

CHAPTER I

The Problem and Its Background

Introduction

The nobility and value of teaching as a profession is so difficult to refute. It is even safe to declare that teaching is the most important occupation for undeniably, no other line of work can affect society so profoundly the way teaching does.

As Gregorio (1976) emphasizes, “Teaching is the noblest of all human endeavors, the greatest of all privileges, and the most sacred duty that one can undertake. Upon the education of the young, in its broadest sense, depends the future welfare of the individual, the home, the community, the nation, and the world. The school teacher is the high priest of the future. Upon him, more than on anyone else, rests the responsibility of education.”

The foregoing illustrates the enormity of the responsibility that rests upon the shoulders of the teachers. The education of the young is indeed a gargantuan task that teachers must carry out.

With such enormous responsibility, the teacher can not afford to perform just half-heartedly. The teacher should always display the highest degree of competency in the performance of his duties and responsibilities. The teacher should always display exemplary working behaviors.

The working behavior of teachers is the main focus of this study. According to Ornstein (1992), “Over the years, thousands of studies have been conducted to identify the behaviors of successful and unsuccessful teachers. However, teaching is a complex act; what works in some situations with some students may not work in different school settings with different subjects, students, and goals. There will always be teachers who

break many of the rules of procedures and methods and yet are profoundly successful. There will always be teachers who follow the rules but are unsuccessful.”

The working behaviors of teachers magnify their competence or incompetence. But determining competence and incompetence through the working behaviors of teachers is easier said than done. Biddle and Ellena (1964), as cited by Ornstein (1992), mention that some educational researchers maintain that it is difficult to distinguish between “good” and “poor” or “effective” and “ineffective” teachers, that not one knows for sure or agrees what the competent teacher is, that few authorities can define, prepare for, or measure teacher competence. They point out that disagreement over terms, problems in measurement, and the complexity of the teaching act are major reasons for the negligible results in judging teacher behavior. The result is that “much of the data have been confusing, contradictory, or confirmations of common sense (i.e., a cheerful teacher is a good teacher), and that so called acceptable findings have often been repudiated.

However, there are also researchers who asserted that appropriate working and teaching behaviors can be identified. The good ones can be learned by teachers and the bad ones can be unlearned. Good or effective teachers can be distinguished from poor or ineffective teachers. The difference could be gleaned from the working behaviors they show.

But bringing out the best working behaviors from teachers is a complicated process for there are a lot of factors to be considered. The teachers may be physically and mentally prepared to take on the challenges the profession brings but the working

environment may not be obliging. The teachers may be personally capable of dishing out their best performance but there may be constraints that prevent them from doing so.

As to what are the constraints that may affect the working behaviors of teachers is worth looking into.

“Is bringing out the best working behaviors from a teacher the sole responsibility of the teacher himself?” “Is the school administrator also accountable in making sure that the teachers in the school he is supervising perform the way that they should?” “When a teacher’s working behavior falls below expectations, who should be held accountable- the teacher himself or the school administrator or both?”

The foregoing are questions that are worth answering.

Statement of the Problem

The major problem of this study is: How do various factors affect the working behavior of General Education faculty members of Saint Mary’s College of Baliuag?

Specifically, this study will answer the following questions:

1. What is the profile of the faculty members in terms of the following:
 - 1.1 Educational Attainment;
 - 1.2 Teaching Experience;
 - 1.3 Salaries & Benefits;
 - 1.4 Number of Preparations; and
 - 1.5 Number of Loads.
2. How may the school be described in terms of the following:
 - 2.1 Physical Plants and Facilities

2.2 School Policies

3. How may the administrators be described in terms of the following:
 - 3.1 Educational Attainment
 - 3.2 Leadership Style
4. How may the working behavior of the faculty members be described using the following indicators:
 - 4.1 Submission of Requirements
 - 4.2 Attendance
 - 4.3 Performance During Formal Visits
5. Do the identified faculty-related factors, school-related factors, and the administration-related factors affect the working behavior of the faculty members?

Significance of the Study

The criticisms on the effectiveness of the educational system are justifiable. Graduates of elementary and high schools perform so poorly in achievement tests and most college graduates flunk in board examinations. This is a problem that has been bugging the educational system since time immemorial. The teachers are right at the center of the problem for they are directly responsible in carrying out instructional programs. When graduates perform poorly in achievement tests and board examinations, is it only because their teachers did not teach them well? And when the teachers do not teach well are they solely to be blamed or should school administrators and other education leaders be counted in the game of accountability? Solutions ought to be

offered, and conducting a study on the working behaviors of teachers will certainly help for such study will certainly yield answers to the question “Why do teachers show this and that working behavior?” This makes this study timely and relevant.

This study will be beneficial and significant to the following:

Students. The study is designed to determine how various factors affect the working behaviors of teachers. The findings this study will yield will be used to create an environment where the teachers can work more effectively. This will redound to the interest of the students for when teachers are motivated to work with greater efficiency learning is positively affected. When teachers dish out their best performance, quality education is assured.

School Administrators. The findings of this study will give school administrators insights on what specifically is their role (and what are the things that are needed) in bringing out the best working behaviors from teachers. This study will help the school administrators in formulating guidelines on how to better supervise the teachers.

Faculty Members. The results of this study will lead school administrators and policy makers in the implementation of policies that will create a better working environment that will boost the morale of the teachers and motivate them to carry out more effectively their duties and responsibilities. Additionally, through this study, the teachers will find out in what particular areas they are in need of improvement.

Scope and Delimitation

This study is an attempt to determine how various factors affect the working behaviors of the General Education faculty members of St. Mary’s College of Baliuag.

Considered are categories of factors associated with the working behaviors of the respondents which include the following: characteristics of the General Education faculty members; profile of the St. Mary's College of Baliuag as a school; characteristics of the school administrators. Identified and included as characteristics of the General Education faculty members are the following; educational attainment; number of years in service; salaries and benefits; number of preparations; and number of loads. The profile of St. Mary's College of Baliuag was limited to physical plant and facilities and school policies. The characteristics of school principals included only the following: educational attainment and leadership behavior (consideration or initiating structure).

The working behavior of the General Education faculty members was described in terms of the following: submission of requirements, attendance and performance during formal visits.

The research locale of the study was the College Department of St. Mary's College of Baliuag which is located in Baliuag, Bulacan.

The respondents in this study were the 13 General Education faculty members teaching in the different programs in the College Department of the respondent school.

Notes on Chapter I

Herman C. Gregorio, **Principles and Methods of Teaching**, (Quezon City: Garotech Publishing, 1976).

Allan C. Ornstein, **Strategies For Effective Teaching**, (New York: HarperCollins Publishers, 1990).