



Professional Characteristics of Education Teachers in Pangasinan

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Abstract – Questionnaire responses from 69 professional education teachers in selected higher education institutions in Pangasinan were analyzed to determine their professional characteristics in terms of decisiveness, integrity, commitment, resourcefulness, and tolerance. Descriptive method was employed in the study. Purposive sampling technique was utilized in determining the respondents. Five experts from professional education validated the questionnaire. The findings revealed that the teachers possess a very high level of manifestation on integrity. Teachers also possess a high degree of manifestation on decisiveness, resourcefulness, commitment and stress tolerance.

Keywords – Professional characteristics, professional education, education teachers.

INTRODUCTION

Certainly, teaching is the noblest profession. Goldberg (2003) claimed that distinction in teaching is tantamount to greatness in law, medicine, dance, or any other professional field. Although the attributes that make great teachers are not easy to duplicate or inculcate, understanding these attributes can give all teachers a standard of excellence to emulate for, and assist schools in their efforts to keep hold of best teachers.

Teachers Change Lives

It is not an overstatement to say that a noble teacher can change a student's life. There are numerous number of great teacher stories that attest to the benefits of a strong relationship between an educator and a pupil (Teach.com, 2016).

As some of the most dominant role models for developing students, teachers are accountable for more than just academic enrichment. If you want to be the best educator, you must interact with your pupils and reach them on several levels, because the best teachers are dedicated to their students' well-being both outside and inside the classroom. By forging strong bonds, educators are able to influence virtually in every aspect of their students' lives, showing them the relevant life lessons that will help them succeed beyond term papers and standardized tests (Teach.com, 2016).

To name a few of the professional characteristics of teachers are as follows: decisiveness;

decisiveness; integrity; commitment; resourcefulness; and stress tolerance.

Decisiveness

It refers to the ability of the professional education faculty member to act immediately on needs, demands in accordance with the prescribed rules and regulations and accepted norms of conduct and behavior of the department. In this regard, the faculty member is not causing a delay in any endeavor of the department.

Integrity

It refers to the ability of the professional education faculty member to demonstrate truthfulness, candidness, uprightness, and freedom from deceit most especially inside the classroom.

Commitment

It refers to the ability of the professional education faculty member to render teaching service above the regular functions and even beyond the regular time.

Resourcefulness

It refers to the ability of the professional education faculty member to start action, projects and performs a task in line with the department's goals and objectives without being told and supervised. It does equate with strong sensitivity to make everything spec and span.



Stress Tolerance

It refers to the ability of the professional education faculty member having the stability of teaching performance under pressure or opposition.

Teachers are believed to have a strong influence on student achievement (Jepsen, 2005), hence, determining further the degree of manifestation of the teachers' characteristics would be a good basis for curriculum planning and development.

OBJECTIVES OF THE STUDY

This study determined the professional characteristics of education teachers in Pangasinan. Specifically, it answered the following questions: (1) what is the profile of professional education teachers in terms of: highest educational attainment; designation; the number of years in handling professional education subjects; the no. of years in teaching; and seminars attended related to instructional strategies? (2) What is the degree of manifestation of professional characteristics of teachers along decisiveness; integrity; commitment; resourcefulness; and stress tolerance?

MATERIALS AND METHODS

The descriptive method of research was utilized in the study. The descriptive research reports the existing conditions to be investigated.

The respondents of the study were the Professional Education faculty members of selected HEIs in Pangasinan, namely: Pangasinan State University – Alaminos City, Asingan, Bayambang, Binmaley, Infanta, Lingayen, San Carlos City, Sta. Maria, and Urdaneta City Campuses; Saint Columban's College in Lingayen, Pangasinan; the University of Luzon in Dagupan City; Urdaneta City University in Urdaneta City; and Virgin Milagrosa University Foundation in San Carlos City.

The questionnaire was used as an instrument tool of the study. Five professional education faculty members who are experts from Higher Educational Institutions in Pangasinan validated the instrument. These experts are not part of the respondents in this study.

RESULTS AND DISCUSSION

PROFILE OF TEACHERS

From 69 teachers, 31 or 44.9% master's degree holder, 24 or 34.8% with a doctorate degree and 14 or 20.3% are bachelors' degree holder.

Majority of the faculty comprising 44 or 63.8% have very short experience in teaching professional

education subjects which is 1-10 years. Furthermore, 2 or 2.9% are experienced teachers with 21-25 years of handling professional education subjects respectively.

There are 29 professional education teachers, or 42% are in the teaching service for 1-10 years while 23 or 33.3% of them have 11-20 years and above and the remaining 17 or 17.6% have 21 years and above.

There are more than half of the faculty, 54 or 78.3% have a minimal number of seminars attended related to instructional strategies with 1-10 seminars and the least of them with 9 or 13% attended 21 seminars and above.

PROFESSIONAL EDUCATION CHARACTERISTICS

The professional characteristics of the teachers handling Professional Education subjects considered in this study are decisiveness, integrity, commitment, resourcefulness, and stress tolerance. These are measured in terms of the degree which faculty manifests these characteristics. The data gathered along this concern are presented in the succeeding tables.

DECISIVENESS OF TEACHERS

The descriptive-corre

TABLE 1. Degree of Manifestation of Decisiveness of Teachers

| Indicators | Mean (N=69) | Descripti on |
|--|-------------|--------------|
| 1. Stay involved with the execution of the decision with constant supervision inside the classroom. | 4.28 | High |
| 2. Gather information from a broad range of sources such as students, colleagues, administrators, Professional Education books, journals, magazines, websites, organizations and the like before coming out with a decision in the learning process. | 4.26 | High |
| 3. Honestly consider all the alternatives in choosing the appropriate instructional strategies before integrating it in the teaching-learning process. | 4.14 | High |
| 4. Do not dominate the process in coming out with a decision in the teaching-learning process. | 4.14 | High |
| 5. Make yes/no decision and thoroughly explain it in the class. | 4.14 | High |
| Overall Mean | 4.19 | High |

Decisiveness means the ability of the professional education faculty member to act immediately on needs, request by the prescribed rules and regulations and accepted norms of conduct and behavior of the department.

Overall, the faculty members handling professional education subjects are highly decisive as shown in the overall mean of 4.19 as shown in table 1.

In particular, the highest mean rating of 4.28 was given by the faculty members on their involvement with the execution of decision inside the classroom. The lowest mean rating of 4.14 was also given to their consideration to all alternatives in choosing the appropriate instructional strategies, not dominating the process in coming out with a decision and making a definite decision with a thorough explanation.

This means that the faculty members possess high regards on the process of decision making until it has been materialized or put into place.

INTEGRITY OF TEACHERS

TABLE 2. Degree of Manifestation of Integrity of Teachers

| Indicators | Mean (N=69) | Description |
|--|-------------|------------------|
| 1. Assume responsibility in everything that they do inside and outside the classroom or school. | 4.57 | Very High |
| 2. Build trust among their colleagues in the Prof Ed Department even among other departments. | 4.51 | Very High |
| 3. Exhibit a respectful attitude when encountering impolite behavior especially inside the classroom. | 4.39 | Very High |
| 4. Act predictably according to clearly stated mission, vision, goals, and objectives of the school and Professional Education department where they part. | 4.26 | Very High |
| 5. Meet deadlines in submitting forms, reports, grading sheets, and others to their immediate superior for compliance. | 4.10 | High |
| Overall Mean | 4.37 | Very High |

Integrity means the ability of the professional education faculty member to demonstrate truthfulness, candidness, uprightness, and freedom from deceit most especially inside the classroom.

In general, the faculty members handling professional education subjects have high integrity as revealed in the overall mean of 4.37 as shown in table 2.

This implies that the faculty members demonstrate a very high degree of responsibility through uprightness and goodness towards colleagues and students in which they earn inspiration, respect, and admiration.

COMMITMENT OF TEACHERS

TABLE 3. The degree of Manifestation of Commitment of Teachers

| Indicators | Mean (N=69) | Description |
|--|-------------|-------------|
| 1. Stand up for what's right even when others would choose to act selfishly especially inside the classroom. | 4.39 | Very High |
| 2. Actively seek leadership and responsibility to their colleagues and students. | 4.22 | Very High |
| 3. Work hard and try their best towards the satisfaction of the department's goals no matter the situation is. | 4.22 | Very High |

| | | |
|--|-------------|-------------|
| 4. Feels comfortable with unpredictable working hours during special events or occasion in the department or school. | 3.90 | High |
| 5. Considers social life as least priority. | 3.68 | High |
| Overall Mean | 4.08 | High |

Commitment is the ability of the professional education faculty member to render teaching service above the regular functions and even beyond the regular time.

On the whole, the faculty members handling professional education subjects are highly committed as revealed in the overall mean of 4.08 as shown in table 3.

Above all, the highest mean rating of 4.39 with high description was given by the faculty members on standing up for right in the classroom. On the other hand, the lowest mean rating of 3.68 was given on not prioritizing social life.

This implies that the faculty members are dedicated and committed to continuously strive for excellence. They render their services above their mandated functions.

RESOURCEFULNESS OF TEACHERS

Resourcefulness means the ability of the professional education faculty member to start action, projects and performs the task in line with the department's goals and objectives without being told and supervised.

Taken as a whole, the faculty members handling professional education subjects are highly resourceful as made known in the overall mean of 4.10 as shown in table 4.

Particularly, the highest mean rating of 4.10 with high description was given on seeing things done and taking appropriate action in the learning process. On the other hand, the lowest mean rating of 3.96 was given on seeking tasks from superiors.

This entails that the faculty members have a high sense of creativity and initiative wherein they start an action or performs the task without being told and supervised. It does equate with strong sensitivity to make everything artfully done.

TABLE 4. The Degree of Manifestation of Resourcefulness of Teachers

| Indicators | Mean (N=69) | Description |
|---|-------------|-------------|
| 1. See things to be done and take appropriate action even without being directed especially in the teaching-learning process. | 4.29 | Very High |
| 2. Consider the ability to contribute, develop and carry out new methods and strategies in teaching. | 4.19 | High |
| 3. Consider the ability to be a self-starter especially when colleagues are hesitant to try | 4.07 | High |



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|--|-------------|-------------|
| new methods and strategies in teaching. | | |
| 4. Consider the ability to offer suggestions to superiors and colleagues if necessary. | 3.99 | High |
| 5. Seek additional tasks from my superiors as time permits. | 3.96 | High |
| Overall Mean | 4.10 | High |

STRESS TOLERANCE OF TEACHERS

Stress tolerance means the ability of the professional education faculty member having the stability of teaching performance under pressure or opposition.

Generally, the faculty members handling professional education subjects are highly stressed tolerant as made known in the overall mean of 3.64 as shown in Table 5.

TABLE 5. The Degree of Manifestation of Stress Tolerance of Teachers

| Indicators | Mean (N=69) | Description |
|--|--------------------|--------------------|
| 1. Spend quality time with loved ones when outside the school. | 4.33 | Very High |
| 2. Eat healthy foods inside and outside the school. | 3.72 | High |
| 3. Practice relaxation techniques especially inside the school during the vacant period. | 3.48 | High |
| 4. Exercise regularly before and after school work. | 3.42 | High |
| 5. Sleep at least 8 hours every night. | 3.25 | Moderate |
| Overall Mean | 3.64 | High |

In particular, the highest mean rating of 4.33 with high description was given on spending quality time together with loved ones. However, the lowest mean rating of 3.25 was given on sleeping for 8 hours all night.

This necessitates that the faculty members have high toleration of stress and that their performance is not affected by factors of pressure or any problems.

CONCLUSION

1. The teachers handling professional education are engaged to teach in higher education institutions but have limited experience in teaching professional education course and limited attendance to seminars related to instructional strategies.

2. The teachers handling professional education subjects possess very high-level of integrity. Further, they also possess a high level of manifestation on decisiveness, resourcefulness, commitment and stress tolerance.

RECOMMENDATION

1. Teachers should further develop and uphold academic excellence in teaching by continuing their studies to graduate and postgraduate courses about

professional education. They should also enhance their skills and knowledge to instructional strategies by attending seminars or training related to instructional strategies regularly.

2. Teachers should always set a very high standard of professionalism by demonstrating professional characteristics most especially to integrity, decisiveness, resourcefulness, commitment, and stress tolerance.

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