest moderately.

The instructors/professors praise or give approval to desire academic behavior such as doing assignments participating in class discussions, etc., obtained the highest mean of 3.08 or interpreted as manifest moderately. It implies that the teachers of Kalinga-Apayao State College recognized their students when they participate in discussion and they act as role model in the school most especially in the classroom.

The instructors/professors provide review of the subject matter if test results show poor learning by the students obtained the lowest mean of 2.93, or interpreted as manifest moderately. It implies that the instructors/professors of Kalinga-Apayao State College never review the topics when their students got poor performance. However, instructors/professors make another set of test for re-examination, in this case, students are force to study and understand the topics.

The instructors/professors inform students of the results of written test and assignments obtained a mean of 3.06, or interpreted as manifest moderately; the instructors/professors clearly explain the grading system obtained a mean of 3.05 or manifest moderately; the instructors/professors promptly inform students of the results of written test and assignments obtained a mean of 3.04 or manifest moderately.

The instructors/professors do not explain the subject matter clearly obtained a mean of 2.94, or interpreted as manifest moderately, the instructors/professors point out how to earn credits acceptable academic performance obtained a mean of 2.99 or manifest



moderately; the instructors/professors do not answer questions in an expert and knowledgeable manner obtained a mean of 3.0 or manifest moderately.

The extent by which the Instructors/Professors manifest their teaching behavior along the motivational teacher behavior as to age, the respondents who belong to age brackets of 26 and above and 21 to 25 years perceived higher than those belong to 16 to 20 as shown by the mean of 3.11, 3.01, and 2.91 respectively. Although all the means fall under similar description of “manifest moderately”.

The summary of ANOVA on the extent by which the instructors/professors manifest their teaching behavior along the motivational teacher behavior as to age, the F-ratio of 2.5358 is far below the F-tabular value of 3.01 at .05 level of significance. This indicates no significant differences in the perceptions of the respondents as to variable of age. The null hypothesis which states that there are no significant differences in the perceptions of the respondents on the extent by which the instructors/professors manifest their teaching behavior along the motivational teacher behavior is accepted. In short, the respondents, regardless of age, all agree that instructors/professors manifest their teaching behavior along the motivational teacher behavior.

The extent by which Instructors/Professors manifests their teaching behavior along the motivational teacher behavior as to gender, both means obtained fall within the “manifest moderately” description. However, the mean obtained by the females of is 3.06 is slightly higher than the mean of 2.96 obtained the male students.

The summary of ANOVA as to gender is the F-ratio of F-ratio of 3.1820 is less than the F-tabled value of 3.63, therefore the null hypothesis which states that there are no significant differences on the extent by which the instructors/professors manifest their teaching behavior along the motivational teacher behavior as to gender, is accepted. In short, gender does not influence the perception of the respondents on the extent by which the instructors/professors manifest their teaching behavior along the motivational teacher behavior.

The extent by which Instructors/Professors manifest their teaching behavior along the motivational teacher behavior as to College Affiliation. The College of Arts and Sciences obtained a higher mean of 3.59 than the other College with a description of manifest moderately. Second in rank is the College of Entrepreneurial Arts with a mean of 3.39 with a



description of manifest moderately. Rank third is the College of Agriculture and Forestry with a mean of 3.26, or interpreted as manifest moderately. The College of Engineering and Technology have mean of 3.16 or manifest moderately; College of Teacher Education have a mean of 3.00, or interpreted as manifest moderately. Lastly, High School Department has a mean of 2.84, interpreted as manifest moderately.

The summary of ANOVA as to College Affiliation, the computed yielded a ratio of 0.1932, which is lower than the F-tabled value of 2.55 at .05 level of significance. This led the researcher to the acceptance of the null hypothesis that there are no significant differences in the perceptions of the respondents on the extent by which the instructors/professors manifest their teaching behavior along the motivational teacher behavior as to college affiliation.

CONCLUSIONS

Based from the findings the following conclusions were formulated:

1. The instructors/professors manifest their teaching behavior moderately along the principles and methods of teaching.
 - 1.1. There are no significant differences on the extent of teaching behavior of the instructors/professors along the principles and methods of teaching when grouped as to age, gender and college affiliation.
2. The instructors/professors manifest their teaching behavior moderately along the aversive teacher behavior.
 - 2.1. There are no significant differences on the extent of teaching behavior of the instructors/professors along the aversive teacher behavior according to the moderator variables of age, gender and college affiliation.
3. The instructors/professors manifest their teaching behavior moderately along the knowledge of the subject matter.
 - 3.1. There are no significant differences on the extent of teaching behavior of the instructors/professors along the knowledge of the subject matter when grouped as to moderator variables.
4. The instructors/professors manifest their teaching behavior moderately along the personal teacher.



- 4.1. There are no significant differences on the extent of teaching behavior of the instructors/professors along the personal teacher characteristics when grouped as to moderator variables.
5. The instructors/professors manifest their teaching behavior moderately along the motivational teacher behavior.
 - 5.1. There are no significant differences on the extent of teaching behavior of the instructors/professors along the motivational teacher behavior when grouped as to moderator variables.

RECOMMENDATIONS

Based from the findings and conclusions, the following recommendations are offered.

1. The instructors/professors should strive to relate new lessons to the previous lessons.
 - 1.1. Instructors/professors should use different appropriate teaching techniques in order to motivate the interest of the students.
 - 1.2. Instructors/professors should make follow-up measures to determine if students understood the lessons.
2. Instructors/professors should refrain from giving destructive criticisms to students giving wrong answers.
3. Instructors/professors should be readily available for student consultations.
4. Instructors/professors should provide class review for students who got poor rating during the examinations.
5. Instructors/professors should strive remedial classes to the performance of slow learners.

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