

What makes up effective teaching? A Perceptual Approach to Determining Teacher Effectiveness

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Abstract: *This paper discusses the different factors that play an important role in teaching effectiveness. It further discusses how different or similar teachers and students perceive teachers to be contributing to the effectiveness of teaching. It, therefore, looked into the profile of eight teachers and 250 first year college students who were the respondents of this study. In addition, it determined the perception of both groups of respondents in terms of the different factors that make up effective teaching. This study utilized the descriptive method, simple frequency count, weighted mean, and t-test to know the differences in the perceptions of the respondents. The results showed that the students perceive their teachers as “very good” as far as teaching effectiveness is concerned. The study also revealed that the teacher-respondents see themselves as “excellent” in almost all of the descriptors for the factors that make up effective teaching. The researcher concludes that there is no significant difference in the perceptions of both groups of respondents as far as teaching effectiveness is concerned. Therefore, the only recommendation that the researcher can make is that teachers should improve how they carry themselves physically as it came out in the findings that teachers, as well as students, perceive themselves (referring to the teacher) as “good” only in wearing make-up and trendy clothing.*

(Keywords: classroom management, method of teaching, personality, teaching effectiveness)

INTRODUCTION

The teaching profession is one of the oldest of all the learning professions known in civilization. It ranks with the profession of law, medicine, and ministry in point of age. Teaching is a complex craft. In some ways, it is impossible to capture in a page or two the sophistication of what good teachers do. Yet nothing is more fundamental to achieving our goal of success for every student than high-quality teaching. While teaching is a great responsibility, it is also a great opportunity. Teaching is the noblest of all human endeavors, the greatest of all privileges, and the most sacred duty that one can undertake. According to Gregorio (1983), the teacher is like an artist. He must know the abilities and weaknesses of his students. Based on this, he would paint a unique child out of his teaching performance. The quotation, "Whatever we do, and whatever we touch, we leave traces of ourselves" may be most apt to a teacher. A teacher always has a part in the development of the child. How much traces he leaves on the child depends on how effective his teaching is.

Several researches have been conducted to look into the real nature and meaning of teaching effectiveness. From these researches sprouted different ideas. Among these are mastery of the subject matter, good personality, application of good management skills, and so on. Ironically, teachers and students do not have the same yardstick to gauge teaching effectiveness. The purpose of this study is to give clarity to how similarly or differently teachers and students perceive teaching effectiveness.

This study is based on the concept that teaching is a concerted effort of the teacher himself, his students, other teachers, administrators, and the community. If one of these does not cooperate, the whole teaching and learning process is affected. Another concept of teaching effectiveness on which this study is based is that effective teaching is made up of several factors, like knowledge of the subject matter, physical characteristics of the teacher, training and experience, and educational attainment.

The knowledge of the teacher of the subject matter is fruitless if his character is not in accordance with his profession. In a deeper sense, the sum total of these characteristics is the teacher's personality. The personality of the teacher cannot be separated from effective teaching because effective teaching comprises what the teacher is. Dagoon, et al. (2006), point out that good teaching depends to a great extent on the teacher's personality. A teacher's personality has an immeasurable impact through his power to inspire, encourage, challenge, and develop the child. The teacher's effectiveness in directing learning activities in the classroom, adds Aquino, et al. (2008), depends greatly on what type of person the teacher is. He further said that excellence in teaching requires more than going through the motions.

According to Mouley (2003), if teaching is to be recognized in its truest importance and dignity, teachers must continue to improve their professional skills with which they guide their students' growth and development. They can do this only if they have a thorough understanding of the principles of educational psychology, for educational psychology provides the only basis for effective teaching. Suaray (1994) remarks that a good teacher

knows the day-to-day work of the child, his responsibilities, his attitude towards learning, his personal characteristics, and his achievements.

Giving their idea, Ornstein and Levine (2005) believe that effective teaching consists of effective classroom management, effective classroom, and effective grouping of students.

A study on teacher effectiveness, as reported by Kolzenik (1985), was sponsored by the American Council on Education. Its purpose was to identify patterns of teachers' classroom behaviors, attitudes, viewpoint, intellectual, and emotional qualities and to compare the characteristics of teachers grouped according to profile variables. The results revealed that warmth, friendliness, and understanding displayed by some teachers topped the more aloof, restricted, and egocentric behavior of others; the orderly, systematic, responsible, businesslike manner in which some teachers conducted their classes as opposed to the unpublished, evading, slipshod manners of others; the stimulating, imaginative way some teachers teach as opposed to the dull, routinary, unimaginative procedures of others. This study revealed that among the elementary school teachers, those who were judged to be friendly were also judged to be systematic and imaginative.

Robert Rickey (1989) asked 3,905 representative high school students in India to check the characteristics of teachers they liked most. Ninety percent (90%) of them checked the following characteristics: ability to explain lessons clearly, fairness in grading, willingness to give extra help when needed, good sense of humor, and ability to get along well with other teachers. Similarly, Hart (1995) questioned in his study all 66 senior high schools of various sizes and types regarding the characteristics of teachers they liked best. They were asked to indicate the reasons for the selection of the high school teachers whom they ever had. His findings indicated that the boys and the girls attached such importance to the personal and human traits of the teacher. He also found out that eighty percent (80%) of the students indicated that the teacher they like best was the most effective teacher. Only approximately one-half of the students considered their next most effective teacher to be the one whom they liked least.

It would be difficult to overestimate the teacher's importance in the teaching and learning situation. The greatest work that can engage the thought and invite the activity of man is the education of the young. In its broadest sense, the future welfare of the individual, the home, the community, the nation, and the world depend on the education of the young.

It is hoped that this paper will shed light on all the efforts done in this researches as it tries to explore the ideas of teachers and students regarding teaching effectiveness.

Statement of the Problem

This study attempted to make an assessment of the teachers' and the students' perceptions of the different factors that make up good teaching. Specifically, it sought answers to the following questions:

1. What is the profile of the respondents?
2. What is the perception of the teachers regarding the factors that make up good teaching?
3. What is the perception of the students regarding the factors that make up good teaching?
4. Is there a significant difference in the perception of the students and the perception of the teachers?

METHODOLOGY

Research Design

This study was conducted using the descriptive survey method as it sought to evaluate the perception of teachers and students as regards the factors that make up effective teaching.

Respondents and Sampling Procedure

The respondents are 250 college students who were randomly selected from Cagayan State University 2018-2019. Aside from the student-respondents, a total of eight (8) teachers teaching related subjects were chosen as participants.

Research Instrument

The questionnaires used were designed to suit the local conditions covered in the study – one set for the teacher-respondents and another for the student-respondents. The questionnaire has two parts: Part I elicited information regarding the respondents' profile; Part II elicited information regarding their perceptions on teaching effectiveness.

Statistical Tools and Analysis

Simple frequency count and percentage distribution were used for the data treatment. The weighted mean was used to interpret scales expressed in adjectival values with arbitrary numerical equivalents.

The adjectival scales and their corresponding arbitrary values are:

Scale	Numerical Equivalent
Strongly agree (SA)	5
Agree (A)	4
Uncertain (U)	3
Disagree (D)	2
Strongly disagree (SD)	1

Limits of Description	Interpretation
4.50 – 5.00	Excellent
3.50 – 4.49	Very Good
2.50 – 3.49	Good
1.50 – 2.49	Fair
1.00 – 1.49	Poor

To test the difference between the perception of the related subject teachers, vocational subject teachers and the teachers and students, t-test was used.

RESULTS AND DISCUSSION

A. Profile of the Respondents

Table 1. Frequency and percentage distribution of students according to sex

Sex	<i>F</i>	<i>P</i>
Male	111	44.4
Female	139	55.6
Total	250	100

Table 1 presents the distribution of the student-respondents according to sex. The table shows that 44.4 percent of the 250 respondents are male while 55.8% are female. This result implies that the respondents are female-dominated.

Table 2. Frequency and percentage distribution of students according to age

Age	<i>F</i>	<i>P</i>
Below 13 yrs old	0	0
13 – 14 yrs old	124	49.6
15 - 16 yrs old	69	27.6
17 years old-Above	57	22.8
Total	250	100

Table 2 presents the distribution of student-respondents according to age. Most of the respondents, with a percentage of 49.6% or 124 out of 250, belong to the age range of 13-14 years old which means that the respondents are mostly in first year or second year. Sixty-nine of them are 15-16 years old. The rest is 17 years old and above.

B. Profile of Related-subject Teachers

Table 3.a. Frequency and percentage distribution of teachers according to sex

Sex	F	P
Male	3	37.5
Female	5	62.5
Total	8	100

Table 3.a. reveals the distribution of teacher-respondents according to sex. The table reveals that of the eight teachers, 5 or 62.5% are female and 3 or 37.5% are males. This shows that the teaching profession is more attractive to women than men.

Table 3.b. Frequency and percentage distribution of teachers according to age

Age	F	P
59 – 65	1	12.5
54 – 58	1	12.5
49 – 53	2	25
44 – 48	1	12.5
39 – 43	1	12.5
34 – 38	0	0
29 – 33	0	0
24 – 28	2	25
Total	8	100

Table 3.b. reveals the age distribution of teacher-respondents. Accordingly, out of eight teacher-respondents, 2 or 25% belonged to ages 49-53 and 24-28. Only one is about to retire, one is nearing retirement, and the other two are middle-aged.

Table 3.c. Frequency and percentage distribution of teachers according to civil status

Civil Status	<i>F</i>	<i>P</i>
Single	1	12.5
Married	7	87.5
Total	8	100

Most of the teacher-respondents are married as shown in Table 3.c. Only 1 of the respondents or 12.5% is single. It implies that the general working force in the teaching profession is married. Hence, they are more equipped with the attitudes and interests for the guidance and counseling of students.

This particular observation supports the fact that parents want their children to be taught by men and women whose morals are beyond reproach, whose mastery of the subject matter and ability to teach can ensure growth and development for their children, and whose attitude towards the young and the adolescent is one of sympathetic understanding. This faith and trust that parents recognize on the part of the teachers can only be fully expected from the motherly and fatherly spirit of service and cooperation long experienced by married teachers.

Table 3.d. Frequency and percentage distribution of teachers according to civil service eligibility

Eligibility	<i>F</i>	<i>P</i>
CS Professional	2	25
LET/PBET	6	75
PD 907	0	0
Total	8	100

Table 3.d. indicates the frequency and percentage distribution of the teacher respondents according to eligibility. All 8 teacher-respondents passed the Teacher' Board Examination. Two or 25 percent of them also have Career Service eligibilities. For the teaching profession, the appropriate eligibility is the Teachers' Board Examination. Other civil service eligibilities may be acquired as second choice. Teachers who acquired civil service eligibility are classified as regular teachers. This class of teachers include those who hold permanent or regular permanent appointment by virtue of long and efficient service.

Effective teaching for this matter is related to passing of a Teachers' Board Examination because if a person who is fundamentally not suited for teaching will have a very slim chance of passing the board exams; teachers who pass it gives evidence of basic fitness for the teaching profession.

Table 3.e. Frequency and percentage distribution of teachers according to years of service

Years In Service	F	P
25 -29	1	12.5
20 – 24	3	37.5
15 – 19	2	25
10 -14	0	0
5 – 9	0	0
0 – 4	2	25
Total	8	100

Table 3.e. summarizes the respondents' years of service in Cagayan State University. It is evident that most of the teachers have served the university of more than ten years. This means that majority of the respondents have already learned how to deal with their students , what method to use with each set of students, and have mastered their subject matter. Teachers are expected to make improvements in their teaching as they stay longer in the service.

Table 3.f. Frequency and percentage distribution or teachers according to academic rank

Rank	F	P
Lecturer	2	25
Instructor	4	50
Assistant Professor	2	25
Associate Professor	0	0
Total	8	100

It is evident in the table that most of the teacher respondents hold item positions, hence, have security of tenure. This indicates that the teachers are highly motivated. As a result of this high motivation, the teacher's

competencies show improvement which, in the long run, is compensated in many ways such as raising of one's academic rank. In the table, the highest rank is Instructor.

C. Perception of Student-respondents on the Factors that Make Up Effective Teaching

Table 4. a. Perception of students on knowledge of subject matter

Descriptors	Weighted Mean	Description
a. Relate lessons to present situation	4.469	Very Good
b. Explain the lesson well	4.631	Excellent
c. Answer all the questions asked by students about the lesson	4.468	Excellent
d. Explain the lesson by using other references not only from the textbook	4.566	Excellent
e. Define clearly course objectives and requirements	4.431	Excellent
f. Interested in work and profession	4.504	Excellent
g. cover satisfactory amount of subject matter	4.196	Very Good
h. integrate materials with other disciplines	4.189	Very Good
Total	4.431	Very Good

Table 4.a. presents the perception of students on the factors that make up effective teaching. The first is “knowledge of the subject matter”. The students perceived their teachers “explain the lesson well” which received the highest weighted mean of 4.631 or excellent. The sub-factor “integrate materials with other disciplines” have the lowest weighted mean of 4.189. However, this is still classified as “very good”. The average weighted mean for the descriptor is 4.431 which is “very good”.

Table 4.b. Perception of students on methodology

Descriptors	Weighted Mean	Description
a. Use teaching strategies, aids and devices that stimulate critical thinking and response	4.452	Very Good

b. Ask a variety of questions, especially thought-provoking ones and distribute them adequately	4.248	Very Good
c. Relate lessons to current situations and student experience	4.317	Very Good
d. Give adequate number of quizzes, written assignments, etc. and give the necessary feedbacks to students	4.272	Very Good
e. Integrate Christian and human Filipino values	4.445	Very Good
Total	4.348	Very Good

The table shows the results of the perception of students on “methodology”. It is revealed that the teacher “use teaching strategies, aids and devices that stimulate critical thinking and response” as perceived by the students. This has a weighted mean of 4.452 which is the highest of all the descriptors. The descriptor ‘asking a variety of questions” has 4.248 or very good. This actually means that the teacher needs to vary the type of questions being asked from the low level to the most thought-provoking ones.

Table 4.c. Perception of students on classroom management and medium of teaching

Descriptors	Weighted Mean	Description
a. Always present in the class	4.673	Excellent
b. Begin the class on time and not dismiss before time	4.592	Excellent
c. Bring about an atmosphere conducive to discipline and learning	4.437	Very Good
d. Handle students’ questions and opinions objectively	4.473	Very Good
e. Hold the attention of students and alert to students’ attention	4.578	Excellent
Total	4.55	Excellent

The table reflects the perception of students on classroom management. As revealed, the total weighted mean for this predictor is 4.55 which means excellent. The weighted mean of each of the sub-descriptors are not significantly different where most are seen by the students as excellent. This means that the teachers are doing excellently their jobs and they manage classes very very well.

Table 4.d. Perception of students on personal qualities

Descriptors	Weighted Mean	Description
a. Neat in appearance and orderly in habits	4.576	Excellent
b. Attractive and good –looking	3.078	Very Good
c. Observe propriety in Behavior and grooming	4.454	Excellent
d. Responsible and dignified in actions and body language, values and practices consonant to the school’s nature and mission	4.541	Excellent
e. Deal professionally with students	4.455	Very Good
f. Available and ready for students’ consultation outside class hours	4.400	Very Good
g. Show initiative in contributing to the attainment of objectives in line with the school’s mission and goals	4.453	Very Good
h. Tall	3.197	Good
i. wear make up and trendy clothes	3.129	Good
j. have sense of humor	4.212	Very Good
k. strict	3.736	Very Good
l. enthusiastic, stimulating and encouraging in attitude	4.345	Very Good
m. tolerant, polite, mature in many ways	4.534	Excellent
n. understanding and sympathetic	4.560	Excellent
o. not react to disciplinary problems emotionally	3.827	Very Good
p. know the abilities and interests of students	4.500	Excellent
q. not playing favorites	4.437	Very Good
r. speak fluently, logically and clearly	4.635	Excellent
s. give reward to good things done and impose punishment to mistakes committed	4.144	Very Good

t. not nagging and not hot- tempered	4.153	Very Good
Total	4.25	Very Good
Overall Weighted Mean	4.1	Very Good

As to personal qualities, the total weighted mean is 4.1 which is very good. This is a good indicator that the teachers project a very strong personality. However, they need to improve more on their physical appearance by wearing light make, and by using trendy clothes. Although these are not so important as the other factors, students tend to judge teachers by their physical appearance. Teachers, on the other hand, should consider that one of the things that motivate the students to listen, pay attention, stay in the classroom, and learn.

D. Perception of Teachers on the Factors that Make up Effective Teaching

Table 4.a. Perception of teachers on knowledge of subject matter

Descriptors	Weighted Mean	Description
a. Relate lesson to present situation	4.50	Excellent
b. Explain the lesson well	5.00	Excellent
c. Answer all the questions asked by the students about the lesson	5.00	Excellent
d. Explain the lesson by using other references not only from the text book	4.876	Excellent
e. Define clearly course objectives and requirements	4.875	Excellent
f. Interested always in work and profession	5.00	Excellent
g. Cover satisfactory amount of subject matter	5.00	Excellent
h. Integrate materials with other disciplines	4.975	Excellent
Total	4.88	Excellent

As revealed on the table, the teachers perceive themselves as excellent when it comes to knowledge of the subject matter.

Table 4.b. Perception of teachers on methodology

Descriptors	Weighted Mean	Description
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a. Use teaching strategies, aides and devices that stimulate critical thinking and response	4.75	Excellent
b. Ask a variety of questions especially thought-provoking ones and distribute them adequately	4.875	Excellent
c. Relate lessons to current situations and students' experiences	4.714	Excellent
d. Give adequate number of quizzes, written assignments, etc., and give the necessary feedback to students	4.75	Excellent
e. Integrate Christian human and Filipino values in teaching	4.75	Excellent
Total	4.77	Excellent

The table also reveals that the teachers see themselves as “using teaching strategies by asking several and different types of questions, by relating lessons to current situations or experiences, and integrating values in teaching. Thus, they rated themselves as “excellent” with a weighted mean of 4.77.

Table 4.c. Perception of teachers on classroom management and medium of teaching

Descriptors	Weighted Mean	Description
a. Always present in class	4.875	Excellent
b. Begin the class on time and not to dismiss before time	5.00	Excellent
c. Bring out an atmosphere conducive to discipline and learning	5.00	Excellent
d. Handle students questions and opinions objectively	4.625	Excellent
e. Hold the attention of students and alert to students' reactions	4.875	Excellent
Total	4.875	Excellent

As to classroom management, also consider themselves “excellent” with a very high weighted mean of 4.77. This means that the teachers almost always look at themselves as being able to hold the attention of their students and bring out an atmosphere conducive to discipline and learning. They also think that they handle questions objectively. They are also worth emulating since they come to class on time and they rarely get absent.

Table 4.d. Perception of teachers on personal qualities

Descriptors	Weighted Mean	Description
a. Neat in appearance and orderly in habits	4.575	Excellent
b. Attractive and good-looking	4.875	Excellent
c. Observe propriety in behavior and grooming	4.875	Excellent
d. Responsible and dignified in actions and body language, values and practices consonant to the school's nature and mission	4.625	Excellent
e. Deal professionally with students	4.75	Excellent
f. Available and ready for students' consultation outside class hour	4.875	Excellent
g. Show initiative in contributing to the attainment of objectives In line with the school's mission and goals	4.875	Excellent
h. Tall	2.33	Fair
i. wear make up and trendy clothes	2.66	Good
j. have sense of humor	4.625	Excellent
k. strict	4.00	Very Good
l. have enthusiastic, stimulating, and encouraging attitude	4.75	Excellent
m. tolerant, polite, and mature in many ways	4.875	Excellent
n. understanding and sympathetic	4.875	Excellent
o. not react to disciplinary problems emotionally	4.714	Excellent
p. know the abilities and interests of students	4.65	Excellent
q. not play favorites	4.875	Excellent
r. speak fluently, logically and clearly	5.00	Excellent
s. give reward to good things done and impose punishment to mistakes committed	4.125	Very Good
t. not nagging and not being hot-tempered	4.50	Excellent
Total	4.49	Excellent
Overall Weighted Mean	4.13	VERY GOOD

Discussion

As to their personal qualities, the teachers are almost “excellent” in all the descriptors, except for their height and their clothes which they are less important to pay attention to. Since height is not a requirement to teaching as well as beautiful, attractive, expensive clothing. For as long as they wear clean decent clothing everyday, then they don’t have to spend much on these. However, they should at least be presentable when they come to class since their physical appearance is a factor to motivate their students to listen, pay attention, or even to learn.

The teachers perception on the factors that make up effective teaching is all in all very good with an overall weighted mean of 4.13.

Table 5. T-test summary of students’ perception of the factors *that make up effective teaching*

	<i>Mean</i>	<i>Computed t-value</i>	<i>Critical value of T at 0.05 level</i>	<i>Interpretation</i>
Students	4.1	.5	1.895	Not significant
Teachers	3.9			

Discussion

The table shows that the computed t-value of 0.5 is less than the critical value of 1.895, an indication that there is no significant difference in the perceptions of students and teachers on the factors that make up effective teaching. The value is accepted at 0.05 level, which means further that the demographical characteristics of the respondents do not affect teaching effectiveness.

CONCLUSION

Based on the results of this study, it is concluded that:

1. The student-respondents perceive their teachers as “Very good” in their teaching effectiveness, except in few of the personal qualities.
2. The teacher-respondents perceive themselves as “excellent” in almost all the descriptors of teaching effectiveness, except for few in personal qualities.

RECOMMENDATION

In view of the foregoing results and conclusions, the following are recommended:

1. Teachers should improve more on their physical appearance as it was found out that they are not using trendy clothing according to both groups.
2. A research involving a bigger number of teacher-respondents and student respondents in the different year levels should be conducted to find out if there is consistency in the perceptions of both groups.
3. Other aspects or factors of teaching effectiveness such as use of technology and the like should also be considered.

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