

TEACHERS' BEHAVIOR AND CLASSROOM CLIMATE
IN THE DIOCESAN'S SECONDARY SCHOOLS
OF CAVITE, SY 1993-1994

A Thesis

Presented to

the Faculty of the Graduate School
De La Salle University-Aguinaldo
Dasmariñas, Cavite

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

By

ESTELITA J. TIBAYAN

March 1994

T A B L E O F C O N T E N T S

| Preliminaries | Page | |
|--|------|----|
| Approval Sheet | ii | |
| Acknowledgments | iii | |
| List of Tables | ix | |
| List of Figure | xi | |
| Abstract | xii | |
| CHAPTER | | |
| I THE PROBLEM AND ITS SETTING | | |
| Introduction | 1 | |
| Theoretical Framework | 3 | |
| Statement of the Problem | 5 | |
| Hypotheses | 6 | |
| Scope and Delimitation | 7 | |
| Importance of the Study | 7 | |
| Definition of Terms | 9 | |
| II REVIEW OF RELATED LITERATURE AND STUDIES | | |
| Conceptual Literature | | |
| Teachers' Behavior | 11 | |
| Classroom Climate | 14 | |
| Research Literature | | |
| Teachers' Behavior | 17 | |
| Classroom Climate | 20 | |
| Relationship Between Teachers' Behavior and Classroom Climate | | 25 |

III METHODOLOGY

| | |
|---------------------------------------|----|
| Research Setting | 28 |
| The Respondents of the Study | 28 |
| Research Design | 29 |
| The Research Tool | 29 |
| Administration of the Instrument | 30 |
| Statistical Treatment of Data | 31 |

IV PRESENTATION, ANALYSIS AND INTERPRETATION
OF DATA

| | |
|-------------------------------|----|
| Specific Question No. 1 | 34 |
| Specific Question No. 2 | 41 |
| Specific Question No. 3 | 42 |
| Specific Question No. 4 | 43 |
| Specific Question No. 5 | 48 |
| Specific Question No. 6 | 49 |

V SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

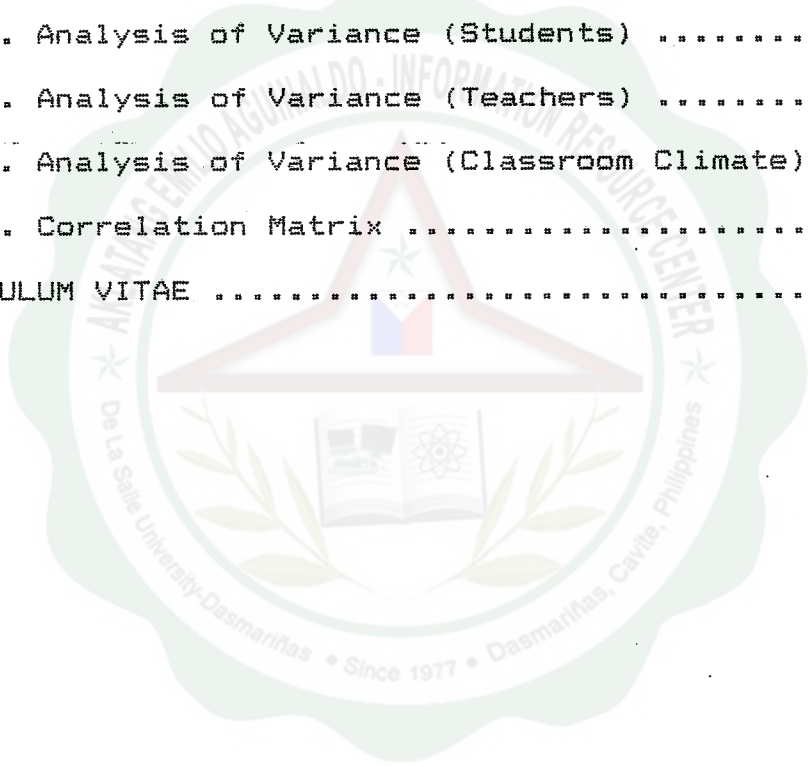
| | |
|-----------------------|----|
| Summary | 52 |
| Findings | 54 |
| Conclusions | 55 |
| Recommendations | 56 |

| | |
|--------------------|----|
| BIBLIOGRAPHY | 59 |
|--------------------|----|

APPENDICES

| | |
|---|----|
| A. Letter of Request for the Administration of the Questionnaire | 62 |
| B. Teachers' Behavior Inventory | 63 |

| | |
|--|----|
| C. Classroom Climate Survey Questionnaire | 66 |
| D. Perception on Teachers' Behavior by the Students and the Teachers Themselves | 69 |
| E. Perception on Classroom Climate by the Students | 71 |
| F. Hypothesis Tests for Means | 73 |
| G. Analysis of Variance (Students) | 74 |
| H. Analysis of Variance (Teachers) | 75 |
| I. Analysis of Variance (Classroom Climate) ... | 76 |
| J. Correlation Matrix | 77 |
| CURRICULUM VITAE | 78 |



L I S T O F T A B L E S

| Table | | Page |
|-------|---|------|
| 1 | Distribution of Students and Teachers by Schools | 29 |
| 2 | Perception on Teachers' Behavior (Knowledge of the Subject Matter) by the Students and by the Teachers Themselves | 35 |
| 3 | Perception on Teachers' Behavior (Principles and Methods of Teaching) by the Students and the Teacher Themselves | 36 |
| 4 | Perception on Teachers' Behavior (Motivational Teachers' Behavior) by the Students and the Teachers Themselves | 37 |
| 5 | Perception on Teachers' Behavior (Aversive Teachers' Behavior) by the Students and the Teachers Themselves | 39 |
| 6 | Perception on Teachers' Behavior (Teachers' Personal Characteristics) by the Students and the Teachers Themselves | 40 |
| 7 | Comparison Between the Perception of the Teachers' Behavior by the Students and the Teachers Themselves | 41 |
| 8 | Comparison Among the Five Categories of the Teachers' Behavior | 43 |
| 9 | Perception on Classroom Climate (Organizational Clarity) by the Students . | 44 |
| 10 | Perception on Classroom Climate (Standard) by the Students | 45 |
| 11 | Perception on Classroom Climate (Responsibility) by the Students | 46 |
| 12 | Perception on Classroom Climate (Conformity) by the Students | 47 |
| 13 | Perception on Classroom Climate (Team Spirit) by the Students | 47 |

De La Salle University – Aginaldo
GRADUATE SCHOOL

Page

x

| | | |
|----|---|----|
| 14 | Perception on Classroom Climate (Reward) by the Students | 48 |
| 15 | Comparison Among the Six Different Areas of Classroom Climate | 49 |
| 16 | Correlation Analysis Between the Perception of Students on Teachers' Behavior and Classroom Climate | 50 |



L I S T O F F I G U R E

| Figure | | Page |
|--------|----------------------------|------|
| 1 | Conceptual Framework | 5 |



A B S T R A C T

Title: Teachers' Behavior and Classroom Climate in the
Diocesan's Secondary Schools of Cavite, S.Y.
1993-1994

Author: Estelita J. Tibayan

Adviser: Dr. Emelina G. Ramirez

Type of Document: Master's Thesis

Name and Address of Institution: De La Salle University-
Aginaldo, Dasmariñas, Cavite

Summary

This study was undertaken primarily to identify the teachers' behavior and its relation to classroom climate in the Diocesan's Secondary Schools of Cavite.

Specifically, this study sought the answers to the following questions:

1. What is the perception of the teachers' behavior by:
 - a. the students; and
 - b. the teachers themselves?
2. Is there a significant difference between the perception of the teachers' behavior by the students and by the teachers themselves?
3. Are there significant differences among the five

categories of the teachers' behavior?

4. What is the classroom climate in the Diocesan's Secondary Schools of Cavite according to the following dimensions:

- a. organizational clarity;
- b. standard;
- c. responsibility;
- d. conformity;
- e. team spirit; and
- f. reward?

5. Are there significant differences among the six dimensions of classroom climate?

6. Is there a significant relationship between teachers' behavior and classroom climate?

These hypotheses were tested:

1. There is no significant difference between the perception of teachers' behavior by the students and the teachers themselves.

2. There are no significant differences among the five categories of the teachers' behavior.

3. There are no significant differences among the six dimensions of classroom climate.

4. There is no significant relationship between teachers' behavior and classroom climate.

The study made use of the descriptive method of

research. The research tools used were Tang's Teachers' Behavior Inventory (TBI) and Litwin and Meyer's Climate Classroom Survey Questionnaire (CCSQ).

There were six hundred (600) third and fourth year student respondents and one hundred thirty (130) teacher respondents in the study.

The following statistical tools were utilized in the study:

The mean was used to determine the rating of the students and the teachers in the different categories of teachers' behavior and in the dimensions of classroom climate.

The t-test on paired observation determined the significant differences between the perception of students and teachers on teachers' behavior.

ANOVA was used to determine the significant difference between the five categories of teachers' behavior and the six areas of classroom climate.

Correlation analysis determined the relationship between classroom climate and teachers' behavior.

Findings

After a careful analysis and interpretation, the following were the findings:

1. The students perceived their teachers' knowledge

of the subject matter, motivational behavior, aversive behavior and personal characteristics as Very Satisfactory. They rated their teachers' principles and methods of teaching as only Satisfactory. The teachers, on the other hand, rated themselves as Outstanding in knowledge of the subject matter, motivational behavior, aversive behavior, and personal characteristics. They rated their principles and methods of teaching as only Very Satisfactory.

2. There is a significant difference between the perception of the students and the teachers on the teachers' behavior.

3. There is no significant difference among the five categories of teachers' behavior, namely: knowledge of the subject matter, principles and methods of teaching, motivational behavior, aversive behavior, and personal characteristics.

4. The classroom climate was rated by the students as Very Satisfactory with regard to organizational clarity, responsibility, conformity, team spirit, and reward while standard was only rated as Satisfactory.

5. There is no significant difference among the six dimensions of classroom climate.

6. There is no significant relationship between teachers' behavior and classroom climate in general. Only

principles and methods of teaching and team spirit showed a slight relationship.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The students' perception of their teachers' behavior was generally lower than the perception of the teachers themselves. The teachers generally rated themselves higher than the perception of the students.

2. The data obtained followed a uniform pattern of perceptions for both the students and the teachers, the students' perception being lower than their teachers'.

3. The correlation between teachers' behavior and classroom climate only occurred in principles and methods of teaching and team spirit. If the perception on principles and methods of teaching was low, it would also be low in team spirit.

4. It was only in teachers' aversive behavior where the students rated one item as Outstanding. Since the interpretation of Outstanding in aversive behavior is Never, it meant that the teachers in the Diocesan's Secondary School of Cavite never talked about other people's secrets in class.

5. The students rated their teachers' aversive

behavior as the highest among the five categories of teachers' behavior. The teachers also rated this category as the highest.

6. Organizational clarity received the highest rating from the students regarding the dimensions of classroom climate.

Recommendations

In the light of the findings and conclusions drawn, the following recommendations are hereby offered:

1. Copies of the findings, conclusions, and recommendations should be provided to every administrator of the schools involved.

2. Teachers should take note of the different areas that were rated by the students as just Satisfactory but were rated by themselves as Very Satisfactory and Outstanding.

3. Regular supervision of the secondary level should be made by the administrators in order to find out why differences exist between the students' and the teachers' perceptions.

4. Regular faculty development should be programmed to correct and further orient teachers on areas found wanting.

5. Administrators should monitor faculty functions

inside and outside the classrooms.

6. Quarterly evaluation of the teachers and students should be made to find out if there are improvements on areas defined as just Satisfactory.

7. Administrators should observe all teachers to determine the veracity of the findings of the present study.

8. Future researches and studies on the same slant or focus could be undertaken involving a wider scope - regional or national or Diocesan's schools with bigger enrollment.

9. Similarly, public school teachers could use the same instrument (revised or as is) to find out how the pupils or students perceive their teachers' behavior and the classroom climate.