

CORRELATION OF FACULTY PERSONALITY TO FACULTY
BEHAVIOR AND TEACHING PERFORMANCE OF
DLSU-AGUINALDO, S.Y. 1992-93

A Thesis

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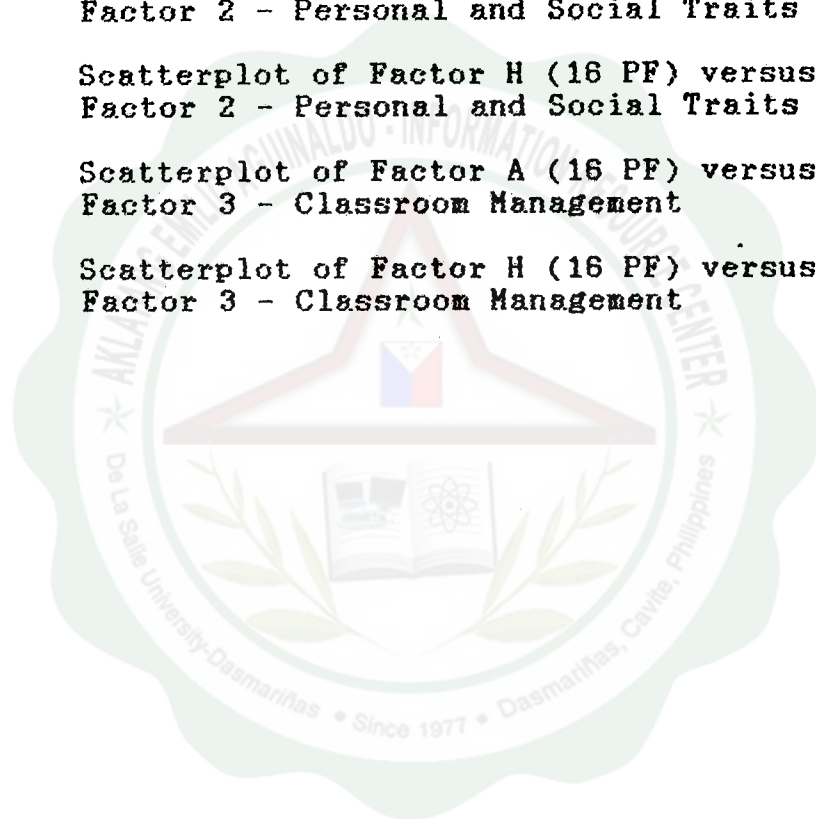
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ABSTRACT

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Title of Thesis Correlation Of Faculty Personality To Faculty Behavior and Teaching Performance of DLSU-Aguinaldo, S.Y. 1992-93

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Summary

This study sought to determine if there is correlation between De La Salle University - Aguineldo faculty personality as revealed by Sixteen Personality Factors and Faculty Behavior as revealed by Teacher Behavior Inventory and to determine if there is correlation between faculty personality as revealed by Sixteen Personality Factors and faculty teaching performance as revealed by Students' Evaluation of Faculty.

Specifically, this study will answer the following questions:

1. What is the personality of the faculty of DLSU - Aguineldo as revealed by the Sixteen Personality Factor Questionnaire?

2. What is the students' evaluation of the behavior of the faculty of DLSU - Aguineldo as revealed by the Teacher Behavior Inventory?

3. What is the students' evaluation of the teaching performance of the faculty of DLSU-Aguinaldo as revealed by the Students' Evaluation of Faculty?

4. Is there a correlation between faculty personality as revealed by Sixteen Personality Factors and faculty behavior as revealed by Teacher Behavior Inventory?

5. Is there a correlation between faculty personality as revealed by Sixteen Personality Factors and faculty teaching performance as revealed by Students' Evaluation of Faculty?

The findings of this study would be of help to the following:

1. The faculty of DLSU-Aguinaldo for they could make improvements of their personality/behavior and teaching performance after knowing if their own evaluation correlates or not with the evaluation of the students.

2. The school administrators for initiating an in-service program for teachers and the specific subjects that will be included and the kind of instructional programs and

methods that should be provided to the students. Results of the study will also serve the administrators for faculty assessment which of course will be a factor to an adequate selection and hiring of faculty.

3. The students, for them to feel self-fulfillment that their opinion is recognized in the improvement of the teachings of the faculty.

Methodology

This study utilized the descriptive method to gather information about faculty personality, faculty behavior and faculty teaching performance. The sample used in this study were 93 full-time faculty members of DLSU-Aguinaldo comprising 53 % of the total classroom instructors. Each of the 93 members were evaluated by at least two sections of his classes, during the school year 1992-1993.

Data Analysis

The mean was used to determine the following:

a. the personality of the faculty as revealed by the Sixteen Personality Factor Questionnaire, b. the students' evaluation of the behavior of their teachers as revealed by the Teacher Behavior Inventory and c. the students' evaluation of their teaching performance.

Pearson Product Moment Correlation (Pearson r) was used to determine the following:

- a. correlation between faculty personality as revealed by Sixteen Personality Factors and faculty behavior as revealed by Teacher Behavior Inventory and
- b. correlation between faculty personality as revealed by Sixteen Personality Factors and faculty teaching performance as revealed by Students' Evaluation of Faculty?

Findings

The following findings resulted from this study:

1. The faculty of DLSU-Aguinaldo manifest all the 16 PF on the average level except in Factor C (emotionally stable) and Factor Q3 (controlled, socially precise) wherein they got a high score.
2. The faculty of DLSU-Aguinaldo had a very good behavior as evaluated by the students in terms of a) Principles and Methods of Teaching, b) Aversive Teacher Behavior, c) Knowledge of Subject Matter, d) Personal Teacher Characteristics and e) Motivational Teacher Behavior.
3. The faculty of DLSU-Aguinaldo has above average teaching performance as evaluated by the students in terms of a) Methods of Teaching, b) Personal and Social Traits, c)

Classroom Management and d) Attendance.

4. Only Factor H (shy/venturesome, socially bold) and Factor Q3 (follows own urges/controlled, socially precise, following self image) had significant correlation with total TBI. All other factors had no significant relationship with TBI.

4.1 Only Factor A (reserve/outgoing), Factor H (shy/venturesome, socially-bold) and Factor Q3 (follows own urges/controlled, socially precise) had significant correlation with TBI: Category I - Principles and Methods of Teaching. All other factors had no significant relationship with Category I.

4.2 Only Factor M (practical/imaginative) had significant correlation with TBI: Category II - Aversive Teacher Behavior. All other factors had no significant relationship with Category II.

4.3 Only Factors H (shy/venturesome, socially-bold) and Factor Q3 (follows own urges/controlled, socially precise) had significant correlation with TBI: Category III - Knowledge of Subject Matter. All other factors had no significant relationship with Category III.

4.4 Only Factor H (shy/venturesome, socially-bold) and Factor Q3 (follows own urges/controlled, socially

precise) had significant correlation with TBI: Category IV – Personal Teacher Characteristics. All other Factors had no significant relationship with Category IV.

4.5 Only Factor H (shy/venturesome, socially-bold) and Factor Q3 (follows own urges/controlled, socially precise) had significant correlation with TBI: Category V – Motivational Teacher Behavior. All other factors had no significant relationship with Category V.

5. Only Factor A (reserved/outgoing) and Factor H (shy/venturesome, socially-bold) had significant correlation with students' evaluation of faculty performance. All other factors had no relationship with students' evaluation on faculty performance.

5.1 Only Factor A (reserved/outgoing) and Factor H (shy/venturesome, socially-bold) had significant correlation with students' evaluation of faculty performance: Factor 1 – Methods of Teaching. All other factors had no significant relationship with students' evaluation of faculty: Factor 1.

5.2 Only Factor A (reserved/outgoing) and Factor H (shy/venturesome, socially-bold) had significant correlation with students' evaluation of faculty performance: Factor 2 – Personal and Social Traits. All

Other factors had no significant relationship with students' evaluation of faculty performance: Factor 2.

5.3 Only Factor A (reserved/outgoing) and Factor H (shy/venturesome, socially-bold) had significant correlation with students' evaluation of faculty performance: Factor 3 - Classroom Management. All other factors had no significant relationship with students' evaluation of faculty performance: Factor 3.

5.4 All Factors in the Sixteen Personality Factor Questionnaire had no significant correlation with students' evaluation of faculty performance: Factor 5 - Attendance.

Conclusions:

In the light of the above findings, the following conclusions were drawn:

1. Most of the faculty of DLSU - Aguineldo had an average personality except in Factor C (emotionally stable) and Factor Q3 (controlled, socially precise) wherein they got a high score. It means that the faculty members face the reality in life whatever it is and they take things calmly that lead them to become highly emotionally stable. In addition they were highly controlled and highly socially precise when it comes to their relationship with their students.

2. The faculty of DLSU-Aguinaldo had a very good behavior as evaluated by the students.

3. The faculty of DLSU-Aguinaldo had above average teaching performance as evaluated by the students.

4. Factor H (shy/venturesome, socially precise, following self image) could predict the behavior of the faculty towards the students, which means that those faculty who were highly venturesome, socially-bold and those faculty who were highly controlled and highly socially precise were those rates high by the students in terms of behavior (TBI). Those who were shy and follows own urges were those rated low by the students in terms of behavior (TBI).

4.1 Factor A (reserved/outgoing), Factor H (shy/venturesome, socially-bold) and Factor Q3 (follows own urges/controlled, socially precise) could predict the behavior of the faculty in terms of Category I - Principles and Methods of Teaching. It means that those faculty who were outgoing, venturesome, socially-bold, controlled, socially precise were those rated high by the students in terms of applying the principles and methods of teaching. Those who were reserved, shy and follows own urges were those rated low by the students in terms of applying the principles and methods of teaching.

4.2 Factor M (practical/imaginative) could predict the behavior of the faculty in terms of Category II - Aversive Teacher Behavior. This means that those faculty who were imaginative were those assessed by students as not showing aversive behavior. Those faculty who were practical were those assessed by the students showing aversive behavior.

4.3 Factor H (shy/venturesome) and Factor Q3 (follows own urges/controlled, socially precise) could predict the behavior of the faculty in terms of Category III - Knowledge of Subject Matter. This means that those faculty who were venturesome and controlled, socially precise were those rated high by the students in terms of knowledge of subject matter. Those faculty who were shy and follows own urges were those rated low by the students in terms of knowledge of subject matter.

4.4 Factor H (shy/venturesome, socially bold) and Factor Q3 (follows own urges/controlled, socially precise) could predict the behavior of the faculty in terms of Category IV - Personal Teacher Characteristics. This means that those faculty who were venturesome, socially bold, socially precise were those rated high by the students in terms of personal teacher characteristics. Those faculty who were shy, and follows own urges were those rated low by the students in terms of personal teacher characteristics.

4.5 Factor H (shy/venturesome, socially-bold) and Factor Q3 (follows own urges/controlled, socially precise) could predict the behavior of the faculty in terms of Category V - Motivational Teacher Behavior, which means that those faculty who were venturesome, socially-bold and controlled, socially precise were those rated high by the students in terms of motivational teacher behavior. Those faculty who were shy, and follows own urges were those rated low by the students in terms of motivational teacher behavior.

5. Factor A (reserved/outgoing) and Factor H (shy/venturesome, socially-bold) could predict the teaching performance of the faculty. This means that those faculty who were outgoing and venturesome, socially-bold were those rated high in over all teaching performance by the students. Those who were reserved and shy were those rated low by the students in over all teaching performance.

5.1 Factor A (reserved/outgoing) and Factor H (venturesome, socially-bold) could predict the teaching performance of the faculty in terms of Factor I - Methods of Teaching. This means that those faculty who were outgoing and venturesome, socially-bold were those rated high in performance by the students in terms of methods of teaching. Those who were reserved and shy were those rated low in performance by the students in terms of methods of teaching.

5.2 Factor A (reserved/outgoing) and Factor H (shy/venturesome, socially-bold) could predict the teaching performance of the faculty in terms of Factor 2 - Personal and Social Traits. This means that those faculty who were outgoing and venturesome, socially-bold were those rated high in performance by the students specifically in terms of personal and social traits. Those who were reserved and shy were those rated low in performance by the students specifically in terms of personal and social traits.

5.3 Factor A (reserved/outgoing) and Factor H (shy/venturesome, socially-bold) could predict the teaching performance of the faculty in terms of Factor 3 - Classroom Management. This means that those faculty who were outgoing and venturesome, socially-bold were those rated high in performance by the students specifically in terms of Classroom Management. Those who were reserved and shy were those rated low in performance by the students specifically in terms of classroom management.

5.4 Among the Sixteen Personality Factors, all factors cannot predict the teaching performance of the faculty in terms of Factor 4 - Attendance, which means that no personality results can predict the regular or poor attendance of the faculty in his class.

Recommendations:

In line with the findings and conclusions of the study, the following recommendations are submitted for consideration:

1. That the results of this study be disseminated to the teachers. The purpose of this is to help the teachers acquire a good concept of themselves, their personalities as well as behaviors and teaching performance, which could be helpful in creating an effective learning atmosphere.

2. A program of faculty evaluation, using the three instruments (16 PF, TBI, Student Evaluation of the Faculty) should be continuously implemented in order to make the faculty aware of their teaching strengths and weaknesses.

3. That incentives and rewards be afforded to effective teachers to strengthen their weaknesses and reinforce their strong points.

4. In developing criteria for assessing faculty performance, ranking or promotion, the administrator should include traits preferred by the students.

5. Administrators and teachers should bear in mind that in the tertiary level, the students are highly motivated by a combination of academic ability and personal qualities of teachers.

6. Administrators should initiate dialogues between students and faculty to discuss problems, needs and expectations of one upon the other. The dialogues may be conducted after faculty evaluation had been done and results had made known to the teachers.

7. A follow-up study should be made at DLSU-Aguinaldo to confirm the results of the finding especially in the items rated lowest by the students.

8. Include the age of the faculty members for demographic variables.

