

Junior High School Mathematics Teachers' Professional and Personal Characteristics

Elisa M. Abellar

Mindanao State University-Maguindanao, Dalican, Datu Odin Sinsuat
Maguindanao, Philippines

ABSTRACT

This study sought to determine the Junior High School Mathematics teachers' level of professional and personal characteristics in Maguindanao Division I. Specifically, it determined the Junior High School Mathematics Teachers' level of Professional and personal characteristics; the Junior High School Students' level of academic performance in Mathematics; and the significant relationships of the teachers' level of Professional and personal characteristics and their Junior High students' level of performance in Mathematics. The study used the descriptive-correlational survey method. It determined the level of teaching practices of twelve (12) Junior High School Mathematics teachers of Maguindanao Division I in terms of professional and personal characteristics. Pearson's Product - Moment Correlation Coefficient was used to determine the significant relationship of the level of professional and personal characteristics of the junior high Mathematics teachers to the students' level of academic performance. Based on the findings of the study, it is concluded that Junior High School Mathematics teachers' professional and personal characteristics is very satisfactory. It is further concluded that the outstanding professional and personal characteristics of the teachers have no bearing on the academic achievement of the students. The students must work hard to get higher grades and the teacher must develop professional and personal characteristics to perform tasks exceedingly.

Keywords: Professional and Personal Characteristics, Junior High School Mathematics Teachers, Level of Academic Performance

INTRODUCTION

The teacher's competence on students' progress is mediated by differences in teachers' quality of instruction. The degree of cognitive challenge and activation offered to students, the degree of learning support provided through individual monitoring of the learning process, and efficient classroom management are beneficial. Different aspects of teacher's professional competence would be differentially predictive of these dimensions of instructional competence [1].

Moreover, effective teaching requires well-rounded teachers who are confident in the material they teach as well as their own skin. Students have a keen ability to sense if a teacher is nervous, unsure or lying. Being genuine is one of the most important characteristics that a teacher can possess. These personal and professional characteristics are necessary for effective teaching. Teachers must be knowledgeable about the subject they are teaching. Teachers care about their students and colleagues and are passionate about materials. Teachers have an innate sense of

what is just and what is not. Students quickly disrespect teachers who are unprepared. Creativity thinks outside the box and work around problems. Students learn best in a positive atmosphere. Teachers respect others to gain respect in return; and lastly, being positive of authority, teachers must know to take the lead. Those are some of the personal and professional characteristics of a teacher that contribute to the effective learning of the students [2].

This study sought to determine the Junior High School Mathematics teachers' level of professional and personal characteristics in Maguindanao Division I. Specifically, it sought to answer the following questions: What is the Junior High School Mathematics Teachers' level of Professional and personal characteristics; what is the Junior High School Students' level of academic performance in Mathematics? is there significant relationships of the teachers' level of Professional and personal characteristics and their Junior High students' level of performance in Mathematics?

METHODOLOGY

This study used the descriptive-correlational survey method. It determined the level of teaching practices of twelve (12) Junior High School Mathematics teachers of Maguindanao Division I in terms of professional and personal characteristics. Pearson's Product - Moment Correlation Coefficient was used to determine the significant relationship of the level of professional and personal characteristics of the Junior high Mathematics teachers to the students' level of academic performance.

RESULTS AND DISCUSSION

Junior High School Teachers' Level of Professional and Personal Characteristics

Table 1 presents the data on Junior high School Teachers' level of professional and personal characteristics. The data include the frequency, weighted mean and description distribution.

Table 1. Frequency, Weighted Mean and Description Distribution of Junior High School Teachers' Level of Professional and Personal Characteristics

Professional and Personal Characteristics	Frequency					Weighted Mean	Description
	5	4	3	2	1		
1. Decisiveness	6	12	6	0	0	4.00	Very Satisfactory
2. Honesty/Integrity	11	8	5	0	0	4.25	Very Satisfactory
3. Dedication/Commitment	8	10	6	0	0	4.08	Very Satisfactory
4. Initiative/Resourcefulness	4	11	9	0	0	3.79	Very Satisfactory
5. Courtesy	6	14	4	0	0	4.08	Very Satisfactory
6. Human Relations	9	10	5	0	0	4.17	Very Satisfactory
7. Leadership	5	8	11	0	0	3.75	Very Satisfactory
8. Stress Tolerance	2	11	9	2	0	3.54	Very Satisfactory
9. Fairness/Justice	7	10	7	0	0	4.00	Very Satisfactory
10. Proper Attire/Good Grooming	7	11	6	0	0	4.04	Very Satisfactory
Overall Weighted Mean						3.97	Very Satisfactory

Legend:	Range of Mean	Description
	4.50 – 5.00	Outstanding
	3.50 – 4.49	Very Satisfactory
	2.50 – 3.49	Satisfactory

1.50 – 2.49	Unsatisfactory
1.00 – 1.49	Poor

The data show that the item 2 garnered a highest weighted mean of 4.25 described as very satisfactory. This means that most of the Junior high school Math teachers present an extraordinary level of honesty or integrity as professional and personal characteristics. Item 6 which is the human relations obtained a weighted mean of 4.17 labeled as very satisfactory. This means that the Junior high school Math teachers show dynamism as manifestation of human relation among their colleagues and students.

Items 3 and 5 of the professional and personal characteristics obtained a weighted mean of 4.17 labeled as very satisfactory. This means that Junior high school Math teachers exemplify in high level of dedication/commitment and courtesy in the practices of their teaching profession. Moreover, the junior high school Math teachers also use proper attire and observe good grooming as they do their work in the field as justified by a weighted mean of item 10 described as very satisfactory.

Furthermore, items 1 and 9 garnered a weighted mean of 4.00 labeled as very satisfactory. This implies that junior high teachers also manifest high level of decisiveness in making decisions regarding academic, extra academic, and the hidden curriculum in school. They also practice fairness and justice in the practice of their profession like in giving grades to students and in treating students justly. This also suggests that they show fairness and justice as a teaching practice. This happens through showing impartiality in giving grades to students and showing impartial treatment to the students.

Item 4 also obtained a weighted mean of 3.79 described as very satisfactory. This suggests that the junior high school Math teachers show initiative and resourcefulness in teaching. This implies that they have the ability to cope with difficult situations, or unusual problems in the field of teaching.

In addition, item 7 obtained a weighted mean of 3.75 described as very satisfactory. This means that the junior high school Math teachers performed exceedingly their function as leader. They exemplify their capacity to lead among their colleagues and students. They perform their inherent function as leader and manager of their classroom. Item 8 garnered a weighted mean of 3.54 described as very satisfactory. This indicates that they develop stress tolerance even how difficult their work and they performed teaching with endurance and patience. This further reveals that the teachers show enthusiasm despite hectic schedule and bulk of work.

Generally, data on Table 2 garnered an overall weighted mean of 3.97 described as very satisfactory. This means that the Junior high school Math teachers present professional and personal characteristics in teaching. This also implies that they practice targets and standards professional and personal characteristics in teaching work field exceedingly.

In support to the above result, effective teaching requires well-rounded teachers who are confident in the material they teach as well as their own skin. Students have a keen ability to sense if a teacher is nervous, unsure or lying. Being genuine is one of the most important characteristics that a teacher can possess. These personal and professional characteristics are

necessary for effective teaching. Teachers must be knowledgeable about the subject they are teaching. Teachers care about their students and colleagues and are passionate about materials. Teachers have an innate sense of what is just and what is not. Students quickly disrespect teachers who are unprepared. Creativity thinks outside the box and work around problems. Students learn best in a positive atmosphere. Teachers respect others to gain respect in return; and lastly, being positive of authority, teachers must know to take the lead. Those are some of the personal and professional characteristics of a teacher that contribute to the effective learning of the students [3;4].

Students' Level of Academic Performance

Table 2 presents the data on students' academic performance. This includes the frequency, percentage and its description.

Table 2. Frequency, Percentage and Description Distribution of Students' Academic Performance

Range of Grade	Frequency	Percentage (%)	Description
90-100	26	10.83	Outstanding
85-89	111	46.25	Very Satisfactory
80-84	64	26.67	Satisfactory
75-79	39	16.25	Fairly Satisfactory
Below 75	0	0	Did not Meet Expectation
Total	240	100.00	
Mean = 85.0 (Very Satisfactory)			

Table 2 shows that 111 or 46.25% of the students' got the grade within the range of 85-89 described as very satisfactory. Students' at this level has developed the fundamental knowledge, skills and core understandings and can transfer what they have learned in Mathematics independently through authentic performance tasks.

Table 2 also reveals that 64 or 26.67% of the students' got the grade within the range of 80-84 described as Satisfactory. This means that students have developed the fundamental knowledge, skills and core understandings and, with little guidance from the teacher or with some peers, can transfer these understandings through authentic performance tasks what they have learned in Mathematics.

In addition, out of 240 students, 39 or 16.25% of the students' got the grade within the range of 75-79 which is described as fairly satisfactory. This means the students possess the minimum knowledge, skills and core understandings, but need help throughout the performance of authentic tasks of what they have learned in Mathematics.

Lastly, 26 or 10.83% of the students' got the grade within the range of 90-100 described as outstanding. This means that students have developed the core requirements in terms of knowledge, skills and understandings, and can transfer them automatically and flexibly through authentic performance tasks what they have learned in Mathematics.

Generally, students' academic performance garnered a mean of 85.0 labeled as Very Satisfactory. This manifests that students have developed the fundamental knowledge, skills and core understandings and can transfer what they have learned in Mathematics independently through authentic performance tasks.

Correlation Coefficients Obtained from the Association between the Teachers' Professional Characteristics and Their Students' Level of Performance in Mathematics

The data on Table 3 show the Correlation Coefficients Obtained from the Association between the Teachers' Professional Characteristics and Their Students' Level of Performance in Mathematics. This includes the computed r-value, tabular r-value and description.

Table 3. Correlation Coefficients Obtained from the Association between the Teachers' Professional Characteristics and Their Students' Level of Performance in Mathematics

Indicator	Computed r-Value	Tabular r-Value	Description
Professional and Personal Characteristics and Academic Achievement	-0.026	± 0.404	Not Significant

Data in Table 3, show the correlation coefficients obtained from the association between teachers' professional and personal characteristics and their students' level of performance in Mathematics.

The paired variable is the teachers' professional and personal characteristics and students' academic achievement. The computed r-value of the paired variable is -0.026 and the computed tabular r-value of the paired variable is 0.404. Since the computed r-value is lower than the tabular r-value of 0.404 with a description of not significant. Thus, the null hypothesis stating that there is no significant relationship between the teachers' level of professional and personal characteristics and their students' level of performance in Mathematics is accepted. This means that the outstanding professional and personal characteristics of the teachers have no bearing on the academic achievement of the students. The students must work hard to get higher grades and the teacher must develop professional and personal characteristics to perform tasks exceedingly.

This findings have a relation to the further analysis of the data indicated that the effects on achievement of both strong and weak teachers persisted over three years. In other words, learning gains realized by students during a year in the classroom of an effective teacher were sustained over later years and were compounded by additional years with effective teachers. Conversely, depressed achievement results resisted improvement even after a student was placed with an effective teacher, and the negative impact was discernible statistically for approximately three subsequent years [5].

CONCLUSION

Based on the findings of the study, it is concluded that Junior High School Mathematics teachers' professional and personal characteristics is very satisfactory. It is further concluded that the outstanding professional and personal characteristics of the teachers have no bearing on the academic achievement of the students. The students must work hard to get higher grades and

the teacher must develop professional and personal characteristics to perform tasks exceedingly.

References

- [1]. Kunter (2015) in his research study entitled "Professional Competence of Teachers: Effects on Instructional Quality and Student Development".
http://www.researchgate.net/publication_professional_competence_of_teachers_effects_on_instructional_quality_and_students_development, April 4, 2018.
- [2]. Friedman, Sedrick (2015). Teaching Practices Beyond Learning. Englewood Cliffs, NJ: Prentice Hall Regents.
<http://www.ehow.com>, April 3, 2018.
- [3]. Joyce, B. R., Weil, M. and Calhoun, E. (2008). Models of Teaching. Boston: Allyn and Bacon Publishing.
- [4]. Kant, R. (1990). Teaching and Its Importance. The Institute of Economics and Social Sciences of Bilkent University.
- [5]. www.ascd.org/publications/books/104136/chapters/The-Power-of-an-Effective-Teacher-and-Why-We-Should-Assess-It.aspx