

# Teachers' Attitudes: Implications to Students Learning Process

MELLANIE B. PASCUA <sup>\*1</sup>, KATHLEEN V. TEODORO<sup>2</sup>, SONNY E. DELA CRUZ<sup>3</sup>, and CHARLENE A. BANES<sup>2</sup>

<sup>1</sup>*Business Administration Department, Institute of Management, Bulacan Agricultural State College, Pinaod, San Ildefonso Bulacan,3010, Philippines*

<sup>2</sup>*Agribusiness Management Department, Institute of Management, Bulacan Agricultural State College, Pinaod, San Ildefonso Bulacan,3010, Philippines*

<sup>3</sup>*Hospitality Management Department, Institute of Management, Bulacan Agricultural State College, Pinaod, San Ildefonso Bulacan,3010, Philippines*

## Abstract

Ever since the existence of learning activity, the academic attitude has been considered in history. Subjects of the study should possess a learning attitude, which is currently brought into the broad investigation. However, such analyses are mainly aimed at students; few of them are concerned with teachers closely related to the students. It is primarily about the limitations concerning the construction of academic attitudes of teachers, whose attitudes towards the academy are assumed to be optimistic. One hundred sixty-eight Bachelor of Science in Business Administration, one hundred sixty Bachelor of Science in Agribusiness Management, and one hundred ten Bachelor of Science in Hospitality Management students from the third year and fourth year levels were purposely selected with a total of 438 that served as respondents to the survey. In terms of profile, most of the respondents are female, with a mean age of 25 years old. With regards to the level of perception, BSBA, BSAM, and BSHM students signified that the attitudes and actions of their teachers sometimes affect their learning positively as perceived by themselves. Statistical analysis shows slight negative correlations between the perception of the male and female respondents and the perception of BSBA, BSAM, and BSHM students towards their teachers' attitudes. However, age has a slight positive correlation to the perception of the student respondents towards their teachers' attitudes

**Keywords:** actions, attitudes, classroom, learning, management, perception

## Introduction

Most teachers fail to realize that they are very vital in educational effectiveness at the classroom instructional level. How they teach, behave and interact with students in the classroom or during teaching are more vital than what they teach. Teachers are especially significant figures in the school environment where they work. Their attitude at work tends to have powerful implications, which cannot be dismissed if educational institutions achieve academic excellence (Abiola, 2013).

The attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students. Such attitudes and actions that are observed by the students in the classroom are based on four frequently discussed traits of teachers that affect the teaching and learning process. These traits include: commitment, knowledge of subject, teaching for independent learning and management of learning.

However, teachers' attitudes as perceived by students may also have a drastic effect on students' ability to learn, their self-esteem, and ultimately their academic success. An earlier study found that student perceptions of support, interest, and respect received from their teachers was the most influential element of academic motivation, effort, and achievement (Zimmerman, 1990).

Teachers have the opportunity to leave an indelible impression on their students' lives. School experiences mold, shape, and, can influence students' learning process. The attitudes and actions employed by teachers ultimately can make a positive difference on the learning processes of their students, and this compelling statement highlights the importance of determining and analyzing students' perception on their teachers' attitudes and its implications to the learning process.

## Objectives of the Study

The general objective of the study was to determine the students' perception on their teachers' attitudes and its implications to learning.

Specifically, it aimed to:

1. Determine the demographic characteristics of the respondents;
2. Find out the students' perception on their teachers' attitudes;
3. Determine the implications of the perceived teachers' attitudes to students' learning; and
4. Determine the relationship between students' perception on their teachers' attitudes and some demographic characteristics ;

4.1 Age

4.2 Sex

\* **Correspondence:** Mellanie B. Pascua; *Address:* Business Administration Department, Institute of Management, Bulacan Agricultural State College, Pinaod, San Ildefonso Bulacan,3010, Philippines *Email:* mellaniebpascua@gmail.com 09958416199

### 4.3 Course

#### Hypothesis

In line with the problem of this study, the following null hypothesis was tested:

1. There is no significant relationship between students' perception on their teachers' attitudes and some demographic characteristics of the respondents.

#### Significance of the Study

Teachers have the opportunity to leave an indelible impression on their students' lives. Bonni (2005) found out that school experiences mold, shape, and, can influence how students view themselves inside and outside of school as well as their learning experiences. Finding out the students' perception of their teachers' attitudes will serve as a basis in determining its implications to the students' learning process.

#### Conceptual Framework

This research study has two independent variables: demographic characteristics and teachers' attitudes and actions which are theorized to have a relationship on the dependent variable, which is students' learning process. Attitudes and actions of faculty members were based on characteristics of a teacher in the classroom which are as follows: commitment, knowledge of subject, teaching for independent learning and management of learning.

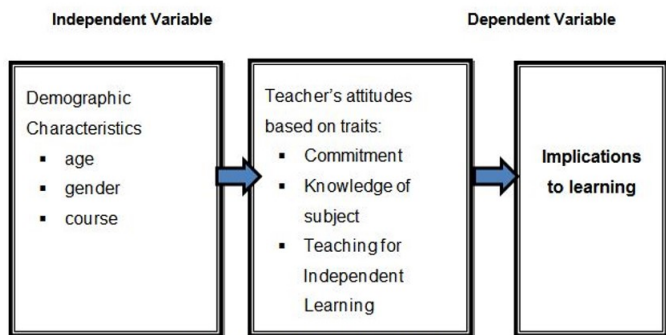


Figure 1. Conceptual paradigm of the study

#### Methodology

##### Locale of the Study

The research study was conducted at Bulacan Agricultural State College, particularly at the Institute of Management (IM).

##### Research Design

This study utilized the descriptive survey and correlation type of research because this study is concerned with the description

of the demographic profile of the students and teachers' attitudes. Survey method was employed to generate the needed information for the study.

#### Respondents

The respondents of the study were the BSBA, BSAM, and BSHM students from all year levels. Stratified random sampling was employed in the study. to determine the sample size by courses to highlight differences and obtain a sample population that best represents the entire population

#### Sampling Procedure

The sample size was computed using Slovin's Formula for determining sample size with margin of error of  $e = 0.05$ .

Only the BSBA, BSAM, and BSHM students from the BASC-Main Campus were considered in this study. A master list of students for AY 2017-2018 from the Registrar's Office was the basis of the list of respondents who were randomly chosen.

#### Data Gathering Techniques

Data were collected using an adapted survey questionnaire by (Santiago, 2016)). The instrument was pre-tested to test for its validity and clarity. Prior to data collection, the researchers asked permission from the Dean of IM for the conduct of the study. Upon her approval, proper coordination with the faculty members handling the students was made. The researchers administered the questionnaires to the student respondents. A short briefing was done before the student respondents started to answer the questions.

The instrument for the student respondents was composed of two parts. Part I determined the demographic characteristics composed of 3 items. While part II students' perception on their teachers' attitudes was measured using the 32 items Likert types questionnaires that range from 1.00 – 1.50 (the attitude/action never affects learning) to 4.51 – 5.00 (the attitude/action always affects learning). The contents of the part II instruments assessed commitment (1-8 items), knowledge of the subject (1-8 items), teaching for independent learning (1-8 items), and management of learning (1-8 items).

#### Data Analysis Scheme

All the gathered data were tallied and analyzed using frequency counts, percentages and means. For the scoring of students' perception per item, a 5-point scale was used.

For the scoring of students' perception based from the computed mean, ranges were used:

- 4.21 – 5.00 – the attitude/action **always affects** learning (AA)
- 3.41 – 4.20 – the attitude/action **often affects** learning (OA)
- 2.61 – 3.40 – the attitude/action **sometimes affects** learning

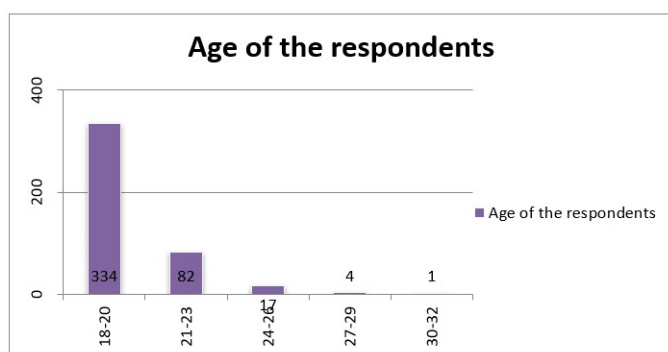


Figure 2. Age of the student respondents

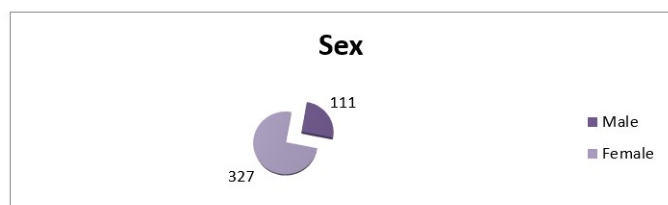


Figure 3. Sex of the student respondents

(SA) 1.81 – 2.60 – the attitude/action **seldom affects** learning (SE) 1.00 – 1.80 – the attitude/action **never affects** learning (NA)

For quantitative variables, Pearson correlation was used to determine the relationship between age and perception of the respondents.

The significance of  $r_s$  was determined using the  $t$ -test with degrees of freedom: infinity ( $\infty$ ) and 0.05 level of significance.

## Results and Discussion

The demographic characteristics of the student respondents in terms of age and sex are shown in Figures 2 and 3 respectively. Findings revealed that the majority of the respondents were 18 - 20 years old with a mean age of 25 and most of them are females.

The perception of BSBA, BSAM, and BSHM students on their teachers' attitudes implication is shown in Tables 1a, 1b, 1c, and 1d.

### Commitment

Results revealed that in terms of commitment, the overall mean that action/ attitude sometimes affects learning to the respondents. BSBA students are seldomly affected by the attitude of their teachers on statement number four not being a nice person and insulting students, respectively. While BSAM students are sometimes affected, the BSHM students' learning process was never affected by that statement.

The mean rating of 2.12 and 2.31, respectively, on two statements, indicated that their teachers' attitudes seldom affect the students' learning process. Such as statement number four not being a nice person, they were insulting students, and statement number eight as irresponsible except for statement number six, which does not return test papers on time which sometimes affects their learning. The BSBA, BSAM, and BSHM respondents perceived the rest of the statements for the commitment that their teachers' attitude or actions often affect their learning.

It implies that specific personality characteristics influence student perception of teachers. From the students' points of view, teacher-expressive characteristics such as warmth, enthusiasm, and sense of responsibility affect students' learning. Teacher characteristics affect teaching behaviors, and using students' points of view, teacher-expressive traits, such as warmth, enthusiasm, and extroversion, apparently separate effective from ineffective teachers (Radmacher and Martin, 2001); (Best and Addison, 2000).

### Knowledge of Subject

On the aspect of teachers' knowledge of the subject taught, demonstrating mastery of the subject received the highest grand mean of 3.68. They were followed by explaining the relevance of current topics to the previous lessons and relating them to current issues and daily life activities with 3.71. While demonstrating up-to-date knowledge and awareness on current trends and issues of the subject with a grand mean of 3.66 were all perceived to affect their learning often.

The findings signify that mastery and knowledge on the subject are the most crucial contributor in facilitating learning. (Dumay et al., 2014) find out that the most effective teachers have deep knowledge and a strong understanding of the subjects they teach. He added that when teachers' knowledge falls below a certain level it is a significant impediment to students' learning.

### Teaching for Independent Learning

Regarding teaching for independent learning, the overall means in attitude/ action sometimes affects learning to the respondents. Statement one, two, four, five, and statement seven with a grand mean of 3.75, 3.66, 3.51, 3.50, respectively, were all perceived by the respondent to often affect their learning. It may imply that teachers consider their learners' diversity, hence using different strategies (Joyce and Weil, 1986). (Dyer and Observe, 1996) further stated that students react differently to different teaching methods and that selecting the proper method is critical to the learning style of those being served by the instruction. There is an assumption that students learn with different styles, at different speeds, levels of prior knowledge, and environments when the subject matter is given through a variety of teaching strategies.

### Management of Learning

With regards to how teachers manage student learning, the BSBA respondents' learning was always affected by statement

**Table 1.** Mean rating of the perception of BSBA, BSAM and BSHM students on their teachers' attitudes in terms of Commitment.

Attitudes/Actions	BSBA	Descriptive Rating	BSAM	Descriptive Rating	BSHM	Descriptive Rating	Grand Mean	Descriptive Rating
<b>A. Commitment</b>								
1. Demonstrate sensitivity to student's ability to absorb subject information	3.86	OA	3.83	OA	2.99	SA	3.56	OA
2. Integrates sensitivity of his/her learning objectives with those of the students in a collaborative process	3.76	OA	3.73	OA	2.99	SA	3.49	OA
3. Makes self-available to students beyond official time	3.9	OA	3.92	OA	3.14	SA	3.65	OA
4. Not a nice person. Insults students.	2.28	SE	2.64	SA	1.45	NA	2.12	SE
5. Keeps accurate records of students' performance and prompt submission of grades.	3.87	OA	3.73	OA	3.05	SA	3.55	OA
6. Does not return test papers on time.	3.1	SA	2.89	SA	1.94	SE	2.64	SA
7. Regularly comes to class on time well-groomed and well-prepared to complete assigned responsibilities	4.27	AA	4	OA	3.29	SA	3.85	OA
8. Irresponsible (does not show up for class; class runs short).	2.84	SA	2.57	SE	1.52	NA	2.31	SE
<b>Overall Mean</b>	<b>3.48</b>	<b>OA</b>	<b>3.41</b>	<b>OA</b>	<b>2.54</b>	<b>SE</b>	<b>3.14</b>	<b>SA</b>

**Table 2.** Mean rating of the perception of BSBA,BSAM and BSHM students on their teachers' attitudes in terms of Knowledge of Subject.

Attitudes/Actions	BSBA	Descriptive Rating	BSAM	Descriptive Rating	BSHM	Descriptive Rating	Grand Mean	Descriptive Rating
<b>B. Knowledge of Subject</b>								
1. Demonstrate mastery of the subject matter (explain the subject matter without relying solely on the prescribed textbook).	4.08	OA	3.93	OA	3.04	SA	3.68	OA
2. Does not share information on the state of the art theories and practices in his/her discipline	2.97	SA	2.92	SA	1.95	SE	2.61	SA
3. Integrate subject to practical circumstances and learning intents/purposes of students	3.67	OA	3.56	OA	2.8	SA	3.34	OA
4. Unorganized lectures; sometimes unprepared with the lesson.	2.9	SA	2.65	SA	1.66	NA	2.4	SE
5. Explains the relevance of present topics to the previous lessons, and relates the subject matter to relevant current issues and/or daily life activities	4.1	OA	3.86	OA	3.19	SA	3.71	OA
6. Demonstrates up-to-date knowledge and /or awareness on current trends and issues of the subject	4.02	OA	3.85	OA	3.11	SA	3.66	OA
7. Gives hard to understand discussion of the lessons.	3.3	SA	3.19	SA	2.09	SE	2.86	SA
8. Not knowledgeable in the subject matter he/she is teaching.	2.71	SA	2.48	SE	1.58	NA	2.25	SE
<b>Overall Mean</b>	<b>3.47</b>	<b>OA</b>	<b>3.31</b>	<b>SA</b>	<b>2.43</b>	<b>SE</b>	<b>3.07</b>	<b>SA</b>

**Table 3.** Mean rating of the perception of BSBA, BSAM and BSHM students on their teachers' attitudes in terms of Teaching for Independent Learning.

Attitudes/Actions	BSBA	Descriptive Rating	BSAM	Descriptive Rating	BSHM	Descriptive Rating	Grand Mean	Descriptive Rating
<b>C. Teaching for Independent Learning</b>								
1. Creates teaching strategies that allow students to practice using concepts they need to understand (interactive discussion).	4.11	OA	3.9	OA	3.25	SA	3.75	OA
2. Enhances student self-esteem and/or gives due recognition to students performance.	4.15	OA	3.74	OA	3.11	SA	3.66	OA
3. Allows students to think independently and make their own decisions and holding the accountable for their performance based largely on their success in executing decisions	2.83	SA	2.86	SA	1.83	SE	2.51	SE
4. Encourages students to learn beyond what is required and help/guide the students how to apply the concepts learned	3.82	OA	3.66	OA	3.05	SA	3.51	OA
5. Very strict and a disciplinarian (that enhances student's learning)	4.15	OA	3.88	OA	3.17	SA	3.73	OA
6. Understands that there are individual differences among his/her students in class.	3.57	OA	3.56	OA	2.66	SA	3.26	SA
7. Does not give due recognition to students who excel in class.	3.8	OA	3.71	OA	2.98	SA	3.5	OA
8. Not knowledgeable in the subject matter he/she is teaching.	2.95	SA	2.73	SA	1.91	SE	2.53	SE
<b>Overall Mean</b>	<b>3.67</b>	<b>OA</b>	<b>3.51</b>	<b>OA</b>	<b>2.75</b>	<b>SA</b>	<b>3.31</b>	<b>SA</b>

**Table 4.** Mean rating of the perception of BSBA, BSSAM and BSHM students on their teachers' attitudes in terms of Management of Learning.

Attitudes/Actions	BSBA	Descriptive Rating	BSAM	Descriptive Rating	BSHM	Descriptive Rating	Grand Mean	Descriptive Rating
<b>D. Management of Learning</b>								
1. Creates opportunities for intensive and/or extensive contribution of students in the class activities (e.g. divides class into groups)	3.95	OA	3.96	OA	3.06	SA	3.66	OA
2. Conducts recitations in class.	4.26	AA	4.28	AA	3.48	OA	4	OA
3. Designs and implements learning conditions and experience that promotes healthy discussions with students.	4.05	OA	3.92	OA	3.22	SA	3.73	OA
4. Encourages student's ideas.	4.33	AA	4.14	OA	3.26	SA	3.91	OA
5. Use of instructional materials (audio/video materials, film showing, computer aided instruction and etc.) to reinforce learning process	4.32	AA	4.15	OA	3.24	SA	3.9	OA
6. Always have stories about his/her life and family (forgets to discuss the subject matter).	3.26	SA	3.41	OA	1.9	SE	2.85	SA
7. Very soft voice ( cannot be heard during lesson discussions)	2.93	SA	3.19	SA	1.79	NA	2.63	SA
8. Generally "nice person" good personality that helps to enhance the learning process.	4.29	AA	4.09	OA	3.23	SA	3.87	OA
<b>Overall Mean</b>	<b>3.92</b>	<b>OA</b>	<b>3.89</b>	<b>OA</b>	<b>2.9</b>	<b>SA</b>	<b>3.57</b>	<b>OA</b>

**Table 5.** Relationship between Age and students' perception on teachers' attitudes.

Characteristics	Correlation Coefficient	Description
Age	$r=0.75$	High correlation

two (conduct recitation in class), four (encourage student's ideas), and five (use of instructional materials to reinforce learning process) with a mean of 4.26, 4.33 and 4.32 respectively. In the case of BSAM respondents, the item perceived always to affect learning is statement number two only with a mean of 4.28. In comparison, the BSHM respondents were often affected by statements one, two, three (designs and implements learning conditions and experience that promotes healthy discussions with students), four, and five.

It implies that it is inherent in a teacher to apply the most appropriate methods and strategies in teaching to gain students' participation. Also, the findings imply that although it is said that learning can still be gained through other classroom activities, it cannot be denied that the teacher is still the key factor in classroom learning (McCaffrey et al., 2003) shown that quality teaching matters to student learning. Teacher quality has been consistently identified as the most important school-based factor in student achievement.

#### Relationship between students' perception on their teachers' attitudes and some demographic characteristics of the respondents.

##### Age

Table 2 presents the relationship between age and students' perception of teachers' attitudes. Based on the study results, age has a high positive correlation to the perception of the student respondents towards their teachers' attitudes. This implies that the age of the respondents has a high effect on how they perceived their teachers' attitudes and actions.

**Table 6.** Relationship between Sex and students' perception on teachers' attitudes.

Characteristics	Correlation Coefficient	Description
Gender	-0.271	Slight Negative Correlation

**Table 7.** Relationship between Sex and students' perception on teachers' attitudes.

Characteristics	Mean Perception	$n=458$	Computed Value	Tabular Value
BSBA	3.64	168		
BSAM	3.52	160	21.85 <sup>s</sup>	4.26
BSHM	2.65	110		

Legend: *df*: infinity ( $\alpha$ ) Level of significance = 0.05; *s* = significant

This connotes that as the students get older, their perception of their teacher's attitude becomes positive because they are more mature. It also implies that a teacher's actions may often influence students' character development and growth towards maturity.

##### Gender

The relationship between sex and students' perception of teachers' attitudes is shown in Table 3. Statistical analysis using correlation indicates a slight negative significant difference between the perception of the male and female respondents towards their teachers' attitudes. It implies that they have the same perception towards the attitudes of their teachers regardless of sex.

##### Course

Statistical analysis using ANOVA shows a significant difference between the perception of the BSBA, BSAM, and BSHM

towards their teachers' attitudes. It implies that these three groups of students have different perceptions of the attitudes of their teachers. In the study of (Chamundeswari and Ruth, 2015), there are differences in terms of student perception on attitude, knowledge, and achievement by a different school.

### Recommendation

Based on the findings of the study, the following recommendation is suggested.

1. Enhancement of teaching commitment level of faculty members through team-building activities, seminars, and workshops.
2. Attendance of faculty members to international and national seminars/training to enhance teaching strategies;
3. Classroom management and time management

### Conclusions

BSBA, BSAM and BSHM student respondents signified that the attitudes and actions of their teachers sometimes affect their learning positively as perceived by themselves.

### References

- Abiola, O.-O. F. (2013). Students' perception of teachers' factors in the teaching and learning of english language in nigerian secondary schools. *Journal of Educational and Social Research*, 3(3):173–173.
- Best, J. B. and Addison, W. E. (2000). A preliminary study of perceived warmth of professor and student evaluations. *Teaching of psychology*.
- Chamundeswari, S. and Ruth, A. (2015). Students' perception of teacher effectiveness, attitude towards the study of english and achievement in english among students at the higher secondary level. *International Journal of English Language, Literature and Humanities*, 3(9):174–186.
- Dumay, X., Coe, R., and Anumendem, D. N. (2014). Stability over time of different methods of estimating school performance. *School Effectiveness and School Improvement*, 25(1):64–82.
- Dyer, J. E. and Observe, E. (1996). Effects of teaching approach on achievement of agricultural education students with varying learning styles. *Journal of Agricultural Education*, 37:43–51.
- Joyce, B. and Weil, M. (1986). *Models of Teaching*. Prentice-Hall.
- McCaffrey, D. F., Lockwood, J., Koretz, D. M., and Hamilton, L. S. (2003). *Evaluating Value-Added Models for Teacher Accountability*. Monograph. ERIC.

Radmacher, S. A. and Martin, D. J. (2001). Identifying significant predictors of student evaluations of faculty through hierarchical regression analysis. *The Journal of psychology*, 135(3):259–268.

Santiago, C. e. a. (2016). Student perception on teachers' attitudes: Implication to learning.

Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational psychologist*, 25(1):3–17.