

# The Implication of Teaching Qualities of the Instructors on the Students' Performance

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**Abstract** – To ensure quality education, the school management must identify how mentor-protégée relationship contributes significantly to the lives of the young in their growth and development. The study aimed to determine the existing traits and abilities of the instructors, the performance of the students, and the significant relationship between the teaching qualities and students' performance. Further, the implication of the teaching qualities of the instructors on the students' performance and progress was explored. Using mean, weighted mean, percentage and coefficient of correlation, data from student opinion survey and interview were analysed. Findings reveal that for all the 10 teaching qualities measured, the instructors were described as very satisfactory. On academic activities students obtained average level of performance while for extra/co-curricular activities, they performed above average. The computed  $r$  is negative perfect correlation which means that the instructors may have high degree of professional, instructional and personal qualities and have students with failing grades and are idle or lethargic. Moreover, instructors with poor teaching qualities may have students with excellent grades and participates well in both academic and extra/co-curricular activities. This implies that instructors should stimulate students towards positive response on the discovery, analysis and synthesis of their daily experiences in school. Schools should also implement a continuous-periodic program of evaluation of the teaching-learning situation in the classroom to identify the teaching qualities of the instructors that need improvement and encourage self-discipline among the students.

**Keywords** – teaching qualities, student's performance, correlation, implication, Zambales

## INTRODUCTION

Educational researchers have investigated many factors considered to affect student learning. Research demonstrates that among all educational resources—teachers' abilities—are especially crucial contributors to students' learning [1], [2].

Considering the degree of the teacher's influence, it is important for education administrators to examine the relationship between teacher characteristics and student achievement at the school-level because knowing what teacher characteristics influence student achievement will help the school's administration make adjustments in order to increase student achievement.

The academe must understand what teachers should do to promote positive results in school achievement, positive attitudes toward school, interest in learning and other desirable outcomes [3].

Literature on excellent teaching has been remarkably consistent regarding two factors—technical and interpersonal aspects of teaching. [4] Studies indicate that students want lecturers to be knowledgeable, enthusiastic, approachable and

friendly, humorous, fair, and positive; effective communicator; flexible and open-minded; and encourages student participation [5]-[8].

Underlying the above descriptions of the qualities of a teacher, the important role teachers' play in supporting students' performance is emphasized.

Researchers have noted that the interaction which occurs between teachers and students in the classroom is remarkable. Teacher's emotional support can help students become more self-reliant, motivated to learn, and willing to take risks. [9] Teachers have meaningful causal effects on both test scores and the non-cognitive factor. [10] Teacher quality improves the probability of college attendance. [11] The teacher factors that significantly contributed to low academic achievement were incidences of lateness to school, incidences of absenteeism, and inability to complete the syllabi [12]. The more qualified teachers are and experienced, the better they are able to manage their classes, and therefore, pupils are likely to perform and vice versa [13]. Teacher preparation and certification are the strongest correlates of student achievement [14].

Oposing results yield that teaching quality has an important, but not exclusive role in influencing students' engagement in school. Teacher factor has an influence of 59.4% on students' academic performance. Other factors may also influence students' performance [15]. Teacher characteristics such as teaching experience, degree, and primary teaching field do not have effects on student achievement [16]. Teacher characteristics are generally insignificant predictors of student achievement [17]. A significant negative correlation between teachers' qualification and students' motivation is noted where those teachers with higher qualifications may have more difficulty motivating their students. [18] There is less clear evidence when relating teacher quality to student involvement with a course [19], other observable teacher characteristics such as experience, and formal and informal education, have either insignificant or even significantly negative effects on student performance [20]-[22].

With the contrasting literature review, the current study evaluates how the teaching quality of the teachers, the performance of the students and the correlation of the two factors.

### OBJECTIVES OF THE STUDY

The study is focused on evaluating the implication of the teaching qualities of the instructors on the students' performance. Specifically, the study aimed to: (1) determine the existing instructional, personal and professional qualities of the instructors; (2) determine the performance of the students in both academic and extra/co-curricular activities; (3) identify the significant relationship between the teaching qualities of the instructors and the students' performance; and (4) determine the implications of the relationship to students' performance.

### MATERIALS AND METHODS

The research method used in the study was the descriptive-correlational approach to ascertain the implication of the Instructors' teaching qualities on students' performance.

The study was conducted during the SY 2016-2017 were sixteen (16) instructors and one hundred sixteen (116) students as subjects of the study.

The School's Student Opinion Survey (SOS) was used as the primary instrument of this research in gathering data on the instructors' teaching qualities. The inventory was designed to measure the instructional, professional and personal qualities of the

instructors. There are several items to describe each quality. On the other hand, the students' semestral grades were obtained from the Registrar's office. Interviews were made to verify the data obtained in the survey questionnaire. The names, evaluation rating of the instructor-respondents and the grades of the student-respondents of this study were treated with utmost confidentiality to protect their interest.

After the data were gathered, the summary of the instructors' rating on the different teaching qualities and the summary of students' grades were computed using frequency count, weighted mean and Pearson's coefficient of correlation. The null hypothesis was tested at 0.01 level of significance.

The teaching qualities were measured with the following 5 point Likert scale values:

*Table 1. Descriptive Rating of Teaching Qualities*

Rating	Values	Interpretation
5	4.51-5.00	Outstanding
4	3.51-4.50	Very Satisfactory
3	2.51-3.50	Satisfactory
2	1.51-2.50	Fair
1	1-1.50	Poor

This study also utilized the following criteria in determining the performance of the students:

This study also utilized the following criteria in determining the performance of the students:

*Table 2. Descriptive Rating of Academic Performance*

Score	Descriptive Rating
90 – 100	Excellent
80 – 89	Superior/Above Average
70 – 79	Very Good/Average
60 – 69	Good
50 – 59	Fair
49 – below	Failure

### RESULTS AND DISCUSSION

#### Teaching Qualities of the Instructors

Table 3 presents the teaching qualities of the instructors described in the Student Opinion Survey. The qualities were described into three dimensions: instructional, personal and professional qualities. Each of the dimensions was described and students are their instructors using the 5 point Likert scale.

The table shows that the instructors were assessed with very satisfactory qualities in all dimensions and descriptions.

Table 3. Teaching Qualities of Instructors

Teaching Qualities	Rating	Interpretation
<b>Instructional</b>		
Mastery of the subject matter	3.84	Very Satisfactory
Able to arouse interest and stimulate thinking	3.71	Very Satisfactory
Effective command of language and instruction	3.75	Very Satisfactory
Instructional Materials reinforce learning	3.74	Very Satisfactory
<b>Personal</b>		
Well groomed; with pleasant personality and poise	3.66	Very Satisfactory
Maintains positive teacher-student relations	3.70	Very Satisfactory
Maintains class discipline	3.67	Very Satisfactory
<b>Professional</b>		
Maintains accurate records	3.66	Very Satisfactory
Fairness in Grading	3.67	Very Satisfactory
Punctuality, attendance and commitment	3.62	Very Satisfactory
<b>Over-all</b>	3.70	Very Satisfactory

On instructional qualities, the instructors obtained very satisfactory performance in all descriptions with 3.84 in mastery of the subject matter, 3.71 in ability to arouse interest, 3.75 in effective command of language and instruction and 3.72 in instructional materials reinforce leaning. This means that the instructors are experts in the field. They have well planned teaching strategy, encourage the students to know more about the subject matter and articulate.

Moreover, on the personal quality, the instructors obtained very satisfactory performance in all areas with 3.66 in grooming, personality and poise; 3.67 in teacher-student relations and 3.66 in ability to maintain class discipline. This means that the instructors observe proper decorum, shows confidence and friendly behavior, handles cases of discipline appropriately and tactfully and maintains conducive learning atmosphere.

Lastly, on Professional qualities, the instructors also obtained very satisfactory performance in all descriptive areas namely: maintenance of accurate records 3.66, fairness in grading 3.67, and punctuality, attendance and commitment 3.62. This means that the instructors possess a high degree of professionalism as shown in their fairness of grading, comes to class and dismiss on time and submit correct documents punctually.

The over-all rating of the instructors is 3.70 or very satisfactory performance. This means that the instructors possess a high degree of instructional, personal and professional qualities.

During the interview the following good points of the instructors were identified: mastery of the subject matter, approachable, friendly, use high tech instructional materials, patient, dedicated and have good classroom management. On the areas of improvement, the students wanted their instructors to be consistent in class schedule, attend class regularly and to be punctual, give practical/actual observations and hands on, elaborate and explain further the lessons, be fair in their assessment and not to teach too fast.

Table 4 Students' Performance

Area	Rating	Description
Academic	76	Average
Extra-Curricular	87	High Average

Students' grades are the end-result of what has transpired in the classroom for the entire teaching program. The students' grades were utilized with the zero-based grading criteria. Table 4 shows that the students performed average or grade of 76 on the academic area which includes both general education subjects and professional subjects. However, they performed high average or grade of 87 on the extra-curricular area which includes participation in the different activities outside the classroom such as sports, cultural, civics, membership to organizations/clubs, military drills and the like.

Table 5 Correlation between Teaching Qualities and Students' Academic Performance

		qualities	academics
qualities	Pearson Correlation	1	-1.000**
	Sig. (2-tailed)		.000
	N	8	8
academics	Pearson Correlation	-1.000**	1
	Sig. (2-tailed)	.000	
	N	8	8

\*\**. Correlation is significant at the 0.01 level (2-tailed).*

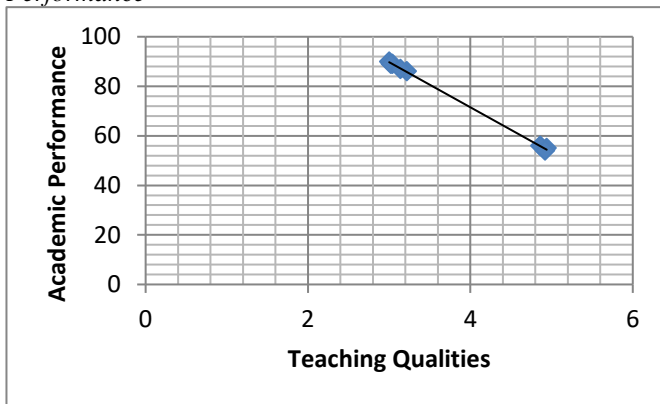
Theories of teaching and learning have long emphasized the important role teachers' play in supporting students' performance and progress.

The study presents correlation between teaching qualities and students' academic performance and between their extra-curricular performances.

Table 5 shows the correlation between teaching qualities and students' performance. A Pearson product-moment correlation coefficient was computed to assess the relationship between the instructors' teaching qualities and the performance of the students in the academic area. There was a perfect negative correlation between the two variables,  $r = -1.00$ ,  $n = 8$ ,  $p = 0.000$ . A scatterplot summarizes the results (Figure 1)

The perfect negative correlation between the two variables implies that increases in rating of teaching qualities were correlated with decrease in students' performance. Moreover, decrease in ratings of teaching performance was correlated with increase of students' academic performance.

Figure 1 Scatter Plot of Teaching Qualities and Academic Performance



This means that there are academic instructors who possess very satisfactory instructional, personal and professional qualities but have students who performed low or fail in class. Consequently, there are academic instructors who have low or poor teaching qualities but have students who performed well in class.

The finding is consistent with Krueger [20], Rivkin, et al [21] Jacob and Larsgren [22] when they found that other observable teacher characteristics such as experience, and formal and informal education, have either insignificant or even significantly negative effects on student performance.

Table 6 shows the correlation between teaching qualities and students' performance. A Pearson product-moment correlation coefficient was computed to assess the relationship between the instructors' teaching qualities and the performance of the students' extra-curricular performance. There was a perfect negative correlation between the two variables,  $r = -1.00$ ,  $n = 8$ ,  $p = 0.000$ . A scatterplot summarizes the results (Figure 2)

Table 6 Correlation between Teaching Qualities and Students' Extra-Curricular Performance

		qualities	extra
qualities2	Pearson Correlation	1	-1.000**
	Sig. (2-tailed)		.000
	N	8	8
extra	Pearson Correlation	-1.000**	1
	Sig. (2-tailed)	.000	
	N	8	8

\*\* . Correlation is significant at the 0.01 level (2-tailed).

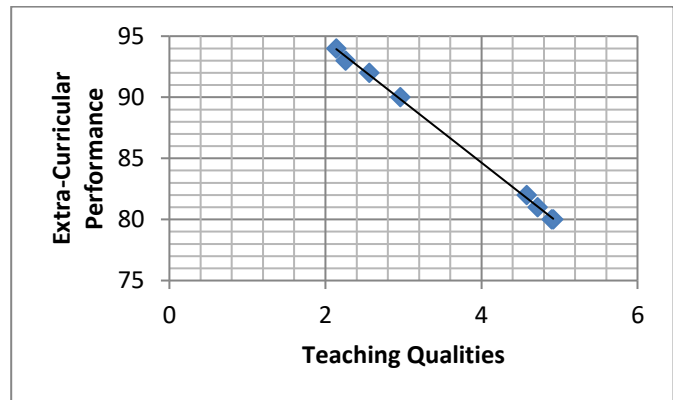


Figure 2 Scatter Plot of Teaching Qualities and Extra-Curricular Performance

The perfect negative correlation between the two variables implies that increases in rating of teaching qualities were correlated with decrease in students' performance. Moreover, decrease in ratings of teaching performance was correlated with increase of students' extra- curricular performance.

This also means that the instructors who handle the extra-curricular activities who possess very satisfactory instructional, personal and professional qualities have students who does not actively participate, attend and cooperate in the extra-curricular activities. Consequently, the instructors who handle the extra-curricular activities who possess low or poor instructional, personal and professional qualities have students who excel and have superior performances in extra- curricular activities.

The finding is consistent to the study of Shea, et al [15], Chidolue [18] and De Paola [19] when they emphasized that a significant negative correlation between teachers' qualification and students' motivation is noted where those teachers with higher qualifications may have more difficulty motivating their students and encourage involvement with a course.

### **Implication of Relationship to Students' Performance**

The findings imply that teachers may possess high or low quality of instructional, personal and professional qualities but it is only in the hands of the students themselves who decides whether they will be receptive-study hard, and get good grades, and/or actively participate, join and excel in in extra-curricular activities or they may decide to be rejective, irresponsible and get failing grades and/or avoid extra-curricular activities.

This confirms the findings of Hasan and Bichelmeyer [16] and Jepsen [17] when they mentioned that teacher characteristics such as teaching experience, degree, and primary teaching field do not have effects on student achievement and that teacher characteristics are generally insignificant predictors of student achievement.

### **CONCLUSION AND RECOMMENDATION**

The instructors have very satisfactory ratings in instructional, personal and professional qualities. Moreover, the students performed good in the academic area and very good in the extra-curricular activities. There is a perfect negative correlation between the instructors' teaching qualities and the students' performance. This implies that teaching quality has an important but not exclusive role in influencing students' performance. It also implies that the teaching qualities of the instructors greatly affects the teaching and learning process but the performance and progress of the students in both academic and extra-curricular activities still depends on the students' resourcefulness, participation, cooperation, discipline and response-ability.

It can be said that the teaching and learning process is a two-way communication. Instructors and students should work together in attaining the objectives of the course/lesson for the absence of one will affect the success of the program. However, the emphasis in an Outcomes Based Education (OBE) education system is on measured outcomes which may include a range of skills and knowledge and competences which are concretely measurable. This then put emphasis that the students' dynamic participation, cooperation and self-discipline will greatly influence their achievement and performance.

It is recommended that educators need to examine every other aspect of the school's operation to determine what changes are needed—in grading

policies, student involvement and opportunities and retention policy.

The study involved only the first year maritime students and their instructors. Thus, parallel study should be undertaken along this topic in the other levels including grade school, high school and college in both private and public institutions.

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