

The Qualities of Effective University Instructor: Perception of WPU-Quezon Students

Aprilyn B. Dimalaluan¹, Metchecana D. Peralta², Jergen Jel C. Labaria³, Jonathan Rey A. Del Castillo⁴,
Celestino N. Bernadas Jr.⁵, Johnamay A. Geva⁶, Erchel R. Almerol⁷

Abstract— This study was conducted to determine the qualities of effective university instructor as perceived by WPU-Quezon students. Specifically it aimed to describe these qualities in terms of: background knowledge, professional skills and personal qualities.

The study considered 300 WPU-Quezon students enrolled in the second semester of SY 2014-2015 as respondents of the study. Slovin's Formula was used in determining the population size. Descriptive statistics was used in the data analysis.

The results revealed that in background knowledge, the students identified the instructor's experience in the subject area and the ability to relate it as the most popular quality of effective university instructor. On the other hand, in terms of professional skills the most popular is class management skills. The students selected respect for individuals as the most prevalent personal quality that an effective university instructor must have.

This study recommends that the administration must provide trainings that will enhance these qualities among its faculty to help them become effective in the classroom.

Key words---background knowledge, professional skills, personal qualities, perception, university instructor

I. INTRODUCTION

Teachers play important role in the success of every teaching-learning situation. As facilitators of learning, it is a must that they should possess traits that will encourage their students to learn.

Effective teachers never fail to win the hearts of their students and impact positive changes in the lives of their students. In the study conducted by Polick et. al. (2010) the results showed that the following qualities of teachers win the hearts of their students and at the same time impact changes to their lives: personal interest in students and helped them develop personal insights about how the subject matter was relevant to their lives, provided encouragement in their work which gave them confidence that they could succeed in the class and in college, teacher's passion for the subject matter and showing a genuine concern for student learning, went out of their way, "above and beyond" to help students learn the material and succeed in the course and last inspired them to learn outside of the class.

A Research Manuscript submitted to International Conference Research in Social Sciences, Humanities and Education 2016 on April 10, 2016.

A. B. Dimalaluan (corresponding author), M. D. Peralta, J. C. Labaria, J. A. del Castillo, C.N. Bernadas Jr., and J. A. Geva are Faculty of Western Philippines University-Quezon Campus, Poblacion Quezon, Palawan 5304.

E. R. Almerol is a teacher from Quezon National High School, Poblacion Quezon, Palawan 5304

The teacher's personality determines the impressions they make upon students and colleagues. Their poise, bearing, manner of dressing and facial expressions have an impact on their interaction with students (Corpuz and Salandanan, 2015).

Rubio (2009) stated that To be an effective teacher does not only involve having a deep content knowledge, but also organizational, management and communication skills, being able to organize instructions, and providing relevant assessment and fair evaluations. In addition, an effective teacher is responsible to create a warm classroom climate, to promote enthusiasm, motivation and an interactive teacher-student relationship. Also, it implies to be caring and understandable, and above all, to enhance learning.

On the study conducted by J.R. Slate et.al (2009) the most popular characteristics of best college professors is good communication skills, communicative, communicates, clear, explained well, thorough, gives clear expectations, responsive and straight-forward. On the other hand the most common characteristics of poorest college professors was does not explain, gives little explanation, could not understand directions, hard to understand expectations, not thorough enough, expected students to know what teacher wanted without teacher explaining, no expectations, does not respond to student attempts to contact teacher, vague, not open.

The positive and negative behaviors exhibited by teachers determine to a great extent their effectiveness in the classroom and, ultimately, the impact they have on student achievement (Stronge, 2007). Stronge also gave the red flags for ineffective teaching. He enumerated the following: believes that teaching is just a job, arrives late to school and class on a regular basis has numerous classroom discipline problems, is not sensitive to a student's culture or heritage, expresses bias (positive or negative) with regard to students, works on paperwork during class rather than working with students, has parents complaining about what is going on in the classroom, uses inappropriate language, demeans or ridicules students, exhibits defensive behavior for no apparent reason, is confrontational with students, lacks conflict resolution skills, does not accept responsibility for what occurs in the classroom and fails to acknowledge student and parent concerns.

The effect of ineffective teachers is very detrimental to the students, lives.

Teaching in a university is not an easy job. Instructors and professors are usually struggling with heavy workloads and other designations that might hinder their effectiveness in the classroom which sometimes led them to exhibit undesirable traits in teaching.

This study aims to enumerate traits that the respondents perceived as essential qualities of effective university instructor. It also gathered responses on the perception of the students as desirable and undesirable traits of university instructor. Identifying these traits can provide point of reflection and reference both for instructors and administrators on improving the services provided to the students.

Three hundred fifty two students of Western Philippines University Quezon Campus from different courses participated in the study.

II. METHODOLOGY

A. Locale and Time of the Study

This study was conducted in WPU-Quezon Campus, Alfonso XIII, Quezon, Palawan on October, 2014-January 2016 (shown in Figure 1).



Figure 1. The Map of Quezon, Palawan Showing Study Sites

B. Respondents of the Study

The respondents of this study were the students of WPU-Quezon Campus enrolled in 2nd Semester SY 2014-2015. A total of 300 students were considered. The population size was determined by using Slovin’s Formula and the respondents were identified through stratified random sampling by their courses using the fishbowl method. Each name of students per course were listed in a sheet of paper and were drawn according to the required number of samples per course. The distribution of respondents by course was shown in Figure 2.

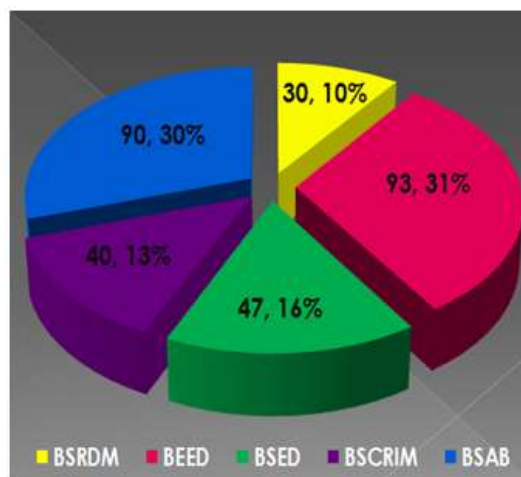


Figure 2. The Distribution of Respondents as to their Courses Taken in WPU-Quezon Campus

C. Instrumentation and Statistical Procedures

The research instrument used was based on the questionnaire used by J. Delaney et. al o (2010) of University of Wisconsin System in their research study entitled Students’ Perception of Effective Teaching in Higher Education.

Revisions were made to fit the instrument to the requirement of the study. The Questionnaire was divided into 3 parts based on the following Qualities of University Instructor inside the classroom: Part I-Essential Qualities, Part II-Desirable Qualities and Part III-Undesirable Qualities. This study employed descriptive statistics. Frequency counts, percentages, and rankings were used in analyzing the gathered data.

III. RESULTS AND DISCUSSION

A. Essential Qualities of Effective University Instructor

As to Background Knowledge the respondents identified the following top 5 essential qualities of effective university instructor (ranked from 1 to 5): Experience in the subject area and ability to relate it, content knowledge, Fluency within the different academic areas, Up-to-date information about the subject matter and personal experience. The respondents gave multiple responses. See Table 1.

TABLE 1. STUDENTS’ PERCEPTION OF TOP 5 ESSENTIAL QUALITIES OF EFFECTIVE UNIVERSITY INSTRUCTOR IN TERMS OF BACKGROUND KNOWLEDGE

Qualities	Frequency	Percentage	Rank
Experience in the subject area and ability to relate it	283	94.33	1
Content knowledge	265	88.33	2
Fluency within the different academic areas	256	85.33	3
Up-to-date information about the subject matter	246	82.00	4
Personal Experience	218	72.67	5

Multiple response (n=300)

On the other hand when it comes to professional skills the following qualities were identified by students as essential: class management skills, ability to respond and communicate appropriately, knowledge of assessment procedures, use of appropriate strategies, methodologies and materials and clear grading system. The responses of the respondents was shown in Table 2.

TABLE 2. STUDENTS' PERCEPTION OF TOP 5 ESSENTIAL QUALITIES OF EFFECTIVE UNIVERSITY INSTRUCTOR IN TERMS OF PROFESSIONAL SKILLS

Qualities	Frequency	Percentage	Rank
Class management skills	265	88.33	1
Ability to respond and communicate appropriately	243	81.00	2
Knowledge of assessment procedures	237	79.00	3
Use of appropriate strategies, methodologies and materials	223	74.33	4
Clear grading system	214	71.33	5

Multiple response (n=300)

In terms of personal attributes the students identified the following as the top 5 essential qualities of an effective university instructor: respect for individuals, interest in motivating students, good time management, awareness of others' feelings, and patient. See Table 3.

TABLE 3. STUDENTS' PERCEPTION OF TOP 5 ESSENTIAL QUALITIES OF EFFECTIVE UNIVERSITY INSTRUCTOR IN TERMS OF PERSONAL ATTRIBUTES

Qualities	Frequency	Percentage	Rank
Respect for individuals	253	84.33	1
Interest in motivating students	191	63.67	2
Good time management	179	59.67	3
Awareness of others' feelings	175	58.33	4
Patient	154	51.33	5

Multiple Response (n=300)

B. Desirable Qualities of University Instructor

The students were also asked to identify desirable qualities of effective university instructor. Their top 10 responses were: Knowledgeable, Understanding, Open minded, respectful, Organized, Approachable, Fair, Kind, Professional, Challenging, and patient. Their answers were shown in Table 4.

TABLE 4. DESIRABLE QUALITIES OF UNIVERSITY INSTRUCTOR

Qualities	Frequency	Percentage	Rank
knowledgeable	218	72.67	1
Understanding	161	53.67	2
Open minded	147	49.00	3
Respectful	135	45.00	4
Organized	131	43.67	5
Approachable	129	43.00	6
Fair	121	40.33	7
Kind	120	40.00	8.5
Professional	120	40.00	8.5
Challenging	117	39.00	10.5
Patient	117	39.00	10.5

Multiple Response (n=300)

C. Undesirable Qualities of University Instructor

TABLE 5. STUDENTS' PERCEPTION OF TOP 10 UNDESIRABLE QUALITIES OF UNIVERSITY INSTRUCTOR IN THE CLASSROOM

Qualities	Frequency	Percentage	Rank
Lazy	196	65.33	1
Always Late	185	61.67	2
Always Absent	185	61.67	3
Unfair	174	58.00	4
Has favoritism	146	48.67	5
Unapproachable	138	46.00	6
Terror	131	43.67	7
Boring	126	42.00	8
Proud	115	38.33	9.5
Not prepared	115	38.33	9.5

Multiple Response (n=300)

IV. SUMMARY AND CONCLUSIONS

The findings of the study showed that the most essential qualities of an effective university instructor in terms of background knowledge, professions skills and personal attributes as identified by the respondents were: experience in the subject area and ability to relate it, class management skills and respect for individuals.

On the other hand, according to most of the respondents their number one desirable quality of a university instructor was knowledgeable while their most undesirable traits were lazy.

The perception of the students regarding qualities of the effective university instructor led to the following conclusions:

The perception of the respondents on the qualities of the university instructor led to the following conclusions:

- The students perceived that effective university instructor must be: knowledgeable in the Subject area they are

handling, fosters good relationship with their students uses appropriate strategies, methodologies and assessment procedures and good classroom and time managers

- The students also perceived that being lazy, always absent, always late, unfair and have favoritism as the most undesirable qualities of a university instructor.

V. RECOMMENDATION

The following were the recommendations of the study:

WPU-Quezon College of Education

- Conduct trainings and seminars that will equipped instructors to be effective in the classroom
- Give awards of appreciation and recognition to deserving faculty members that have been nominated by students as excellent in the field of teaching

Future Researchers

- Conduct similar studies in different campuses of WPU
- Conduct studies on how do these desirable and undesirable qualities of instructors in the classroom affect students' performance in the classroom

ACKNOWLEDGMENT

The authors acknowledge the time and effort shared by the respondents in answering the questionnaire.

REFERENCES

- [1] B.B. Corpuz and G. G. Salandanan. Principles of Teaching 1. 4th Ed. 2015. Lorimar Publishing Inc.
- [2] J. Delaney, A. Johnson, T. Johnson and D. Treslan. Students' Perception of Effective Teaching in Higher Education . 2010. Presented in the 26th Annual Conference on Distance Teaching and Learning. Available in www.uwex.edu/disted/conference/resource_library/.../28251_10h
- [3] J. R. Slate, K. LaPraire, D. P. Schulte and A. J. Onwuegbuzie. A mixed analysis of college students' best and poorest college professors. Issues in Educational Research, 19(1), 2009. Available in: <http://www.iier.org.au/iier19/slate.pdf>
- [4] A. S. Polick, K. L. Cullen, and W. Buskist. How Teaching Makes a Difference in Students' Lives. Observer Vol.23, No.7 September, 2010. Available at: <http://www.psychologicalscience.org/index.php/publications/observer/2010/september-10/how-teaching-makes-a-difference-in-students-lives.html>
- [5] J. H. Stronge. 2007. Qualities of Effective Teachers, 2nd Edition. Available at: <http://www.ascd.org/publications/books/105156/chapters/Section-II@-Teacher-Responsibilities-and-Teacher-Behaviors.aspx>
- [6] C. M. Rubio. Effective Teachers- Professional and Personal Skills. Published in · ENSAYOS. Revista de la Facultad de Educación de Albacete, N° 24, 2009, (35-46). ISSN 2171-9098. Available in: <file:///C:/Users/Acer/Downloads/Dialnet-EfectiveTeachersprofesionalAndPersonalSkills-3282843.pdf>