

Behavioral Patterns and Professional Attributes of Filipino Subject Teachers in Relation to Students' Performance

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Abstract

The study generally aimed to determine the behavioral patterns and professional attributes of Filipino subject teachers in relation to students' performance in selected secondary schools in Area III, Leyte Division. A standardized questionnaire was used to gather information from the Filipino subject teachers regarding their behavioral patterns and professional attributes in relation to the students' performance. The data were analysed and interpreted with the aid of the statistical tool. Weighted mean was used in determining the behavioral patterns of Filipino subject teachers. As a result of the survey conducted data gathered were the following: Professional attributes of Filipino subject teachers in terms of educational attainment, majority had earned MA units; as to teaching experience, they have rendered 10-14 years; and relative to in-service training, majority of them attended at the division level. With regards to the behavioral patterns of Filipino subject teachers as evaluated by the students, it was perceived good. Further, on the level of students' performance, they were rated satisfactory performance.

Keywords: Filipino Subject Teachers, Professional Attributes, Students' Performance

Introduction

The teachers develop the young minds of individuals and serve as a model in actions and in words. They are considered as individuals who assist the youth to become assets members in the society. And above all, they are creators of quality citizenry. Teaching is a complicated task. It requires understanding and unfathomable patience in dealing with students in order to attain quality education (Gram et al., 2013). It does not only depend on the teacher's mental abilities but also with their behavioral patterns shown during the discharge of their duties (James & Skrupskelis, 1983).

Valle (2006) mentioned that good teaching revolve around curriculum preparation, effective instruction, and appropriate assessment or evaluation. It is of paramount important that the teacher should understand the philosophical, psychological and societal objectives of education and rate the following character traits: honesty, generosity, congeniality, tactfulness, friendliness, cooperativeness, high moral standard, and high ethical and professional standard (Morrison et al., 2019). In addition, he should have a strong interest in people, and should always be in search for better ways of doing his job and preventing the disciplinary problems that could interfere with normal and classroom progress (Dajotoy, 2002).

Although teachers develop good behavioral patterns, they need also to grow professionally for them to become competent enough in the field of education (Lacambra, 2005). Since change must start with the teacher, they are expected to upgrade their professional attributes through attending seminars, training and post-graduate studies to imbibe new knowledge, skills and techniques, attitudes and values that would greatly contribute the efficiency of students' performance (Palma, 2002; Tyler, 2013).

Today, many students complain what the teachers are doing inside the classroom which is common among many public secondary schools. According to some students, there are teachers

who possess undesirable behaviour which hinder the students learning interest and contribute a negative effect on their performance (Sagay, 2002). If this dilemma will not be solved, the quality of education in the country which is the potent instrument of the youth's bright future will be hampered. In effect, educators should find ways and means to eradicate or at least lessen the existence of such problems; thus, this urge the researcher to conduct they current study to find out the behavioral patterns and professional attributes of Filipino subject teachers in selected secondary schools in Area III, Leyte Division as it relates to the level of students' performance in Filipino. Objectives of the Study, Specifically, the study sought to answer the following; (1) Determine the professional attributes of Filipino subject teachers in selected secondary schools in Area III, Leyte Division in terms of: (a) educational attainment; (b) teaching experience; and (c) in-service training; (2) Find out the behavioral patterns of Filipino subject teachers in selected secondary schools in Area III, Leyte Division; (3) Determine the level of students' performance in selected secondary schools in Area III, Leyte Division

Methods

The researcher employed the descriptive research method. The researcher believes the method as the most appropriate because it can obtain facts that looked into the prevailing problems existing during the present period. A standardized questionnaire was used to gather the needed data. Data were analysed and summarized using weighted mean as the primarily tool for the data analysis.

Results and Discussion

Professional attributes of Filipino subject teachers

This study determined the professional attributes of Filipino subject teachers as presented on Tables 1-3. **Educational attainment.** Table 1 presents the educational attainment of Filipino subject teachers.

Table 1. Educational attainment of Filipino subject teachers

Educational attainment	f	%
Baccalaureate Degree	3	33.33
Baccalaureate Degree with Masteral units	6	66.67
Masteral Degree holder	0	0
MA with Doctoral units	0	0
Doctorate	0	0
Total	9	100.00

The table clearly shows that the Filipino subject teachers need to upgrade their profession in order to improve instruction. **Teaching experience.** The table that follows presents the teaching experience of Filipino subject teachers.

Table 2. Teaching Experience of Filipino subject teachers

Teaching experience	f	%	Description
Below 5 years	2	22.22	Amateur
5– 9 years	2	22.22	Postulant
10– 14 years	4	44.45	Novice
15– 19 years	1	11.11	Junior
Above 20 years	0	0	Senior
Total	9	100.00	

As reflected on the table, results implies that most of the Filipino subject teachers were novices in the service. **In-service training.** Shown on Table 3 is the in-service training attended by Filipino subject teachers

Table 3. In-service training of Filipino subject teachers

Levels attended	f	%
District level	1	11.11
Division level	5	55.56
Regional level	2	22.22
National level	1	11.11
International level	0	0
Total	9	100.00

The results on Table 3 reveals that Filipino subject teachers need more training that would contribute to an improved students' performance.

Behavioral Patterns of Filipino subject teachers

Table 4 presents the evaluation of students on the behavioral patterns of Filipino subject teachers which is categorized into five.

Table 4. Students' Evaluation on the Behavioral Patterns of Filipino subject teachers

Behavioral Patterns	Weighted Mean	Interpretation
1. Humility		
1.1 Encourage self-understanding.	3.5	Very Good
1.2 Polite even to his/her students.	2.9	Good
1.3 Encourages students to ask questions and perceptions.	3.6	Very Good
1.4 Show deep concern to students.	3.3	Good
1.5 Has a good sense of humor.	3.4	Good
AWM	3.3	Good
2. Refinement		
2.1 Encourage continuing creative expression.	3.3	Good
2.2 Demonstrates good grooming, poise, and refinement of voice.	2.6	Fair
2.3 Is cheerful and always smiling.	3.2	Good
2.4 Enters the room quietly.	3.5	Good
2.5 Shows good taste in acting.	3.1	Good
AWM	3.1	Good
3. Sociability		
3.1 Deals with people in cordial manner.	3.8	Very Good
3.2 Helps the students to perceive meaningful relationship.	3.8	Very Good
3.3 Is courteous and friendly.	3.7	Very Good
3.4 Makes a special effort to promote good feelings of students.	3.3	Good
3.5 Encourages social activities that build friendly among students.	3.6	Very Good
AWM	3.6	Very Good
4. Consideration		

4.1 Gives full consideration to other ideas, feelings, values and suggestions.	3.3	Good
4.2 Motivates the students by giving praise for what is worth praising.	3.8	Very Good
4.3 Is considerate.	2.6	Fair
4.4 Understands the weaknesses of students.	3.4	Very Good
4.5 Takes pain not to hurt the feelings of others.	3.8	Very Good
AWM	3.4	Very Good
5. Reliability		
5.1 Is consistent in judgement.	2.8	Good
5.2 Starts and ends the class on time.	3.3	Good
5.3 Shows sincerity and honesty in dealing with students.	3.5	Very Good
5.4 Is accommodating and does not get tired.	3.2	Good
5.5 Is punctual in reporting to classes.	3.5	Very Good
AWM	3.3	Good
OAWM	3.3	Good

Based on students' evaluation on the behavioral patterns of Filipino subject teachers, it is implicated that the teacher's behaviour can greatly affect the level of students' performance in Filipino.

Level of Students' Performance

Table 5 presents the data on the level of students' performance in Filipino subject.

Table 5. Level of Students' Performance

Grade level	Weighted Mean	Interpretation
Grade 7	79.93	Slightly Satisfactory Performance
Grade 8	80.33	Satisfactory Performance
Grade 9	82.07	Satisfactory Performance
Grade 10	81.71	Satisfactory Performance
Total	81.01	Satisfactory Performance

The result in Table 5 implies that Filipino subject teachers are trying their best to perform their task as responsibilities as expected for the betterment of the learners

Conclusion

Based on the findings of the study it is concluded that the behavioral patterns and professional attributes of Filipino subject teachers affect the level of students' performance in Filipino as manifested on student grades.

From the findings and conclusions drawn, the following recommendations were made; (1) Since we are aiming for quality education, it is therefore a need to all teachers particularly the Filipino subject teachers to grow professionally by enrolling graduate studies to answer the demands of the learners; (2) School heads must send Filipino subject teachers to trainings, seminars and conferences to update their profession so that they can adopt the current trends and innovations in attaining quality education; (3) School heads should monitor their teachers regularly for them to perform their task as expected and to improve students' performance; (4) Filipino subject teachers should maintain good behavioral patterns among students that would

serve as their model in words and in deeds for they play a vital role in the attainment of good scholastic achievements; (5) A replication of this study in some schools within the division will give valid basis for generalizations and conclusions.

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