

Teaching behavior of teachers in western part of Zamboanga del Sur

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Abstract

The challenge of effective teaching contemplates one of the crucial problems in education. Teachers have encountered various problems in their school undertakings and applied pedagogical approaches believing to increment learning. This paper aimed at the identification of teaching behavior of teachers in select three national high schools of Zamboanga del Sur consisting the predictors of clarity, enthusiasm, interaction, organization, and rapport. A questionnaire checklist was administered to the student respondents chosen in random. The study revealed that predictors of teaching behavior were all often observable in the classroom engagements. Teachers answered students' questions, introduced ideas repeatedly, and explained basics of lessons in a common language to raise the clarity during classes. Using body gestures, observing eye contact, and walking in the corners in the classroom were observed to allow enthusiastically learnable and enjoyable journey of learning in class. Interactive classroom was noticed because of evident explanation of lessons and directions, appreciation of positive behaviors, encouragement to raise questions and comments, evaluation of peer outputs, and incorporation of ideas. Smooth deliberation of classes was possible due to recalling past lessons in related to the present and future lessons, conducting assessments and evaluation in different types of tests, and returning students' papers for self-evaluation. Calling their names, encouraging to good study habits, and praising them for meeting expectations have made teacher-student relationship good. All these practices conformed to influence high school students' inclination to academic endeavors in the region. As such, educators should be flexible in the level, needs, and interests of their learners. Sustained efforts and education programs could be considered in the promotion of refined pedagogical practices to fully boost students' learning.

Keywords: High school students, teaching behavior, predictors, Zamboanga del Sur

Introduction

Education has contributed significantly to human and nation development and progress. Its process relies more to teachers with necessary skills to educate young individuals for successful establishment of teacher-student relationships. This says that the influence of teacher's behavior plays a very important role in the academic achievement of students (Mehdipour & Balaramulu, 2013) [24] contingent from the consistent strategy of managing student behavior problems and other education related stressors (Bradshaw *et al.*, 2010) [4, 24]. Students are considered to be at risk for developing low-achievement motivations than ever before which is vulnerable to experience school failure (Algozzine *et al.*, 2011) [2]. Yet, teachers are sometimes lack perception on what they do or engage in with the classroom practices which may result in unproductive behavior which confronted the public schools and recommended various solutions (Chafouleas *et al.*, 2010) [8]. Teachers become unaware of what is happening in the classroom and can monitor accurately both their own intention and behaviors, and those of their students, they can function as good decision-makers and effective teachers which satisfy their instruction and support their validity as contributing to effective teaching (Kite, 2012) [23]. This concludes that students' academic engagements, influenced greatly by the learning environment, are highly controlled by the teacher (Brockman & Russell, 2012) [7] and that teaching behavior is crucially associated with academics (Niehaus *et al.*, 2012) [25].

This study determined the extents of teaching behaviors of teachers in the three national high schools in the western part of Zamboanga del Sur. Third year students were selected as respondents in the study. It is believed that the responses of students are the most meaningful way to evaluate teaching behavior (Rueger *et al.*, 2010). Specifically, it aimed at gathering information on the teaching behaviors of teachers in terms of the following predictors; clarity, enthusiasm, interaction, organization, and rapport.

Materials and Methods

This investigation made use the descriptive method of research. It was conducted in Canuto M.S. Enerio College of Arts and Trades-High School Department, Tubod National High School, and Lakewood Comprehensive High School located in the western part of Zamboanga del Sur peninsula. It lies the geographical coordinates of 07°51'N 123°10'E (www.googlemap.com). It considered 120 third year students chosen in random to answer the research instrument. Questionnaire checklist, consisting the variables of teaching behavior (Cooper & Simonds, 2003) with four-point scale, was used to generate responses from the respondents. Descriptive and inferential tools were employed for analysis and interpretation of data using statistical software to arrive reliable and accurate results.



Fig 1: Map of the study site. (www.google.com)

Results and Discussion

The result of this investigation discusses the contribution of teaching behaviors of teachers during classroom instruction in

Zamboanga del Sur where positive effect of good teaching behavior is observed to influence students' potentials to increment learning in the daily scholarly engagements.

Table 1: Extent of teaching behavior in terms of clarity.

Item	School 1 n = 40	School 2 n = 40	School 3 n = 40	P-value
1. Gives several principles of each concept	3.12	2.98	2.85	0.05
2. Uses concrete everyday examples to explain concepts and principles	2.85	3.20	2.83	0.07
3. Fails to define new or unfamiliar terms	2.35	2.80	2.53	0.10
4. Repeats difficult ideas several times	3.10	3.25	2.83	0.05
5. Stresses most important points by pausing, speaking slowly, and raising voice	3.02	2.88	2.68	0.06
6. Uses graphs or diagrams to facilitate explanation	2.78	2.83	2.70	0.07
7. Answers students' questions thoroughly	3.50	3.18	2.78	0.04
8. Suggests ways of memorizing complicated ideas	2.62	2.85	2.63	0.08
9. Writes key terms on blackboards or overhead screen	2.75	3.23	2.80	0.07
10. Explains subject matter in familiar colloquial language	3.20	2.78	2.90	0.05
Aggregated mean	2.93	3.00	2.75	
Standard deviation	0.33	0.20	0.11	

Legend: Significant ($P < 0.05$)

Numerical Rating

4 – (3.26-4.00)

3 – (2.51-3.25)

2 – (1.76-2.50)

1 – (1.00-1.75)

Adjectival Description

4 – Always (A)

3 – Often (O)

2 – Seldom (Se)

1 – Not at all (N)

Table 1 reveals that teachers (96.44%) oftentimes emphasized clarity on their discussions in which answering students' questions were their peak reason to consider such behavior. Other classroom situations were discussing several fundamental concepts of certain topics, introducing ideas repeatedly, and explaining lessons in comprehensible language. These scenarios imply curiosity, difficulty, and involvement which lead students' comprehension and expediting idea. Teachers established thorough discussions to clearly emphasize rules and principles. They were more confident to grasp clear ideas to be learned. Consistent findings were observed on the suggested approaches of Absolum (2010) [1] on clarity in the classroom which purport clarity boosts students' ownership of learning as well as their achievement and behavior. Providing examples to aid explanation of

lessons, defining unfamiliar terms, repeating difficult ideas, stressing the most fundamental points, using graphic illustrations, allowing rote memorization of concepts, and writing important key information on board or screen were not on the prime reasons to teachers' clarity because these were not observed during their classroom discussions and maybe found not effective.

Teachers were good in their teaching pedagogy since clarity is often observable which could give subtle impact and belongingness of the students. Clarity of teachers instruction is believed to achieve better students' good performance. This asserts clarity as an important vehicle to instructional communication. Teachers should be clear on transmitting message to maximize understanding and to positively excel learners' academics (BrckaLorenz *et al.*, 2011) [6]. Technology integration may further help them to explore additional related ideas and contrived examples (Bahian, 2015) [3] to obviously emphasize the important points of the discussion. Therefore, teachers should put emphasis on students' needs and may integrate technology so that they can connect, relate, and appreciate the lessons in a meaningful assimilation of learning.

Table 2: Extent of teaching behavior in terms of enthusiasm.

Item	School 1 n = 40	School 2 n = 40	School 3 n = 40	P-value
1. Speaks in dramatic or expressive way	2.75	2.90	2.70	0.07
2. Moves about while lecturing	2.98	2.68	2.93	0.06
3. Gestures with hands or arms	3.15	2.65	3.03	0.05
4. Exhibits facial gestures or expressions	3.30	2.88	2.80	0.05
5. Maintains eye contact with students	3.30	3.33	2.68	0.05
6. Walks up aisles besides students	2.93	2.68	2.65	0.06
7. Gestures with head and body	2.75	2.68	2.68	0.07
8. Tell jokes or humorous anecdotes	2.70	2.35	2.60	0.07
9. Reads lecture verbatim from prepared notes	2.85	2.80	2.75	0.06
10. Smiles or laughs while teaching	2.50	2.35	2.48	0.09
Aggregated mean	2.92	2.73	2.73	
Standard deviation	0.27	0.28	0.16	

Legend: Significant ($P < 0.05$)

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Adjectival Description

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Teachers (93.11%) were oftentimes enthusiastic on their classroom deliberations (Table 2). Its practice were using bodily gestures, maintaining eye contact with students, and walking in the corners of the classroom while discussion is pursuing. They applied those actions because they found that students would listen and participate, thus enhancing effectiveness in class (Gao & Liu, 2013) [17]. The same outcome is marked by Horstmanshof (2010) [21] highlighting the students' engagement through enthusiastic lectures will penetrate them to feel attentive and challenged. Teaching is directed solely to the topic embedded with body movements, facial expressions, and eye contact to monitor, actualize the emotions of characters or authors, and observe classroom management and thus did not imbue unnecessary gestures,

actions, or situations not relevant to the topics being discussed. Though there is almost frequent occurrence of enthusiasm in the class, this is still a challenging part of the teachers to take more responsibilities on the behaviors they applied (Coaldrake & Stedman, 2013) [10] because it can be beneficial or detrimental to the individual and the institution as well.

Emotions were integrated by teachers to motivate students to learn and possibly interact with them, arousing and actively making the education lively to repel from boredom and tiredness. The result of Qin Zhang (2014) [31] and Frenzel *et al.*, (2009) [15] studies are congruent to the current findings that expressive behavior could ignite student motivation to learn or bridge present knowledge to the previously learned. This says that enthusiasm, as adding value, arouses motivation of the students to enjoy the lesson of the educators in classroom activities (Horstmanshof, 2010) [21]. Educators must make learning collaborative and take strategical initiatives to make education conducive by means of a positively engaging and cheerful way.

Table 3: Extent of teaching behavior in terms of interaction.

Item	School 1 n = 40	School 2 n = 40	School 3 n = 40	P-value
1. Encourages students' questions and comments during discussion	3.25	3.20	3.33	0.05
2. Corrects students' when they make errors	3.25	3.25	3.18	0.05
3. Praises students for good ideas	3.28	3.03	3.50	0.04
4. Asks questions of individual students	2.20	2.83	3.08	0.07
5. Asks questions of class as a whole	2.82	2.65	2.93	0.07
6. Incorporates students' ideas in the discussion	3.02	2.75	2.93	0.05
7. Presents challenging, thought provoking ideas	2.85	2.68	3.05	0.07
8. Uses variety of media and activities in the class	2.90	2.60	2.63	0.06
9. Asks rhetorical questions	2.60	2.93	2.68	0.08
10. Explains the lessons clearly and gives definite direction to students	3.50	2.98	3.50	0.04
Aggregated mean	2.97	2.89	3.08	
Standard deviation	0.38	0.23	0.30	

Legend: Significant ($P < 0.05$)

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Adjectival Description

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Table 3 reveals appreciation and explanation to be the principal reasons while instruction. Since school is the only setting to universal access to children (Crean & Johnson, 2013) [12],

teachers (99.33%) often did interactions to their students and thus necessary to provide participation on the development of lessons, give specific procedures, check students' errors, and please students whenever activity was done as expected. Students were encouraged to raise questions and gave comments, evaluated their own or peers' work, and did incorporation of ideas to establish precise information and prevent erroneous ideas for better understanding of the lessons tackled, thus students are engaging to attend the class because

of interactions and questions the teachers incorporated (Horstmanshof, 2010) [21]. All those symmetrical processes conducted by teachers believe to trigger development of the lesson and competencies of the students which are important for success later in the school career (Rhoades *et al.*, 2011) [28]. Similar observations of Mehdipour and Balamulu (2013) [24], Solomon *et al.* (2012) [29], and Holen *et al.* (2012) on listening and acknowledging students upon meeting their expectations and performing various tasks in different teaching strategies were also confirmed in this research.

Absence or minimal asking of questions to each student or class and avoidance of presenting unwanted ideas and asking provoking questions not appropriate to the discussion or interest of the students were also noticed. Students were not only limited to incorporate with teachers but to their peers or group mates as well. It is no doubt why students performed better in their class engagements because explanation was made clear and concise plus evaluating their mistakes and praising them when responding. This is supported by Greenber *et al.*, (2014) [19] stressing the giving of praise and Curby *et al.* (2011) [13] promoting instructional support increase students' participation and achievement. This should be maintained because a positive classroom atmosphere is contingent to positive outcomes whereas negative if not evident. This was also stressed on the research results of Hafen *et al.* (2014) [20] stating importance of promoting interaction inside class hours and Chen & Wei (2011) [9] that sound hierarchical interaction among teachers and students exists when teachers felt that they are highly valued and respected. As such, maintaining the teacher-student good interaction could be continually observed to strengthen students' participation.

Table 4 presents teachers' teaching in terms of organization. Teachers (95.89%) often organized classroom activity conducive for learning. Smooth transition of lesson delivery has been observed because teachers gave reviews and overviews on the topics being discussed previously, conducted evaluation of lessons through various types of tests such as quizzes and examinations, and returned the corrected papers for student evaluation. These major cruxes of organization allow time efficiency and less disciplinary measures. This is parallel to Possel *et al.* (2013) [27], Curby *et al.* (2013) [13], and Connor *et al.*'s (2009) [11] observations which asserted classroom organization to minimize time spent on discipline, disruptions, transition, and effective use of class time. On the other sense, the use of headings to organize their discussion, synopsis, assignments or projects was not realized. This would mean that these strategies were not really done simultaneously and that these were seldom applied in class. It also signifies that teachers were using differentiated activities suitable to the needs and interests of the learners.

Organizing the lessons through reviews and overviews and assessing the veracity of correctness or falseness of ideas from different types of tests was the principal motive of the teachers in a continuous teaching and learning. This corresponds to appropriate methods and strategies to allow relearning and bridging what was learned to the present knowledge from the teacher or peers. Helping each other while having teachers' instruction and doing assignments and projects will make the task easier and more efficient. This suggests teachers to be fully attentive to organization which will result positively to maximum learning.

Table 4: Extent of teaching behavior in terms of organization.

Item	School 1 n = 40	School 2 n = 40	School 3 n = 40	P-value
1. Uses headings or subheading to organize discussion	2.98	2.70	2.90	0.06
2. Puts outline of discussion on blackboard or overhead screen	3.08	2.93	2.68	0.05
3. Clearly indicates transition from one topic to the next	3.25	3.03	2.65	0.05
4. Gives preliminary overview of discussion at the beginning of the class	3.45	2.80	2.88	0.04
5. Explains how each topic fits into the course as a whole	3.10	2.68	3.33	0.05
6. Begins class/es with review of topics covered last time	3.35	2.65	2.68	0.04
7. Periodically summarized points previously made	3.02	2.68	2.55	0.06
8. Assigns students' subject-related projects study activities to students	3.10	2.60	2.35	0.05
9. Assigns students' subject related projects	3.05	2.75	2.80	0.06
10. Conducts tests, quizzes, or examinations effectively and returns papers to students	3.45	2.48	2.35	0.04
Aggregated mean	3.18	2.73	2.72	
Standard deviation	0.18	0.16	0.29	

Legend: Significant ($P < 0.05$)

Numerical Rating

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Adjectival Description

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- 2 – Seldom (Se)
- 1 – Not at all (N)

Extent of teachers' behavior in terms of rapport is presented in Table 5. Teachers (98.33%) established sound relationship to their learners by calling the names of their students, encouraging to good study habits, and praising them whenever better manifestations of behaviors and traits were observed during class time. These emphasize an effective exchanging of thoughts and recognizing potentials to raise learning. The same findings conform to Webb and Barrett (2014) [30] and Frisby

and Martin (2010) [16] studies which emphasized interpersonal communication to be important to education process. These situations make students attentive and feels accepted in school which boosts their confidence to go to school upon creating social culture (Bradshaw *et al.*, 2012) [5] and achieving success. Teachers encouraged students to be conscious and productive in their academic studies. They integrated values during class hours so that these young individuals have the knowledge of appropriate behaviors on studying and responsible conduct. The same intervention was also emphasized by Durlak *et al.* (2011) [14] and Oliver *et al.* (2011) [26] reporting general positive effects of self-awareness and interventions to enhance learners' competencies and address their needs.

Table 5: Extent of teaching behavior in terms of rapport.

Item	School 1 n = 40	School 2 n = 40	School 3 n = 40	P-value
1. Addresses individual students by name	3.35	2.85	3.25	0.04
2. Announces availability for consultation outside class	2.98	2.70	2.55	0.06
3. Offers help students with problems	3.02	2.83	2.93	0.05
4. Shows tolerance of other points of view	2.72	2.73	2.80	0.07
5. Talks with students before and after class	2.80	2.83	2.60	0.07
6. Emphasizes with students who have special problems	3.05	2.83	2.48	0.06
7. Encourages students to study harder and to excel in class	3.38	2.80	3.18	0.04
8. Discusses with students the cause and solutions of misconduct	2.98	2.78	3.08	0.06
9. Praises the good behavior shown by the students in class	3.40	2.83	3.48	0.04
10. Makes students see their good charm and traits	3.40	2.68	3.15	0.05
Aggregated mean	3.11	2.79	2.95	
Standard deviation	0.26	0.06	0.33	

Legend: Significant ($P < 0.05$)

Numerical Rating

4 – (3.26-4.00)
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Adjectival Description

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1 – Not at all (N)

Available time of teachers before and after regular classes was not delved to freely open students' problems and needs because teachers utilize those time in doing other school responsibilities and lesson preparations. Establishing rapport (2.95) oftentimes was a good manifestation of teachers' strong commitment to teaching. As a result, involving students and integrating values to empower positive classroom climate have contributed high participation among all students and teacher in the class to display appropriate behavior in optimizing learners' fullest potentials.

Conclusion and Recommendations

Teaching behaviors of teachers in western part of Zamboanga peninsula comprising the following predictors such as clarity (96.44%), enthusiasm (93.11%), interaction (99.33%), organization (95.89%), and rapport (98.33%) were all often observable during classroom instruction. This is a good manifestation of being good teachers in their field. They entertained students' queries, explained the lessons in comprehensible way, used body gestures while maintaining eye contacts and walking in the corners during classroom undertakings, praised positive behaviors, reviewed past lessons and overviewed future topics, implemented various types of tests for evaluation and assessment purposes, returned papers after checking, recognized their names to answer or give comments, and encouraged them to discover or demonstrate their mastered competencies.

The practice of appropriate teaching behaviors would really mean students' inclination to learn. Effectiveness of teachers translates competencies in a learnable and enjoyable activity. Educators should instill the importance of background check to students. They should see to it that they are not provoking and threatening students though classroom monitoring and evaluation will be conducted. Pedagogical approaches should be flexible and consistent to the level and interests of the students and thus promoting refinement of education practices. Higher education officials could implement programs relevant to effective teaching to best serve students' needs.

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