



THE INSTRUCTIONAL ATTRIBUTES OF THE FACULTY MEMBERS OF THE COLLEGE OF CRIMINAL JUSTICE EDUCATION

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Abstract: *The classroom is an avenue for a successful teaching and learning endeavor because it is where every single detail of new knowledge is being undertaken. How can learning be facilitated if the one facilitating is always cranky? Students are greatly affected with the teacher's attitude so teachers should also focus on their attitude in as much as they focus with the content they teach. The interpersonal perspective describes and analyzes teaching in terms of the relationship between teacher and students. The analysis of the teacher role in this perspective contributes to our understanding of the teacher's classroom management. This study is designed to show the assessment of students of the instructional attributes of the faculty members of the College of Criminal Justice Education. This study is designed to show the assessment of students of the instructional attributes of the faculty members of the College of Criminal Justice Education using the descriptive –quantitative method of research. Respondents of the study were the selected students of the program of the College. The descriptive statistics used to summarize the profile of the respondents were percentages, frequency counts and mean. A questionnaire was utilized to gather information from the respondents. In view of the findings of the study, the respondents assessed the performance of the faculty members very satisfactorily as regards the areas of instruction as shown in the results, though the faculty members fall short on some areas. Based from the results of the study, it is therefore recommended that appropriate and necessary preparations of the subject matter should be given further importance by the faculty members to equip themselves in the excellent delivery of their subject matter which would include the provision of the visual and teaching materials in aiding them for the students' easy assimilation of the lesson and keeping themselves abreast with the newest trends and*



issues to enrich their subject discussion and provide the students a wider horizon of understanding on the importance of the theories taught in the class with the realities of life.

Keywords: instructional attributes, classroom management, mastery of the subject, communication skills, descriptive research design, frequency, percentage,

INTRODUCTION

According to Liu & Meyer (2005), the teacher turnover rate in education sector is higher than for any other sectors. Similarly, Ingersoll and Smith in (2003) stated that between 40% and 50% of all beginning teachers usually leave this profession after five years of teaching. The consistent teacher's turnover result into teacher shortage for increased student populations. Several studies of the West have provided indication of teacher's shortage issues in schools of various countries, i.e, U.S, (Edgar & Pair, 2005; Ingersoll, 2003; Liu & Meyer, 2005), Netherlands (Tigchelaar, Brouwer, & Korthagen, 2008), and Hong Kong (Choi & Tang, 2009). Many researchers of other countries like Australia have also highlighted this issue in schools (Goddard, O'Brien, & Goddard, 2006). Across the US, nearly half a million teachers leave their schools each year (Boyd et al., 2011; Alliance for Excellent Education, 2008). Many researchers investigated the factors that impact turnover of permanent and temporary teaching staff in the context of U.S (DeAngelis & Presley, 2007; Johnson, Berg, & Donaldson, 2005). According to (Boyd et al., 2011), the teacher retention research can be done by exploring the relationship between teacher turnover and teachers' own characteristics, student body characteristics, and school characteristics. However, the research on teacher attrition and turnover is based on two separate aspects. One perspective emphasizes on teacher demographics, individual characteristics, and salary (Boe, Bobbitt, Cook, Whitener, & Weber, 1997; Shen, 1997; Stinbrickner, 1998). While the other aspect of research focuses on school characteristics, governance and working conditions (Liu, 2007). The above factors should be considered seriously to avoid the turnover issues of teachers. Because these factors lead to job teachers job satisfaction which results to superior performance and retention of school teachers in the long run. Also



it is very important to motivate teachers to perform well. According to Mary (2010), both intrinsic and extrinsic motivation leads to teacher's superior performance. These motivational factors such as allowances, salary and recognition etc. impact positively on their satisfaction which results into their effective performance as well. Thus, this paper aims to highlight the important factors by reviewing the western literature that impact teacher's job satisfaction, performance and reduces their turnover intentions. In a research conducted by American Council on the Teaching of Foreign Languages, it says that effective teachers have the following four attributes: they perceive themselves as effective; they believe all their students can learn; they see the big picture and broad purpose of the educational system; and they focus on the people, not just the numbers. The trend toward outcomes-based testing makes it hard for some teachers to focus on their students' individual needs, especially when teachers are also required to increase a number score on standardized tests. Further, the council also asked students to look back on which teachers helped them learn best, or the type of teacher they considered their "favorite." The study found that students looked back to favorably at teachers who cared about as people. They also cited a teacher's ability to make new content fun and meaningful, and the teachers' actual knowledge of the subject matter. It is believed that one big factor in learners' positive attitude in attending school is the teacher factor.

The classroom is an avenue for a successful teaching and learning endeavor because it is where every single detail of new knowledge is being undertaken. How can learning be facilitated if the one facilitating is always cranky? Students are greatly affected with the teacher's attitude so teachers should also focus on their attitude in as much as they focus with the content they teach. Setting house rules or agreeing to a certain point about do's and don'ts are particularly discussed on the opening of semester so students may know how to deal with both teachers and fellow students. In doing so, a positive atmosphere is being set by explaining what are to be expected even at the very first day of classes in the semester. While some students might have reputations as troublemakers, let them have a fresh start when they enter a new class. Classroom teaching is a complex task in a complex environment. Usually a (Dutch) secondary school teacher is in a modest-sized room with



between 20 and 40 students. Many factors including emotional, cultural, interpersonal, and environmental issues influence the teacher, the students, and what occurs in class (Shuell, 1996). To reach their aims in this complex situation teachers have to fulfil many functions often at the same time (e.g. motivating, instructing, and organizing) (see Doyle in this volume XXXX). To grasp this complexity, some researchers distinguish between different types of teaching acts such as classroom management or instructional behaviors (e.g., Brophy & Good, 1986; Creemers, 1994; Lee, 1995). Rather than distinguishing between different types of teaching acts we want to look at teaching from different perspectives. Although these perspectives are different, often there is also overlap. Consider a classroom in which a teacher is lecturing. From the subject matter perspective, one can analyze whether or not the content presented is correct or what content has been selected by the teacher, what concepts are being used. One can also study the effects of lecturing on the teacher's relationship with the students: does this teacher engage them; do they see him or her as someone who really understands their problems and needs? We define this as part of the interpersonal perspective. When analyzing the type of learning activities the teacher elicits, for example, we ask: Do students have to rehearse information, or do they have to organize characteristics or objects? We define this as the learning activities perspective. Yet an alternative focus is the moral perspective that considers the values communicated by the teacher. For instance, does the teacher show a commitment to democratic values? In a classroom management perspective, the contribution of teaching is studied to create a productive working environment. A variety of perspectives can thus be employed consecutively to study one teaching act, or a series of acts. The analyses of the U.S. Secretary of Education's publicly broadcasted lesson about Lincoln's paper on the constitution show, for example, the perspective of instructional effectiveness, a discourse perspective, a moral perspective, and a gender perspective (see the analysis of the Bennett tape, Morine-Dershimer, 1986). As will be clear from these examples, perspectives can be distinguished from each other, but some also overlap. In particular, the classroom management and interpersonal perspectives overlap. In the research reviewed in this chapter, teaching has been studied from an interpersonal perspective. The interpersonal perspective describes and analyzes teaching in terms of the relationship between teacher



and students. The analysis of the teacher role in this perspective contributes to our understanding of the teacher's classroom management. Two elements are central to this perspective: the communicative systems approach and a model to describe teacher behavior. We will discuss these two elements before turning to research results.

Australian research by John Hattie suggests that teacher quality accounts for 30 percent of the variance in student performance. Research on literacy and numeracy test scores, from Australian National University's Andrew Leigh, supports this. The research revealed that the most effective ten percent of teachers can achieve in half a year what a teacher from the bottom ten percent can achieve in a full year. Australian research by John Hattie suggests that teacher quality accounts for 30 percent of the variance in student performance. Research on literacy and numeracy test scores, from Australian National University's Andrew Leigh, supports this. The research revealed that the most effective ten percent of teachers can achieve in half a year what a teacher from the bottom ten percent can achieve in a full year. (<https://www.tsc.nsw.edu.au/tscnews/the-powerful-impact-of-good-teachers-on-student-achievement>)

STATEMENT OF THE PROBLEM

This study is designed to show the assessment of students of the instructional attributes of the faculty members of the College of Criminal Justice Education. Specifically, it sought to find an answer to the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 age
 - 1.2 sex
 - 1.3 year level
2. What is the assessment of the respondents on the instructional attributes of the tenured faculty members along the dimensions of:
 - 2.1 mastery of the subject matter
 - 2.2 communication skills
 - 2.3 classroom management



RESEARCH METHODOLOGY AND STATISTICAL TREATMENT

This study is designed to show the assessment of students of the instructional attributes of the faculty members of the College of Criminal Justice Education using the descriptive – quantitative method of research. Respondents of the study were the selected students of the program of the College. The descriptive statistics used to summarize the profile of the respondents were percentages, frequency counts and mean. 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' assessment on the areas of the instructional attributes of the faculty members of the program. This modified data gathering tool was patterned from the published study of Dr. Chona P. Agustin.

The profile of the respondents was analyzed using the simple frequency count and percentage. In the analysis and interpretation of the perception of the respondents as regards to the areas of the instructional attributes of the faculty, the weighted mean was used which is calculated by the equation:

$$X = \frac{WX}{N}$$

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% (4.20-5.00)	always
4	88%--93% (3.40-4.19)	often



3	82%--87% (2.60-3.39)	Sometimes
2	76%--81% (1.80-2.59)	rarely
1	70%--75% (1.00-1.79)	never

RESULTS AND DISCUSSIONS

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

AGE	Frequency	Percentage
16-18	31	18.24
19-21	122	71.76
22-24	12	7.06
25 and above	5	2.94
Total	170	100.00

Data on the age of the respondents is revealed in the table where the highest frequency of 122 or 71.76 percent belong to the age bracket of 19-21 years' old in which the respondents are already in their late adolescence stage. This stage as explained in *exploringyourmind.com* accomplishes to create a personal identity (the result of the integration of his previous being with his new and free personal choices), create new social relationships and internalize moral and ethical values that will determine progressive entry and functioning in the adult world. This means that the individual starts the ability to make independent decisions while taking full responsibility of the consequences of their actions.

Table 1.b: Frequency and Percentage Distribution of respondents as to Sex

Sex	Frequency	Percentage
Male	125	73.53
Female	45	26.47
Total	170	100.00

The frequency and percentage distribution of respondents as to sex is shown in the table the males outnumbered the females which manifests the nature of the program where there are more male students than female. This finding contradicts the data presented by



www.ibtimes.com which stressed that based on the National Center for Education Statistics (NCES), between 1999 and 2009, overall college enrollment increased by 38 percent, from 14.8 million to 20.4 million. But, over that time span, the number of enrolled females climbed by 40 percent, versus 35 percent for men. Moreover, NCES stated, between 1970 and 2001, women 'graduated' from being the minority on U.S. undergraduate campuses to becoming the majority -- jumping from 42 percent to 56 percent of total enrollment. NCES projects that by 2013, 57 percent of undergraduates will be female. Women are also closing the gap in the realm of advance degrees. According to the Chronicle for Higher Education, between 1997-1998 and 2007-2008, the number of women earning doctorates soared by 68 percent, while women getting master's degrees increased by 54 percent.

Table 1.c: Frequency and Percentage Distribution of respondents as to Civil Status

Civil Status	Frequency	Percentage
Single	159	93.53
Married	11	6.47
Total	170	100.00

Most of the respondents are single with a frequency of 159 or 93.53 percent. This data reveals that there are more single college students than married who are enrolled in the program. This data is supported by the discussion presented by Bella de Paulo on psychologytoday.com where lifelong single people do better than married people in a variety of ways that don't get all that much attention. This means according to her, that single individuals can do more to maintain their ties to friends, siblings, parents, neighbors, and coworkers than married people do. They do more than their share of volunteering and helping people, such as aging parents, who need a lot of help. They experience more autonomy and self-determination, and more personal growth and development.

Table 2.1.a: Item Mean Distribution of the respondents' assessment with regard to Mastery of the Subject Matter of the Faculty

ITEMS	Mean	Descriptive Scale
Presents the subject matter clearly	3.97	often



Has the ability to analyze, elaborate on the subject matter without referring to the textbook in the class	3.86	Often
Introduces the day's lessons clearly at the start of the class to show the relation to the previous lesson	3.89	Often
Points out clearly the important aspects of the subject matter	4.00	Often
Cites/relates/ties up lesson with current issues and trends	4.03	Often
Weighted Mean	3.95	often

The data on the table showed the item mean distribution of the respondents' assessment on the mastery of the subject matter of the faculty members. "**Points out clearly the important aspects of the subject matter**" got the highest mean of 4.00 which implies that the faculty members are aware of the importance of giving emphasis on the importance part of their subject matter. The significance that the faculty members know their matter is supported by the emphasis made by *bostonpublicschools.org* which stressed that subject matter knowledge extends beyond knowing a lot about something. It suggests that both educators and students think in a disciplined manner that they can apply to a multitude of places and situations. It also suggests that going deep into content yields richer learning. Further, according to Raymond Ravaglia, founder of the Stanford University Online High School and former associate dean and director of Stanford Pre-Collegiate Studies, teaching is, after all a process of interaction between teacher, student and subject matter. Effective teaching requires teachers to possess detailed subject matter knowledge intertwined with knowledge of pedagogy, curriculum, student behaviour, learning objectives and outcomes.

Table 2.1.b: Item Mean Distribution of the respondents' Assessment with regard to Communication Skills of Faculty Members

ITEMS	Mean	Descriptive Scale
Uses language appropriate to the level of the students	4.11	often
Speaks loud enough to be heard by everybody in the room	3.86	Often
Is proficient orally and written in the language used as the medium of instruction	3.97	Often



Speaks clearly	4.05	Often
Maintains eye contact with the students when speaking	4.08	Often
Weighted Mean	4.02	often

The data on the table showed the item mean distribution of the respondents' assessment on the communication skills of the faculty members. **"Uses language appropriate to the level of the students"** garnered the highest item mean of 4.11 which means that the faculty members are aware of the utilization of a medium of instruction that is within the understanding of the students for their easy assimilation of the lesson. In the words of Mayell, H. (2003, February), language is ultimately important because it is the primary means through which humans have the ability to communicate and interact with one another. Some linguists go so far as to suggest that the acquisition of language skills is the primary advancement that enabled our prehistoric ancestors to flourish and succeed over other hominid species.

Table 2.1.c: Item Mean Distribution of the Respondents' Assessment with regard to Classroom Management of Faculty Members

ITEMS	Mean	Descriptive Scale
Encourages class participation	4.10	often
Uses class time properly	3.86	Often
Creates a classroom atmosphere that is very pleasant and conducive to learning	3.81	Often
Capable of developing and maintaining classroom discipline	3.90	Often
Handles the class and students' problems with fairness and understanding	3.78	Often
Weighted Average	3.90	often

The data on the table showed the item mean distribution of the respondents' assessment on the classroom management of the faculty members. **"Encourages class participation"** got the highest item mean of 4.10 which implies that the faculty members are aware of the significance of students' participation in the class discussion. Based on **study.com**, when students participate, they're giving you valuable information on what they know and



understand about a concept. Class discussions prompt students to listen to another's point of view and adjust their thinking accordingly. Participation requires students to use high-level thinking skills, things like analysis and evaluation. When Johnny disagrees with Andrew about the reasons for climate change, both students are going beyond simple recall skills and showing a deep understanding of content. This ups the game in the classroom as other students are called on to give feedback to this and other situations. This presentation is supported by Dallimore, Hertenstein and Platt (2004) who revealed that increased classroom participation is influenced by "affective questioning, lessons relevant to their daily lives, supportive classroom environment, and a constructive feedback participation grade."

CONCLUSION

In view of the findings of the study, the respondents assessed the performance of the faculty members very satisfactorily as regards the areas of instruction as shown in the results, though the faculty members fall short on some areas.

RECOMMENDATIONS

Based from the results of the study, it is therefore recommended that:

1. Appropriate and necessary preparations of the subject matter should be given further importance by the faculty members to equip themselves in the excellent delivery of their subject matter which would include the provision of the visual and teaching materials in aiding them for the students' easy assimilation of the lesson.
2. Keeping themselves abreast with the newest trends and issues to enrich their subject discussion and provide the students a wider horizon of understanding on the importance of the theories taught in the class with the realities of life.
3. A similar study may be conducted on areas or aspects which may not have given in the current study.



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