



# PERSONAL AND PROFESSIONAL QUALITIES OF TEACHERS AND THEIR INFLUENCE ON THE ACADEMIC PERFORMANCE OF THE PRE-SERVICE TEACHERS

**Gabrele D. Cubero**

*Graduate Student, Doctor of Education major in Educational Management in University of Mindanao,  
Instructor I Davao de Oro State College*

## ABSTRACT

*The main aim of this study was to determine the influence of the personal and professional qualities of the teachers on the academic performance of the students of Davao de Oro State College New Bataan Campus. A quantitative-correlational research design was used in this endeavor. The respondents of the study were 119 PSTs and 15 teachers were assessed by the PSTs using the different variables identified in this study. The study revealed that there was a significant relationship between the professional qualities of teachers and the academic performance of the students. A positive correlation was established using Pearson correlation. The Personal qualities did not show any significant relationship with the academic performance of the students. Based on the result, it is highly recommended that the teacher must continuously update themselves with knowledge and acquire new methods, approaches and strategies in teaching by attending seminars, workshops and pursuing further studies. Further research needs more to examine closely the relationship between the personal qualities of teachers and the academic performance of the students.*

**KEYWORDS:** *teacher personal qualities, teacher professional qualities, student academic performance, correlational, Philippines*

## INTRODUCTION

### The Problem and its Background

Education is the process of developing the individuals for an adaptable and progressive life. It is the main objective of education. Teaching someone to learn something within a challenging yet pleasant environment is what teachers should aim for their learners (Dutta, Halder & Sen 2017). It is a noble profession, according to Saban, 2015, which can affect the intellectual and personal development of the learners. He affirms that “the true teacher is not satisfied with second-rate work. He is not satisfied with directing his students to a standard lower than highest possible for them to attain.”

Pursuant to the provisions of paragraph (e) of Article 11 of RA No. 7836 otherwise known as the Philippines Professional Act of 1994 and Paragraph (a) section 6 of P.D No. 223 the Board for Professional Teachers hereby adopts the Code of ethics for Professional teachers. In the preamble, it states that teachers are duly licensed professionals who possess dignity and reputation with high moral values as well as technical and professional competence in the practice of their noble profession. They strictly adhere to observe and practice this set of ethical and moral principles, standards and values. Further, it eloquently defines the role of the teachers both professional and personal competencies as they achieve the quality of learning so that the students shall exert their utmost to develop their potentials for service particularly by undergoing an educational program suited to their abilities in order that they may become an asset to their family and society (Section 15, of the 1987 Constitution).

Teaching in college is not an easy work. Instructors and professors have difficulties to endure the workloads and other designations that hamper their effectiveness inside the class which sometimes led them to show undesirable traits in teaching.

In Davao de Oro State College (DDOSC) particularly in New Bataan Campus, where the researcher is teaching, teachers are evaluated by their students. The results of the evaluation are not satisfying to some others. In



the Bachelor of Elementary Education, the teachers are evaluated by the Pre-service Teachers (PSTs) with fair or poor ratings showing that some are not effective in their teaching field. However, there are other teachers who are doing very satisfactorily in classroom instruction. As one of the teachers in the Education Department, the researcher is interested to conduct a study to unfold the influence of the personal and professional qualities of the teachers on the academic performance of the students of DDOSC New Bataan Campus.

### Review of Related Literature

The subsequent related literatures and studies were considered for they can support and validate the findings of this study.

**Passion.** It can be seen as strong inclination towards a specific object, activity, concepts or person that one loves (or at least strongly likes), highly values, invest time and energy in a regular basis, and that is part of one's identity (Vallerand 2003).

Furthermore, a passionate teacher is to be someone with a field of knowledge, deeply stirred by issues and ideas that challenge our world, drawn to the dilemmas and potentials of the young people who come into class each day or captivated by all of these. A passionate teacher is a teacher who breaks out of the isolation of a classroom, who refuses to submit apathy. Passion analyzes what might seem to be a mysterious and indefinable trait. It argues that a teacher's love of subject matter and ability to take charge of the syllabus powerfully influence how students acquire the content and skills we think are most important for them to learn (Fried, 2015).

This is supported by Yin & Lee, 2011 that teachers must be passionate about teaching. Specifically, being passionate requires teachers to strongly commit their emotion to their classroom teaching, improvement of their competence by doing teaching inquiry, and the establishment of a caring relationship between them and their students. Therefore, "commit to teaching with passion" becomes a paramount emotional rule for teaching. The emotion that teachers commit to their work can lead to a joyful experience, because "passion gives birth to inspiration and happiness".

**Humor.** According to Shiyab (2009), it shows how humor can change the way individuals think about problems and situations. He believes that the substance of what most teachers have to teach is problematic and is not funny, but in order for humor to be effective, it must rely heavily on delivery. Although teachers have not learned this kind of delivery in school nor was it part of their professional training, He still believes that great teachers display the ability to use humor effectively for the purpose of learning.

Furthermore, Shiyab also states that there is a dangerous side to it. He rightly asserts that while humor unites communicators through mutual identification and clarification of positions and values, it divides them through enforcement of norms and differentiation of acceptable versus unacceptable behavior of people.

On the basis of the findings of Makewa, Role & Genga (2011), the following conclusions are offered: (1) The use of humor in teaching is good and students appreciate it because they have rated the teachers as either good or very good at motivating them, reducing their anxieties in the classroom, stimulating their thoughts and interest and fostering a positive relationship between them and the teachers. (2) With the use of humor, which is then related to the teachers' effectiveness in teaching, the students generally expect to do well in the subsequent subjects. This is because they are motivated, they find the lessons engaging, their anxiety about the subjects is reduced, their thoughts and interests are stimulated and their relationship with the teacher is positive. (3) The teachers who use humor in teaching tend to be rated moderately high in terms of motivation of the students, reduction of their anxieties in the classroom, stimulation of their thoughts and interest and fostering of a positive relationship between them and the teachers and affective learning. It is characterized by particular cognition.

It was also explained by Martin (2010) that to produce humor, an individual needs to mentally process information coming from the environment or from memory, playing with ideas, words or actions in a creative way, and thereby, generating a verbal witty utterance or a comical nonverbal actions that is perceived by others to be funny.

According to Le et al (2010) that humor is an appreciated teaching tool for college instructors, and is an integral component for student learning if instructors are using it appropriately, constructively, and in moderation. Humor has a psychological power to alleviate stress, tension, and depression, as well as elevate self-esteem. From cognitive or educational perspectives, the use of humor can also increase students' interest, attention, motivation, and comprehension of the course material. By using appropriate types and moderate amount of humor in the classroom, college instructors can truly foster a positive climate that is conducive to student learning. If teachers are able to use humor effectively, students will benefit from this type of communication tool.



Based on the statement of Truent (2011), humor has “the potential to humanize, illustrate, defuse, encourage, reduce anxiety, and keep people thinking”. Since humor has the ability to accomplish the previous findings, the frequency of humor use by a teacher can affect students’ perceptions of learning. The use of humor is an important teaching tool that must be studied in order to have more effective teachers.

On the other side, humor used by teachers that does not contribute to classroom participation, engagement, or learning should be avoided by teachers in order to prevent negative implications in the classroom. If the professor uses humor inappropriately, students can become inclined to thinking that they are being violated in the classroom (Wanzer et al. 2010).

Truent concluded that humor used by teachers in the classroom and student learning have been researched in many forms and fashions. Student learning is very important at all levels, especially at the collegiate level. It is the teacher’s responsibility to infuse lectures and discussions with proper communication tools that will produce learning. Teachers can incorporate communication tools such as humor, immediacy, credibility, and power that can accomplish the teacher’s task of teaching. Communicating humor in the classroom can be accomplished in several ways, so teachers need to be able to properly use the best types of humor that assist learning.

**Attitudes and Values.** According to Scrivner(2009) that attitude is defined as a feeling toward some object, person, or behavior that is favorable, unfavorable, or neutral. Scrivner believed that by identifying specific teacher attitudes that positively impact student achievement, defining elements could be added to the concept of teacher’s quality. The researcher can conclude from the study results that a positive relationship exists between a teacher’s disposition toward curriculum and professionalism and reading achievement.

Values and purposes can be identified according to Tirri (2011). He said that it is an important aspect of school pedagogy. Teachers need to identify and to verbalize educational goals and meanings for their teaching in order to meet the aims of holistic learning. We were able to identify some fieldinvariant pedagogical components in holistic school pedagogy that were common among the teachers from both schools and who taught different subjects. He continued that all the teachers emphasized the importance of providing the students with the skills and tools to form a worldview. These skills include independent thinking, argumentation skills, and ethical reflection. The mastery of the central concepts in each subject taught provides the students with the vocabulary they need for this kind of discussion and reflection.

On the other side, teachers as change agents play a crucial role in instilling democratic values in their learners not only by being good models but also by explicitly fostering these values in them. One clear implication of this study is, therefore, that teacher education programs need to explicitly state in their agendas the knowledge and skills pre-service teachers need to possess in relation to democratic values related to educational life (Topkaya&Yavuz2011).

**Patience.** Thomas describes patience that it is the bearing of misfortune, difficulty, and annoyances without complaining, losing one’s temper or showing irritation. Great Teachers are patient with their students, no matter how many mistakes the student makes. The wonderful thing about practicing patience is that it benefits the one practicing it as much or more as the one it is practiced upon. Being patient is indicative of self-restraint and discipline and demonstrates a quality in a teacher that will likely be emulated in the student.

One study found out that teacher factors can have profound impacts on various outcome measures. For instance, gesture use by teachers can influence performance on certain academic puzzles by students with ADHD Attention Deficit/Hyperactivity Disorder, and teachers’ opinions about specific treatment options can impact student behavior and the types of interventions implemented in the classroom. Teachers who demonstrate patience, knowledge of intervention techniques, an ability to collaborate with an interdisciplinary team, and a positive attitude towards children with special needs can have a positive impact on student success. The ways in which these results relate to clinical practice, particularly considering the influential role of teachers in diagnosis and treatment efficacy, are discussed(Sherman, Rasmussen & Baydala 2008).

**Enthusiasm.** According to Kunter et al (2008) that teachers’ enthusiasm is reflected in their instructional behaviors. Both teachers’ self-reports and students’ ratings indicated that more enthusiastic teachers provided more stimulating and effective instruction. The patterns of association between perceived teacher enthusiasm and instructional behaviors confirmed that it is important to distinguish between two types of enthusiasm, namely enthusiasm for the subject matter taught and enthusiasm for teaching that subject matter: only the latter was consistently associated with higher teaching quality in teachers’ self-reports and students’ rating.

In addition, teacher enthusiasm appears to be a relevant instructional behavior in reducing cheating behavior of students which requires further, in-depth correlational and experimental examination. But if teacher lack of enthusiasm, it appears to diminish the effect of academic motivations on students’ self-reported cheating



behavior. Simultaneously, relatively strong negative link was found between the number of not enthusiastic teachers and the students' intrinsic motivation and similarly strong positive link was found between motivation and the low number of enthusiastic teachers. Consequently, this study showed that if a student has a very few enthusiastic teachers, he/she will not only have reduced intrinsic motivation, but he/she might more easily become motivated (Orosz et. al 2015).

**Communication.** It was also explained by Rubio (2009), communication skills are vital for anyone who has a teaching job. Effective teachers are always effective communicators. They communicate clearly about course objectives, content and testing, making sure to provide a rationale for learning particular material and adapt instruction to their student's level of knowledge and skill. Lacks of communication mean that the students will not understand key concepts at all, or they will do incorrectly. Effective teacher can take something that is complex and present it in a way that can be easily absorbed by the students, and through different verbal and non-verbal communications.

Effective interaction between the teacher and the students, creating an environment that respects, encourages and stimulates learning through experience. It is essential in creating an ethos of learning that will allow students to feel comfortable in the classroom. The working environment that is generated by the interaction and the enthusiasm of the teacher will remove the stigma of 'working' and turn the learning process into something that is rewarding and therefore to strive towards. In effect, the creation of an effective learning environment would generate a positive learning atmosphere throughout a school (Gurney 2007).

Additionally, Wang (2010) pointed out that teachers are ultimately concerned with developing students' ability to process communication by using the target language. In CLT, learning is part of the task itself. Through processing creative game activities, learners experience language use for the purpose of truly meaningful communication. It is learning through natural exposure and meaningful use of the target language while conducting communicative activities that motivates learners to take more interest in language learning and assists them to develop learner autonomy. Nowadays, CLT has become a term for curriculum design, method development and practice implementation of English language teaching in Taiwan. It is suggested that teachers make good use of the advantages of CLT to create a rather comfortable, supportive and learner-centered learning environment beneficial to equip students with much exposure to the target language use.

**Mastery of the subject matter.** According to Sibuyi (2013), knowledge of mathematics and knowledge of mathematical representations are related to content knowledge. They investigated pre-service primary teachers' competency of pedagogical content knowledge in mathematics, found that, to teach mathematics effectively, teachers ought to have a deep understanding of the mathematical knowledge of the topics that they teach. Their findings indicated that there is a link between knowledge of mathematics topics by the teacher and effective teaching of mathematics. They argue that, if a teacher has good conceptual understanding of mathematics topics, the influence on the quality of their instruction and the instructions used and provided would be positive. Mishra & Koehler (2006) agree with this conclusion as they contend that teachers who have a good understanding of the subject matter find different ways to represent it and make it accessible to learners.

**Understanding of diversity of learners.** Students possess a wide diversity in learning preferences. This necessitates teachers to effectively deliver according to the needs of the student. Multiple modalities of information presentation are necessary to keep the attention and motivation of our students requiring a shift from the traditional large-group teacher-centric lecture method to an interactive, student-centric multimodal approach (Prithishkumar & Michael 2014)

Diversity in learning abilities, the idea that students learn differently from one another, is not a new concept. One size does not fit all when instructing students because students differ in a number of ways. To meet student needs, teachers must adjust both curriculum and instruction for various groups of students (Dixon et. al 2014).

**Understanding the principle and method of teaching.** In the explanation made by Dixon et. al (2014), in inclusive classrooms, it is important that teachers understand how to differentiate instruction to ensure maximum learning experiences for all students. It is our view that teacher education programs should provide education about the philosophy behind and process of differentiation of instruction so that beginning teachers may enter the classroom ready for learning diversity. Equally important to the learning and practice of this strategy is professional development focused on how to differentiate and why differentiation is necessary in today's schools.

**Understanding the other field of knowledge.** Kurt & Ayas (2012) claimed that the teaching activities based on a four-step constructivist model is more effective for students to understand the rate of chemical reactions concept and to apply them in real-life events compared to the traditional teaching approach. Learning science is



generally seen as difficult by students, so teachers in their teaching should be encouraged to use different approaches like a four-step constructivist approach used in this study. In this perspective, teachers should be encouraged to take part in applied seminars and to develop appropriate activities for the benefit of their own teaching and students. Besides, investigating and discussing real-life events and examples that are suitable for the topic will help them understand the chemical events in the external world.

### Related Studies

Brewer & Burgess (2005) said that teacher's personal qualities more than any other factor could motivate students to continue attending a class. The fact that "respect toward students" and "friendly and approachable" were listed as top choices for both motivational and non-motivational items, suggests that the absence of these traits in a teacher was likely to result in a student's loss of motivation, whereas their presence could lead to a student's motivation.

While, Bustos-Orosa (2008) identified four critical factors that influence good teaching; these are personality-based dispositions, teaching competence traits, content mastery and expertise, and pedagogical knowledge. However, the current study is able to crystallize another critical factor which is the "extension of the self". Under this rubric, basic education teachers in the public schools believed that effective teaching further entails "selflessness" and "altruism". Hence, the current study proposes an expanded model of the critical factors not just of good teaching but more of the conceptual understanding about effective teaching.

In the same way, Walker (2008) revealed in his study that students discussed in their essays their most memorable teachers in class, where they shared their opinions about effective teaching. They identified twelve characteristics of an effective teacher and in turn committed themselves to becoming effective teachers themselves. These are the preparations, positive, hold high expectations, creative, fair, display a personal touch, cultivate a sense of belonging, compassionate, have a sense of humor, respect students, forgiving and admit mistake. Those characteristics consistently affected students in positive ways.

Rubio (2009) concluded that to be an effective teacher is not an easy task. In fact, it is a complex process. It is not only concerned with success in short-term, but also with appropriate values and success of long term achievement. He added that Effective teachers need to have good professional and personal skills. Content knowledge, together with good planning, clear goals and communication, good classroom management and organization, and consistently high and realistic expectations with the students are essential factors to be effective teachers. Besides, they need to feel responsible for the students learning process, regardless the students' aptitude to learn. The teachers, as well as having effective personal and professional skills, serve as example of lifelong learners, and are investors of their own education. Aside from this, the effective teacher will combine professionalism with care, understanding, fairness, and kindness. They also have to be passionate, enthusiastic, motivated about teaching and learning. They have to create a warm classroom environment where students feel comfortable, and have a sense of belonging, as the environment is conducive to learn. Effective teachers are innovative, invite students to approach and interactions, and also values diversity. It can be said that those who have the capacity to inspire students to reach their fullest potential on learning through their qualities and professional and personal skills are effective teachers.

Regarding student perceptions of the most important characteristics of a good university teacher, six common response themes were identified from the 297 responses received for the question. The characteristics students reported that they would most like to see in university teachers are first and foremost communication ability, followed by subject knowledge, interest in student learning, enthusiasm and organizational skill. Communication ability was cited most often as the most important characteristic of a good university teacher. As one student responded in the survey, "I have found that it is far more important for the teacher to be able to reach a class well rather than have a vast knowledge on the topic but is unable to communicate it to the class". This sentiment was reflected frequently throughout the post-survey discussions. Many discussion group participants agreed with the statement by one student that "poor communication plays a big role in poor student learning" (Stappenbelt 2015).

Lansangan, Quiambao, Baking, Nicdao, Nuqui, and Cruz (2015) found that there was no significant relationship that exists among pupil, teacher, school related factors and pupils' academic performance. It was explained by Abrea (2015) that the academic success and personal development of the students depend not only on the quality of the curriculum and classroom instruction but also on the extra class activities. When instructional faculty interface and collaborate with the outside classroom experiences and energetic effects are likely to positively



affect student learning and development. Based on the findings of the study, most of the weaknesses of the conduct of the activities are on the part of the administrator.

It was also stated by Castro, Prenda, Laguador&Pesigan (2015) that the Office of Student Affairs may continuously provide extra-curricular activities like leadership camps not only for students with inherent leadership abilities but also for those students who need to develop their leadership qualities. It was reiterated by Laguador, Velasquez &Forendo (2013) that teachers have to guide their students well and lot of patience and understanding must be given to them who need to be nourished their management ability to survive in more complex challenges in life

Furthermore, Abrahamson (2011) stressed that methodology for motivating student learning through personal connections that one of the primary tasks for a teacher teaching a specific course is to help students maintain an interest in and gain ownership of course content. Personal connections between the class and the instructor can aid in this process. It is essential for this instructor to attempt to join with his/her students, to try to understand their current perspective(s) on life and where they feel they are heading. The instructor needs to feel an intellectual and emotional empathy with the class and strive to relate to what the students are experiencing as they seek similarities in their own life experiences. He emphasized that the bond between instructor and students needs to begin with feelings. The instructor must mentally join their world. Communication between faculty teaching introductory psychology and students is essential within the classroom since it can create a sense of a learning community. Encouraging students to share their stories within classroom discussions can help the instructor reach this goal.

It was also emphasized by Gruber (2012) that there are three attributes that are excitement factors (“Expertise in other subject areas,” “Variety of teaching methods,” and “Fostering of team work”) that have the potential to delight students. These attributes suggest that students are both demanding of their professors and have a preference for being challenged by a variety of intellectual and teaching stimuli. He stressed that when the professor is creating rapport with the students, he can enhance learning, encourage students to work harder, help students challenge themselves support the educational process and increase student engagement.

Gruber also stressed the importance of personality factors such as approachability, friendliness, being receptive to student suggestions, sense of humor, and enthusiasm. Professors should also cover “real-world” content, provide prompt feedback and act on student suggestions, all these being attributes that have a strong impact on satisfaction levels.

Furthermore, he continuously explained, by contrast, attributes such as “Communication Skills,” “Teaching Skills,” “Expertise,” “Reliability,” and “Respect” are all mapped more towards the area of must-be factors in the Kano map. In direct comparison to the personality factors, students will be more dissatisfied if professors do not exhibit them (higher impact on dissatisfaction) but these attributes will impact satisfaction less by their inclusion (lower impact on satisfaction). This suggests that professors must be able to demonstrate these attributes. It should be noted that the negation of the aforementioned attributes, for example, unreliability and disrespect, may be considered among the least desired attributes.

It was concluded by Leon-Abao (2014) that teachers’ instructional competence is highly instrumental in the development of students’ comprehension and critical thinking ability. Javier (2015) also attested that area of interest, involvement to extra-curricular activities and trainings/seminars attended were determinants of graduate employability. Shaping the students earlier, exposing them into extra-curricular activities and involving them to related trainings/seminars, then the graduates were likely land in a job. Instructional systems, convenient classroom and school buildings were contributory to graduates’ employability.

Morris-Rothschild & Brassard (2006) explained that attachment style has been related to positive as opposed to conflicting interactions of elementary school teachers with their students. Teachers’ sense of efficacy with regard to classroom management also has been related to positive relationships and interactions with elementary -aged students. Therefore, the potential impact of teacher characteristics on their assessments of relationships with students needs to be taken into account when drawing inferences from this work.

Another study examined Chinese university students’ perceptions of their professors’ characteristics. Students described their favorite professors as entertaining and caring experts in their field; these results were confirmed by both means of responses as well as frequencies of agreement. The top three most frequently cited qualities of favorite professors were: relational (similar to caring), keeps student interest (similar to entertaining), and professional skill (similar to expertise). Chinese university students, in summation, value professors who are relational and caring, entertaining and interesting, skilled and experts. This study examined also how students believe their professors affect student outcomes. The results based on an analysis of means of responses as well as



frequencies of agreement indicate that professors influence students in divergent ways. Students expressed that they feel more respected, learn more and receive helpful feedback from their favorite professors. They do not express the same sentiment towards their least favorite professors, with the greatest difference in opinion as regards to feeling respected. In fact, every characteristic differed in agreement by at least 45%. In addition, they sought out to examine the relationship between professors' characteristics and student outcomes. Though all professors' characteristics had moderate correlations with student outcomes, "caring" had the strongest correlations with student outcomes. "Feeling respected" had the strongest correlations with professors' characteristics (Kim & Olson 2016).

It was concluded by Carell and West (2008) that there are relatively large and statistically significant differences in student achievement across professors in the contemporaneous course being taught. They examine the correlation between the observable attributes of professors and student grade achievement in both the initial and follow-on related courses. For math and science courses, they found that academic rank, teaching experience, and terminal degree status are negatively correlated with contemporaneous student achievement, but positively related to follow-on course achievement. That is, the less experienced instructors who do not possess terminal degrees produce students who perform better in the contemporaneous course being taught, but perform worse in the follow-on related courses. For humanities courses, they found almost no relationship between professor observable attributes and student achievement.

Another study of Paola (2008) found that teachers' pedagogical skills, teachers' reflective practice, teachers' use of instructional materials and teachers' dispositions significantly predict students' performance. It should also be submitted here that the use of instructional materials by the teachers as well as their dispositions significantly predict students' performance in this study, the import of instructional materials and teachers' dispositions in the classroom situation should not be disregarded. The conclusion, however, is that social studies teachers should take the issue of enhancing and updating their pedagogical skills seriously, and they should consistently engaged themselves in reflective practice. That is if they hope to up and better the performance of students in social studies.

According to the study of Bashir, Bajwan & Rana (2015) stated that teacher as a role model is associated with teachers conducting test and competitions from students and teachers recognizing misconceptions and clearing them. This study also showed that teacher as a role model should encourage students to do better next time, demonstrate passion for learning and encourage group works as well this study explored that teacher's desire for students to achieve high level of achievements and guiding students to become a better person makes a teacher a role model among students. A teacher being a role model should have qualities of being a committed person and consistent fair. Moreover a role model teacher should focus on both strengths and weakness of students and recognize patterns and new ideas. This research discovered that a teacher being a role model should be problem solving, good mentor and efficient. A teacher is a role model if he/she is forgiving in nature and cherishes students and comforts them when they are depressed. From the results it is identified that teachers bias action and he/she thinking ahead to anticipate and act on future needs and opportunities plays a vital role in teacher being a role model. This study indicated that students sharing their problems with teachers, keeping outside class relationship, inspiring students to become more effective, motivated and effective lifelong learner and teachers positive attitude improved interest towards subject.

There were top ten qualities of a good teacher according to perception of students. In this study, effective communication was rated highest score by the students. Communication is a core clinical skill that can be taught and learned. The second top quality was encouraging students and reported that in top quality of a teacher are encouraging, competent and well read. The third quality was sound knowledge of subject and described that there is strong relationship between knowledge and teaching. Personality characteristics include honesty, moral and ethical values listed in top five qualities. Inspiration, motivation and enthusiasm are also included in top qualities. A good teacher has vital role in producing a good student. According to the perception of students a good teacher must have strong and effective communication skill, ability to motivate students and must have sound knowledge of subjects (Malik & Bashir 2015).

In addition, Virgiyanti, Widiati, & Suharmanto (2016) presented their study that students perceive teachers' personal skills as more important than their use of English, pedagogical skill, interpersonal skill, and assignment and assessment. Based on the students' opinion of pedagogical skill, the students' more concerned of four aspects, namely *use variety of techniques and strategies, maintain good classroom atmosphere, explaining very clearly, starting and ending the lesson on time*. They were usually felt bored in the class because the teachers use monotonous technique or strategy in teaching. Thus, they wanted to have different strategy in each meeting. Indeed, the teachers also agree that *use variety of techniques and strategies* were important. In this case, the teachers demanded to be creative and innovative in giving the activities for the students. Aside from this, the students have



chosen several characteristics of the effective teachers from the personal skills. Based on the students' opinion, the effective teachers are those who have personality as follow; fair, friendly, enthusiast and responsible, cheerful and entertaining, and calm. In other words, the effective teachers should have good skills in teaching the students. Besides, the effective English teachers also should have good personality to interact and communicate with the students to create good atmosphere in teaching and learning process.

Lastly, one study showed that the most essential qualities of an effective university instructor in terms of background knowledge, professional skills and personal attributes as identified by the respondents were: experience in the subject area and ability to relate it, class management skills and respect for individuals. On the other hand, according to most of the respondents their number one desirable quality of a university instructor was knowledgeable while their most undesirable traits were lazy. There are of the perception of the respondents on the qualities of the university instructor led to the following conclusions: The students perceived that effective university instructor must be: knowledgeable in the subject area they are handling, fosters good relationship with their students uses appropriate strategies, methodologies and assessment procedures and good classroom and time managers. The students also perceived that being lazy, always absent, always late, unfair and have favoritism as the most undesirable qualities of a university instructor (Dimalaluan, Peralta, Labaria, Castillo, Bernadas, Geva, & Almerol 2016).

### Theoretical and Conceptual Framework

This study is anchored to Self-determination Theory by Ryan and Deci (2000) which posits that students will engage positively in the social and academic tasks of the classroom when their needs for relatedness, competence and autonomy are met. In this theory, involvement is expressed through teachers' demonstration of interest in their students' personal well-being and provisions of emotional support. Students' sense of relatedness at school reflects feelings of emotional security and being socially connected to others. Teachers who show support concern and dedication to follow-up their students are the ones whose students' academic performance is good.

As reflected in the research paradigm, the personal qualities of teachers include *passion, humor, values and attitudes, patience, enthusiasm and communication*. The researcher conceptualizes that passion is the selfless desire of the teacher to sacrifice his time and energy just to let the students understand the lesson even without counting the cost. Humor is a quality that a teacher must have in order for the students not to get bored of the lesson. Learning is fun. The values and attitudes are so important for the students not to be frightened inside the classroom. Being an open minded person, fair and just are motivating qualities for students to get involved in the classroom activities. Patience begets patience. If teachers are patient the students also become patient. Enthusiasm means the eagerness of the teacher to teach. Moreover, the professional qualities of a teacher however, also influence the academic performance of the students.

*Mastery of the subject matter; understanding the learners; understanding the principles and methods of teaching; and understanding of other field of knowledge* are very important factors for the students to learn.

### Statement of the Problem

The study primarily focused on the personal and professional qualities of the teachers and their influence on the academic performance of the PSTs of Compostela Valley State College New Bataan Campus, New Bataan, Compostela Valley Province from school year 2017-2018.

Specifically, it sought to answer the following questions.

1. What is the level of personal qualities of the teachers as assessed by the Pre-Service Teachers in terms of:
  - 1.1 passion,
  - 1.2 humor,
  - 1.3 values and attitudes,
  - 1.4 patience,
  - 1.5 enthusiasm and
  - 1.6 communication skills?
2. What is the level of professional qualities of the teachers as assessed by the Pre-Service Teachers in terms of.
  - 2.1 mastery of the subject matter;
  - 2.2 understanding the diversity of learner;
  - 2.3 understanding the principles and methods of teaching;
  - 2.4 understanding of other field of knowledge?





3. What is the academic performance of the PSTs during the prelim period?
4. Is there a significant relationship between the personal qualities of the teachers and the academic performance of the PSTs?
5. Is there a significant relationship between the professional qualities of the teachers and the academic performance of the PSTs?

### Null Hypothesis

For a deeper analysis of the study, the following hypotheses will be tested at 0.05 level of significance:

HO<sub>1</sub> There is no significant relationship between the personal qualities of the teachers and the academic performance of the PSTs.

HO<sub>2</sub> There is no significant relationship between the professional qualities of the teachers and the academic performance of the PSTs.

### Scope and Delimitation of the Study

The study is focused on the personal and professional qualities of teachers and their influence to the academic performance of the PSTs in Compostela Valley State College New Bataan Campus for school year 2017-2018. The personal qualities of the teachers include passion, humor, values and attitudes, patience and enthusiasm and communication skills. While the professional qualities covers the mastery of the subject matter; understanding the learner; principles and methods of teaching; and understanding of other field of knowledge. This quantitative-correlational research will use survey questionnaire in the gathering of data. The teacher respondents and the PSTs are the sources of vital information for this study.

### Significance of the Study

The results of this study are of great help for the following groups of individuals:

**Students.** The results of this study will boost the confidence of the students to become more participative, yielding more learning experiences that are directed towards excellence in their academic performance.

**Teachers.** The teachers will be inspired to help the students learn and they can make a real difference in their lives. The results of this study will help them to develop more appropriate and effective pedagogical skills, trying out new approaches in taking students' cultural differences into account and improve their teaching by providing activities suited to the needs and interest of their students, which finally increases their academic performance.

**School Administrator.** The results of this study will encourage the school administrator to understand that successful school improvement requires a focus on teacher professional development. They will create more supportive environment in which teachers can continue to grow and improve their personal and professional qualities. This will be useful also in identifying the current needs and interest of the PSTs in improving their academic performance.

**Parents.** The results of this study will reassure the parents to support the education of their children for they are the foundation of their children's educational success. The findings of this study would also benefit them. Knowing that their children are in good hands with their good teachers they are confident that their children are taken cared by teachers who are personally and professional equipped.

**Future Researchers.** This endeavor could be a basis for another study that will focus to more variables in relation to the influence of the teachers' personal and professional qualities on the academic performance of the students.

### Definition of terms

For clearer understanding of the study, the following terms are defined operationally:

**Academic Performance.** This refers to the outcome that indicates the extent to which a student has accomplished specific task during the teaching-learning activities. This also refers to the grades of the students in the Prelim period.

**Personal Qualities.** This refers to the attributes of a teacher which includes passion, humor, values and attitudes, patience, enthusiasm and communication skills.

**Professional Qualities.** This refers to the attributes of teachers as a professional. This includes the mastery of the subject matter; understanding the learner; understanding the principles of teaching; and understanding in other field of knowledge.



**Pre-service Teachers.** This refers to the students who are enrolled in the Education Department. They are the ones who are involved in classroom observation and practice teaching.

### RESEARCH METHODOLOGY

This chapter presents the research design, research locale, respondents, research instrument, validation of the instrument, data gathering procedure, and statistical treatment of data.

#### Research Design

A quantitative-correlational research design was used in this endeavor. Correlational design is a procedure used in quantitative research in which the researcher is using correlational statistical technique to describe and measure the degree of association or relationship between or among the variables. In this study the researcher determined if the personal and professional qualities of teachers influence the students' academic performance. These groups of variables were the parameters of the study.

In order to address the questions posed in this study, the researcher used a questionnaire to collect vital information from the respondents.

#### Research locale

The study was conducted in Davao de Oro State College New Bataan Campus, New Bataan ,Compostela Valley during school year 2017-2018. The school was established through the approval of the Republic Act 10598, also known as “An Act Establishing a State College in the Municipality of Compostela Valley to be known as Davao de Oro State College, integrating therewith the Bukidnon State University External Studies Centers in the Municipalities of Compostela Valley Province and appropriating funds therefore.” It was authored and sponsored by Hon Maria Carmen Y. Zamora, 1st District Representative of Compostela Valley Province. The college started its operations on June 9, 2016 with four campuses: Compostela (Main Campus), Maragusan Campus, Montevista Campus and New Bataan Campus. The institution offered programs such as Bachelor of Elementary Education (BEEd), Bachelor of Secondary Education (BSEd) with several specializations, Bachelor of Agricultural Technology (BAT) and Bachelor of Science in Entrepreneurship.

DDOSC New Bataan Campus is one of the campuses of the DDOSC located at Purok 1 Poblacion,New Bataan,Compostela Valley.It has 15 instructors.For the S.Y 2016-2017, the school has accommodated 457 students and expected to grow for this coming S.Y. 2017-2018.

#### Research Respondents

The respondents of the study were 119 PSTs who were enrolled for school year 2017-2018 in Davao de Oro State College, New Bataan, Compostela Valley. Fifteen teachers were assessed by the PSTs using the different variables identified in this study.

#### Research Instrument

In the gathering of the data needed, the researcher utilized a survey questionnaire which was taken from the book of Salandanan (2006). The researcher made some modifications of the questions to fit in to the needed data as well as the nature of the student respondents, the PSTs. The teachers' personal qualities and the professional qualities were the main variables of the study. Likewise, the academic performance of the students was part of the data of which their prelim grades were taken. To aid the statistical interpretation, the three-point scale below was used.

Range of Mean	Descriptive Equivalent	Interpretation
2.5-3.0	Always	Indicator is always manifested.
1.6-2.4	Sometimes	Indicator is sometime manifested.
1.0-1.5	Never	Indicator is never manifested.



**Data Gathering Procedure**

The researcher followed the steps below in the gathering of data:

**Seeking Permission to Conduct the Study.** After the researcher-made questionnaire was checked by the adviser and validated by the panel of examiners, the researcher conducted a pilot testing to ensure validity. After few revisions of the questionnaire, the researcher asked permission from the College President of DDOSC to allow him to conduct this study. Likewise, the researcher also wrote a letter-request to inform the Campus Director of DDOSC New Bataan Campus about his intention to the conduct the study. All important documents needed were prepared after the approval of the College President. Proper dissemination of information was given to the prospective respondents.

**Administration and Retrieval of the Research Instrument.** The researcher himself distributed the research instruments to the student respondents who were asked to assess their teachers. The collection of the instruments was done immediately to ensure the confidentiality of the responses.

**Collation and Tabulation of Data.** After the collection of the survey questionnaire, after the collection of data, the researcher carefully tallied and submitted them to the statistician for statistical treatment. After which, the data were subjected to analyses and interpretations using the three-point scale as indicated in the research instrument.

**Statistical Tool**

The data obtained were tallied and tabulated. The statistical tools that the researcher used to guarantee the accuracy of the analysis and interpretations of the findings were the following:

**Mean.** This was used to determine the level of personal and professional qualities of teachers.

**Pearson Correlation.** This was used to determine the relationship between the personal and professional qualities of teachers and the academic performance of the learner

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

**PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter presents, analyzes, and interprets data gathered from the study. The main concern of the researcher in this chapter is to answer the questions raised in the study.

**Personal Qualities**

Passion. Table 1 below shows the level of personal qualities of the teachers in terms of passion.

Table 1

**Passion**

	Indicators	Mean	Descriptive Equivalent
1.	Demonstrate punctuality.	2.7	Always
2.	Handles the students with fairness and equality.	2.4	Sometimes
3.	Takes risks parallel to his/her efforts and abilities to influence the students.	2.6	Always
4.	Is ready at all times in facing challenges in the classroom.	2.7	Always
	<b>Overall Mean</b>	<b>2.6</b>	<b>Always</b>

It is indicated in the table the overall mean that is 2.6 which has a descriptive rating of always, which means that indicators for passion of the teachers in teaching is always manifested.

Item nos. one and four have the highest mean of 2.7 which is interpreted as always manifested. It means that the teachers demonstrated punctuality and ready at all times in facing all challenges in the classroom. While, item no. three, *takes risks parallel to his/her efforts and abilities to influence the students* has gotten a rating of 2.6 which is also interpreted as always manifested.



The result supports the statement of Hoobs (2012) that to be passionate about teaching is not only to express enthusiasm but also to enact it in a principled, value-led, intelligent way. All effective teachers have passion for their subject, passion for their pupils and have passionate belief that who they are and how they teach can make a difference in their pupils’ lives, both in the moment of teaching and the days, weeks, months and even years afterwards. He further explained that passion is associated with enthusiasm, caring, commitment, and hope, which are themselves key characteristics of effectiveness in teaching.

Those teachers assessed by the PSTs are passionate enough to make their students be inspired to study hard despite the difficulties they encountered as students. Hoobs added, what it can mean for a teacher to be compelled by and passionate about the subject and students engaging with the subject, to have a coherent and unified sense of what the subject is about and how to bring it to life for students, and to be transformed by what he/she knows and believes in a way that aligns them to personally and professionally identify with the subject. The teachers’ constructions of the subject, their students and teaching was not simply cognitive but had an aesthetic dimension.

**Humor.** Table 2 presents the data regarding the humor as one of the personal qualities of teacher and its influence to the PSTs.

Table 2

**Humor**

	Indicators	Mean	Descriptive Equivalent
1.	Makes the class alive to make students not to bore.	2.7	Always
2.	Creates stress free environment.	2.5	Always
3.	Takes measures to minimize anxiety and fear of the teacher and or the subject.	2.4	Sometimes
4.	Creates a comfortable learning environment.	2.6	Always
	<b>Overall Mean</b>	<b>2.6</b>	<b>Always</b>

It can be gleaned that the overall mean is 2.6 with a descriptive rating of always which means that the overall indicators of the personal qualities of teachers in terms of humor are always manifested by the teachers. It is clearly seen in the table that item no. one has the highest mean rating of 2.7. It also means that teacher helps learners feel more comfortable and open to learning. Using humor brings enthusiasm, positive feelings, and optimism to the classroom. Item no. four gained mean rating of 2.6 and 2.5 respectively. Jonas (2012) suggested that humor stretches thinking which helps develop alternative ideas, promotes ambiguity, unusual combination of ideas and allows convention rules to be challenged. In the same manner Hackathorn et al (2012) in their study concluded that using humor to teach material significantly increased students’ overall performance on exams, particularly on knowledge and comprehension.

**Values and Attitudes.** Table 3 presents the data regarding the values and attitudes of teachers.

Table 3

**Values and Attitudes**

	Indicators	Mean	Descriptive Equivalent
1.	Shows respect for the students ideas and opinions.	2.8	Always
2.	Maintains a learning environment of courtesy and respect for different learners (Ability, culture and gender).	2.7	Always
3.	Provides culture-fair opportunities for learning	2.7	Always
4.	Is careful about the effect of ones behavior on students.	2.6	Always
	<b>Overall Mean</b>	<b>2.7</b>	<b>Always</b>

It is indicated in the table above that the overall mean of all the indicators is 2.7 which has a descriptive rating of always manifested. It is revealed that teachers show positive values as they interact with their students. Item no. one has a mean rating of 2.7, always manifested; item nos. 2 and 3 received mean rating of 2.6 while item no. 4 has a mean rating of 2.6 which is described as always manifested. The findings suggest that teachers possessed the good values and attitudes. As they interact with their students they were consistent of their values and attitudes. The findings conform to Sutton (2014) that there is a clear need for teachers who love what they felt destined to do and genuinely care about their students. While continually building on student-teacher relationships, successful teachers could then minimize unacceptable student behavior through planning productive lessons. Perhaps successful teachers could possibly eliminate most minor classroom interruptions and all major or more serious offenses such as bullying and harassment within the classroom.



**Patience and Enthusiasm.** Shown in Table 4 is the result on the patience and enthusiasm of the teachers as one of their personal qualities.

Table 4  
**Patience and Enthusiasm**

	Indicators	Mean	Descriptive Equivalent
1	Manifesting personal qualities such as enthusiasm, flexibility and caring.	2.6	Always
2.	Is consistent with his/her values and beliefs.	2.6	Always
3.	Is prepared to support his/her students with care.	2.8	Always
4.	Is open-minded to listen to the opinions of others.	2.8	Always
	<b>Overall Mean</b>	<b>2.7</b>	<b>Always</b>

It is shown in Table 4 explains that the teachers have always the patience and enthusiasm in teaching. The overall mean is 2.7 described as always manifested. Item nos. 3 and 4 obtained rating means of 2.8 respectively while item nos. one and two, 2.6 which described as always manifested. This result explains that teachers are consistent in their caring attitude; being open-minded, and flexible. This finding corroborates the ideas of Gruber (2012) who explained the importance of personality factors such as approachability, friendliness, being receptive to student suggestions, sense of humor, and enthusiasm. Professors should also cover “real-world” content, provide prompt feedback and act on student suggestions, all these being attributes that have a strong impact on satisfaction levels.

Also, Gurney (2007) pointed out the effective interaction between the teacher and the students, creating an environment that respects, encourages and stimulates learning through experience. It is essential in creating an ethos of learning that will allow students to feel comfortable in the classroom. The working environment that is generated by the interaction and the enthusiasm of the teacher will remove the stigma of ‘working’ and turn the learning process into something that is rewarding and therefore to strive towards. In effect, the creation of an effective learning environment would generate a positive learning atmosphere throughout a school

**Communication Skills.** Table 5 shows the results of the evaluation of the students on the communication skills of their teachers.

Table 5  
**Communication Skills**

	Indicators	Mean	Descriptive Equivalent
1.	Conducts classes effectively by structure, pacing, timing, and maintenance of discipline.	2.7	Always
2.	Presents ideas clearly both oral and writing.	2.6	Always
3.	Requests feedback on communication skills and uses it for self-improvement.	2.6	Always
4.	Engages and holds attention of students in all discussions.	2.6	Always
	<b>Overall Mean</b>	<b>2.6</b>	<b>Always</b>

Table 5 shows that the overall mean of the communication skills of teachers is 2.6 which is described as always manifested. Data reveals that item no. one obtained the highest mean, 2.7 which means that teachers conduct classes effectively by structure, pacing, timing and maintenance of discipline. The rest of the variables obtained mean rating of 2.6.

This result provides support to the ideas presented by Rubio (2009) who discussed that communication skills are vital for anyone who has a teaching job. Effective teachers are always effective communicators. They communicate clearly about course objectives, content and testing, making sure to provide a rationale for learning particular material and adapt instruction to their student's level of knowledge and skill. Lacks of communication mean that the students will not understand key concepts at all, or they will do incorrectly. Effective teacher can take something that is complex and present it in a way that can be easily absorbed by the students, and through different verbal and non-verbal communications.



**Professional Qualities**

**Mastery of the Subject Matter.** It is reflected in Table 6 the mastery of the subject matter as one of the professional qualities of the teacher.

Table 6  
Mastery of the Subject Matter

Indicators		Mean	Descriptive Equivalent
1.	Delivers accurate and updated content knowledge using appropriate methodologies, approaches and strategies.	2.8	Always
2.	Explains learning goals, instructional procedures and content clearly and accurately to students.	2.6	Always
3.	Links the current content with past and future lessons.	2.5	Always
4.	Creates situations that encourage learners to use higher order thinking skills.	2.7	Always
5.	Engages and sustains learner’s interest in the subject by making content meaningful and relevant to them.	2.7	Always
<b>Overall Mean</b>		<b>2.7</b>	<b>Always</b>

It is indicated in Table 6 the overall mean that is 2.7 described as always. This means that the mastery of the subject matter of the teachers is always manifested.

The highest mean is 2.8 in which teachers delivered accurate and updated content knowledge using appropriate methodologies, approaches and strategies. The result signifies that teachers have knowledge of the subject matter they teach. They delivered the lesson with ease and confidence and allowed greater possibility for the learners to be more challenged and motivated by the way on how they give the information with mastery. They stimulated interest by both showing the students the content’s real-world connections and by involving students in activities that inspire creative applications. It is very important for the teachers that their topic his meaningful and functional.

This is in support to the findings of the study conducted by Jadama (2014) which stated that understanding of subject matter by a teacher implies that teachers are able to teach the main points of the subject matter to students. Example, a teacher who is knowledgeable in Equations, is teaching this topic he/she should be able to define an equation. He/she should be able to solve the variables in the equation and should be able to solve equation by elimination and transposition. Conversely, a teacher will not be able to teach the students all the main points of the equations. This difference in knowledge of subject of a teacher affects his/her teaching and consequently affects students’ understanding of the subject matter.

**Understanding the Diversity of the Learners.** Table 7 presents the level of understanding of the diversity of the learners as one of the professional qualities of teachers.

Table 7  
Understanding the Diversity of the Learners

Indicators		Mean	Descriptive Equivalent
1.	Makes appropriate adjustment for learners of different socio-cultural and economic backgrounds.	2.5	Always
2.	Adopts strategies to address needs of differently-abled students.	2.4	Sometimes
3.	Recognizes multi-cultural background of learners when providing learning opportunities.	2.6	Always
4.	Design learning experiences suited to the different kind of learner	2.6	Always
5.	Paces lessons appropriate to the needs and/or difficulties of learners.	2.4	Sometimes
<b>Overall Mean</b>		<b>2.6</b>	<b>Always</b>

Table 7 indicates the overall mean of 2.6 which is described as always manifested. The data indicate that the teachers manifested an *understanding the diversity of their learners*. They are aware that different strategies in teaching must be employed to answer the diverse needs of the students. Lessons are appropriately prepared for the students differences in the cognitive aspect. According to Felder & Brent (2005) that students differ from one



another in a wide variety of ways, including the types of instruction to which they respond best (learning styles), the ways they approach their studies (orientations to studying and approaches to learning), and their attitudes about the nature of knowledge and their role in constructing it (levels of intellectual development). The more thoroughly instructors understand the differences, the better chance they have of meeting the diverse learning needs of all of their students.

**Understanding the Principles and Methods of Teaching.** It is revealed in Table 8 the teachers’ understanding the principles and methods of teaching.

Table 8  
Understanding the Principles and Methods of Teaching

Indicators		Mean	Descriptive Equivalent
1.	Uses individual and cooperative learning activities to improve capacities of learners for higher learning.	2.7	Always
2.	Encourages the learners to ask questions	2.9	Always
3.	Uses a variety of teaching approaches and techniques appropriate to the subject matter and the learners.	2.7	Always
4.	Uses material which fit the learners learning style, goals and structure.	2.4	Sometimes
5.	Aligns with lessons objectives the teaching methods, learning activities and instructional materials or resources appropriate to learners.	2.5	Always
<b>Overall Mean</b>		<b>2.7</b>	<b>Always</b>

The overall mean for understanding the principles and methods of teaching is 2.7 which is always manifested by the teachers. Data reveal that in item no.two has the highest mean of 2.9. It implies that students observed that their teachers encouraged them to ask questions. r and probably solve; to encourage pupils to sense of prospect of success and demonstrate difficulties in a certain procedure.

The two items obtained a mean 2.7, uses individual and cooperative learning activities to improve capacities of learners for higher learning and uses a variety of teaching approaches and techniques appropriate to the subject matter and the learners.

According to Kilic (2010), teacher should be designed in accordance with the changing responsibilities and roles of teachers. In order to realize this purpose, firstly, learning methods and activities teacher candidates are exposed to should involve different experiences. Secondly, teacher education should focus on not “what” teachers should teach, but more on “how” they should teach. Not putting learners in the center of education means viewing knowledge and learners as immutable entities. In addition, both knowledge and learners are changeable. Since it is not possible for one individual to teach another individual, what needs to be focused on is how an individual learns they should be able to select teaching materials and learning strategies, plan teaching activities, determine measurement and evaluation activities, implement and evaluate teaching.

**Understanding other Field of Discipline.** Table 9 below presents the evaluation of the students on the understanding other field of discipline.

Table 9  
Understanding other Field of Discipline

	Indicators	Mean	Descriptive Equivalent
1.	Relates the lessons to other discipline for broader understanding	2.7	Always
2.	Integrates relevant works and ideas to enrich the lesson as needed.	2.6	Always
3.	Uses examples that are within the grasps of the learners.	2.8	Always
4.	Integrates language, literacy and skills development and values in the lesson.	2.7	Always
5.	Accepts ideas and experiences of the learners.	2.8	Always
<b>Overall Mean</b>		<b>2.7</b>	<b>Always</b>



It is indicated in Table 9 the overall mean, 2.7 which is always manifested. From the table, it can be seen that teachers' *understanding the other field of discipline* is rated as always which suggests that teachers integrate their lessons to other field of disciplines. They are able to link their subject matter to other subjects for better understanding on the part of the students. Data from this table can be compared to the study of Kurt & Ayas (2012), who claimed that the teaching activities based on a four-step constructivist model is more effective for students to understand the rate of chemical reactions concept and to apply them in real-life events compared to the traditional teaching approach.

Table 10 shows the summary of the evaluations on the personal qualities of the teachers as evaluated by their students.

Table 10  
Summary Table of the Personal Qualities of the Teacher

Indicators	Mean	Descriptive Equivalency
Passion	2.6	Always
Humor	2.6	Always
Values and attitudes	2.7	Always
Patience/Enthusiasm	2.7	Always
Communications	2.6	Always
<b>Overall Mean</b>	<b>2.6</b>	<b>Always</b>

From the data in Table 10, it clearly indicates that the five indicators under the personality of the teachers obtained almost the same ratings yielding to overall rating of 2.6 with a descriptive rating of always manifested.

The result implies those to be effective teachers is to care about the students and are passionate about teaching. Passion and enthusiasm draw students into learning. It excites their minds, creates curiosity and inspires them to raise their energy levels in class. Students learn best in a positive atmosphere. Humor is the best way to break the negative situations. Respect others to gain respect in return. Teachers who respect their students also respect themselves. Teachers who respect their students' privacy, who speak to student individually after class and who are sensitive to their students' needs and feelings tend to be the most respected.

Table 11 shows the evaluations of the students on the professional qualities of the teacher.

Table 11  
Summary Table on the Professional Qualities of the Teacher

Indicators	Mean	Descriptive Equivalent
Mastery of the subject matter	2.7	Always
Understanding the diversity of learner	2.5	Always
Understanding the principles and methods of teaching	2.6	Always
Understanding of other field discipline for broader understanding	2.7	Always
<b>Overall Mean</b>	<b>2.6</b>	<b>Always</b>

Collectively, the results highlight the overall mean of 2.6 in the evaluations made by the students on the professional qualities of the teachers. The result is interpreted as always manifested. In view of all that has been mentioned in the table, it only simply shows that teachers are equipped with the professional qualities to qualify them to teach the education students. They are worthy to be emulated by their students.

The finding is similar to Gruber (2012) that emphasized the three attributes of the teacher which are the expertise in other subject areas, variety of teaching methods and fostering of teamwork that have the potential to increase the student engagement.

### Correlation between the Professional Qualities of the Teachers and the Academic Performance of the Students

Table 12 indicates the correlation between the professional qualities of teachers and the academic performance of the students.





Table 12  
 Correlation between Professional Qualities of Teachers and Academic Performance of the Students

	Academic Performance	Professional Qualities	Remarks
Pearson Correlation	1	-.276**	Significant
Academic Performance Sig. (2 tailed)	.119	.002	
N	119	119	
Pearson Correlation	-.276**	.119	
Professional Qualities Sig. (2 tailed)	.119	.119	
N	119	119	

Table 12 presents the relationship between the professional qualities and academic performance of the students. Taken together, the result suggests that there is a significant correlation between the professional qualities of the teachers and the academic performance of the students. Using the Pearson correlation, it yielded equal to  $-.276^{**}$  with alpha  $.002$ . Based on this result, the decision is to reject the null hypothesis which means that there is a significant relationship between the professional qualities of the teacher and the academic performance of the students.

The correlation between the professional qualities of teachers and the academic performance of the students is interesting. For the students the professional qualities matter most for them. They simply learned better if the teachers mastered their lesson; recognized the differences of the students; used varied teaching strategies and approaches; and able to integrate the lessons to other disciplines.

It can be compared to the study of Kim & Olson (2016) who pointed out that Chinese university students believed that the professors who have values such as relational and caring, entertaining and interesting, skilled and experts affect their performance.

Table 13 presents the descriptive statistics of academic performance and the professional qualities of teachers.

Table 13  
 Descriptive Statistics of Academic Performance and Personal Qualities of the Teacher

	Mean	Std. Deviation	N
AcaPer	88.4158	2.87278	119
PerQ	2.8716	2.24502	119

The table shows that academic performance of the 119 students has a mean of 88.4158 with the standard deviation 2.87278. It also presents the personal qualities of the teacher which has the mean of 2.8716 with standard deviation of 2.24502.

Table 14 presents the correlation between the personal qualities of teachers and academic performance of the students.



Table 14  
 Correlation of Personal Qualities of Teachers and the Academic Performance of Students

	Academic Performance	Personal Qualities	Remarks
Pearson Correlation Academic Performance Sig.(2 tailed) N	1	-.030** .746	Not Significant
Pearson Correlation Personal Qualities Sig.( 2 tailed) N	119 -.030**	119 1	

Table 13 presents the relationship between the personal qualities and academic performance of students. Using the Pearson correlation, the result yielded to  $-.030$  with alpha  $.746$ . Based on this result, the decision was to accept the null hypothesis which means that there is no significant relationship between personal qualities and academic performance of the students. The personal qualities of the teachers are not correlated with the academic performance of the students. In view of this result, it could be explained that whether the teacher is passionate, humorous, enthusiastic, patient, and have good communication skills, there is no effect to the students' academic performance. As long as their teachers are knowledgeable on the topics, vary the teaching strategies and methodologies and able to relate the topics to other disciplines are the most important qualities that the students need to learn.

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and the recommendations of the study.

#### Summary of Findings

The following are the findings of the study:

1. In terms of the professional qualities of teachers as evaluated by the students, the overall mean is 2.6 with descriptive equivalent of always manifested.
2. As to the personal qualities of teachers, it was evaluated with overall mean rating of 2.6 with a descriptive equivalent of always manifested.
3. The average mean of the academic performance of the students is 88.42% with a standard deviation of 2.87.
4. Using Pearson correlation, there is a significant relationship between the professional qualities of the teachers and the academic performance of the students. There is a positive correlation between these two variables with  $-.276$  at alpha 0.02.
5. There is no correlation established between the personal qualities of teachers and the academic performance of the students. Using Pearson correlation, the result is  $.746$  at alpha  $-.030$ . This means that there is no significant relationship of personal qualities of the teacher and the academic performance of the students.

#### Conclusions

Based on the findings, it was found out that there is a significant relationship between the professional qualities of teachers and the academic performance of the students. A positive correlation was established using Pearson correlation. The Personal qualities did not show any significant relationship with the academic performance of the students.

#### Recommendations:

From the findings, the researcher has come up with the following recommendations:

1. The teacher must continuously update themselves with knowledge and acquire new methods, approaches and strategies in teaching by attending seminars, workshops and pursuing further studies.



2. The teacher must always use the variety of approaches, methods and strategies to answer the diverse needs of the students.
3. Further research needs more to examine closely the relationship between the personal qualities of teachers and the academic performance of the students.

## REFERENCES

1. Abrahamson, C. E. (2011). *Methodologies for Motivating Student Learning through Personal Connections*. In *Forum on Public Policy Online* (Vol. 2011, No. 3). Oxford Round Table. 406 West Florida Avenue, Urbana, IL 61801.
2. Abrea, R. R. (2015). *Status of Co-Curricular and Extra Class Activities of Student Organizations from Selected Tertiary Institutions in the Philippines*. *Asia Pacific Journal of Multidisciplinary Research*, 3(4).
3. B.S Javier (2015) *Determinants of Employability of the Information Technology Graduates in Cagayan State University, Philippines* Retrieved from <https://goo.gl/a7p7pQ>
4. Benamer, H. M., Brujal, K. J. S., Delantar, E. A. D., De Villa, M. J. A., &Caiga, B. T. (2016). *Profile of Engineering Students Based on the Characteristics of Successful Learners*. *Asia Pacific Journal of Academic Research in Social Sciences*, 1.
5. Brewer, E. W., & Burgess, D. N. (2005). *Professor's role in motivating students to attend class*.
6. Britta K. Morris-Rothschild, &Marla R. Brassard (2006) *Teachers' conflict management styles: The role of attachment styles and classroom management efficacy* <https://goo.gl/Nz2cJf>
7. Bustos-Orosa, M. A. (2008). *Inquiring into Filipino teachers' conceptions of good teaching: A qualitative research study*. *The Asia-Pacific Education Researcher*, 17(2), 157-171.
8. Carrell, S. E., & West, J. E. (2010). *Does professor quality matter? Evidence from random assignment of students to professors*. *Journal of Political Economy*, 118(3), 409-432.
9. Charles, T. (2014). *Teacher Attitudes and Practices that Support Student Learning*. [dc.etsu.edu](http://dc.etsu.edu)
10. Craig E. Abrahams & James Madison (2011) *Methodologies for Motivating Student Learning through Personal Connections* Retrieved from <https://goo.gl/4t7dbh>
11. De Paola Maria (2008) *Does Teacher Quality Affect Student Performance? Evidence from an Italian University* Retrieved from <https://goo.gl/bNNWJ>
12. De Paola, M. (2009). *Does teacher quality affect student performance? Evidence from an Italian university*. *Bulletin of Economic Research*, 61(4), 353-377.
13. Diska Fatima Virgiyanti, UtamiWidiati, Suharmanto2016 *Characteristics of effective Junior High School English Teachers in KabupatenPacitan based on students' and teachers' perceptions* Retrieved from <https://goo.gl/Yey2Jr>
14. Dixon, F. A., Yssel, N., McConnell, J. M., & Hardin, T. (2014). *Differentiated instruction, professional development, and teacher efficacy*. *Journal for the Education of the Gifted*, 37(2), 111-127.
15. Dr Robert J. Vallerand 2015 *The Psychology of Passion: A Dualistic Model*
16. Ernest Bewer and David W. Brewer (2005) *Professor's Role in Motivating Students to Attend Class* Retrieved from <https://goo.gl/UWs5S5>
17. Ethel de Leon-Abao, (2014). *"Teachers' Instructional Competence on Students' Comprehension Skills and Critical Thinking Ability"*, *Open Journal of Social Sciences*, 2014 , 2, 334-339 Published Online April 2014 in *SciRes*. Retrieved from <https://goo.gl/mnP8Bh>
18. Eugene P. Kim and Mathias Olson (2016) *Exemplary Chinese University Professor: Qualities and Impact on Students* Retrieved from <https://goo.gl/PKZ6KN>
19. Felder, R. M., & Brent, R. (2005). *Understanding student differences*. *Journal of engineering education*, 94(1), 57-72.
20. Flutter, J., & Rudduck, J. (2004). *Consulting Pupils: What's in it for Schools?* Psychology Press.
21. Lansangan, M. L. G., Quiambao, D. T., Baking, E. G., Nicdao, R. C., Nuqui, A. V., & Cruz, R. C. (2015). *Correlates of Students' Academic Performance in Intermediate level*. *Management*, 1(2), 1-7. Garcia, E., Arias, M. B., Harris Murri, N. J., & Serna, C. (2010). *Developing responsive teachers: A challenge for a demographic reality*. *Journal of Teacher Education*, 61(1-2), 132-142.
22. Good, J., Howland, K., & Thackray, L. (2008). *Problem-based learning spanning real and virtual worlds: a case study in Second Life*. *ALT-J*, 16(3), 163-172.
23. Gruber, T., Lowrie, A., Brodowsky, G. H., Reppel, A. E., Voss, R., & Chowdhury, I. N. (2012). *Investigating the influence of professor characteristics on student satisfaction and dissatisfaction: A comparative study*. *Journal of Marketing Education*, 34(2), 165-178.
24. Gruber, T...et al., (2012) . *Investigating the influence of Professor characteristics on Student satisfaction and dissatisfaction: A comparative Study* *Journal of Marketing Education*, 34(2), pp. 165-178. <https://dspace.lboro.ac.uk>
25. Gurney, P. (2007). *Five factors for effective teaching*. *New Zealand journal of teachers' work*, 4(2), 89-98.
26. Hackathorn, J., Garczynski, A. M., Blankmeyer, K., Tennial, R. D., & Solomon, E. D. (2012). *All kidding aside: Humor increases learning at knowledge and comprehension levels*. *Journal of the Scholarship of Teaching and Learning*, 11(4), 116-123.



27. Hobbs, L. (2012). *Examining the aesthetic dimensions of teaching: Relationships between teacher knowledge, identity and passion. Teaching and Teacher Education*, 28(5), 718-727.
28. Hong-biao Yin a,\*, (John Chi-Kin Lee 2011) *Be passionate, but be rational as well: Emotional rules for Chinese teachers' work* <https://goo.gl/phy4A2>
29. Javier, B. S. (2015). *Determinants of Employability of the Information Technology Graduates in Cagayan State University, Philippines Countryside Development Research Journal*, 3(01), 43-52.
30. Jonas, P. M. (2012). *Successfully teaching with humorous videos: Videagogy. New Horizons for Learning*, 10(1).
31. Keller, M., Neumann, K., & Fischer, H. E. (2013). *Teacher Enthusiasm and Student Learning. International guide to student achievement*, 247-250.
32. Kilic, A. (2010). *Learner-Centered Micro Teaching in Teacher Education. Online Submission*, 3(1), 77-100.
33. Kim, E. P., & Olson, M. (2016). *Exemplary Chinese University Professors: Qualities and Impact on Students. IAFOR Journal of Education*, 4(1), 123-145.
34. Kolar, M. (2012). *Humor in teaching (Doctoral dissertation, Filozofskifakultet, Sveučilište Josipa Jurja Strossmayera u Osijeku)*.
35. Kunter, M., Tsai, Y. M., Klusmann, U., Brunner, M., Krauss, S., & Baumert, J. (2008). *Students' and mathematics teachers' perceptions of teacher enthusiasm and instruction. Learning and Instruction*, 18(5), 468-482.
36. Kurt, S., & Ayas, A. (2012). *Improving students' understanding and explaining real life problems on concepts of reaction rate by using a four step constructivist approach. Energy Education Science and Technology Part B: Social and Educational Studies*, 4(2), 979-992
37. Lansangan, M. L. G., Quiambao, D. T., Baking, E. G., Nicdao, R. C., Nuqui, A. V., & Cruz, R. C. (2015). *Correlates of Students' Academic Performance in Intermediate level. Management*, 1(2), 1-7.
38. Lei, S. A., Cohen, J. L., & Russler, K. M. (2010). *Humor on learning in the college classroom: Evaluating benefits and drawbacks from instructors' perspectives. Journal of Instructional Psychology*, 37(4), 326-332.
39. Ma, Alicia Bustos-Orosa (2008) *Inquiring into Filipino Teachers' Conceptions of Good Teaching: A Qualitative Research Study* Retrieved from <http://docshare01.docshare01.docshare.tips/files/29406/294067764.pdf>
40. Makewa, L. N., Role, E., & Genga, J. A. (2011). *Teachers' use of humor in teaching and students' rating of their effectiveness. International Journal of Education*, 3(2), 1.
41. Martin, R. A. (2010). *The Psychology of Humor: An Integrative Approach. Academic press. books.google.com*
42. Mishra, P., & Koehler, M. J. (2006). *Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. Teachers College Record*, 108(6), 1017.
43. Morris-Rothschild, B. K., & Brassard, M. R. (2006). *Teachers' conflict management styles: The role of attachment styles and classroom management efficacy. Journal of School Psychology*, 44(2), 105-121.
44. Murray Nettles, S., Mucherah, W., & Jones, D. S. (2000). *Understanding resilience: The role of social resources. Journal of Education for Students Placed at Risk (JESPAR)*, 5(1-2), 47-60.
45. Orosz, G., Tóth-Király, I., Bóthe, B., Kusztor, A., Kovács, Z. Ü., & Jánvári, M. (2015). *Teacher enthusiasm: a potential cure of academic cheating. Frontiers in psychology*, 6.
46. *Preamble in Philippines Professionalization Act of 1994 and Paragraph (a), Section 6., P.D No. 223, the Code of Ethics for Professional Teachers*
47. Prithishkumar, I. J., & Michael, S. A. (2014). *Understanding your student: using the VARK model. Journal of postgraduate medicine*, 60(2), 183.
48. R Abrea (2015) *Status of Co-curricular and Extra Class Activities of Student Organization from Selected Tertiary Institutions in the Philippines Asia Pacific*
49. *Journal of Multidisciplinary Research, 2015 - apjmr.com* Retrieved from <https://goo.gl/mgT4nP>
50. *Robert Fried 2015 The Passionate Teacher: A Practical Guide*
51. Rubio, C. M. (2009). *Effective teachers—Professional and Personal skills. ENSAYOS: Revista de la Facultad de Educación de Albacete*, 24, 35-46.
52. *Saundra Murray Nettles, Wilfridah Mucherah, and Dana S. Jones (2002) Understanding Resilience: The Role of Social Resources* Retrieved from <https://goo.gl/8BqdvU>
53. *Scott E. Carrell & James E. West (2008) Does Professor Quality Matter? Evidence from Random Assignment of Students to Professors* Retrieved from <https://goo.gl/nn4uqN>
54. *Scriver, C. M. (2009). The Relationship between Student Achievement and teacher attitude: A correlational study (Doctoral dissertation, Northcentral University)*.
55. *Sherman, J., Rasmussen, C., & Baydala, L. (2008). The Impact of Teacher Factors on Achievement and Behavioural Outcomes of Children with Attention Deficit/Hyperactivity Disorder (ADHD): A review of the literature. Educational research*, 50(4), 347-360.
56. *Sibuyi, C. D. (2013). Effective teachers' pedagogical content knowledge in teaching quadratic functions in mathematics (Doctoral dissertation)*.
57. *Theresa A. Thomas Ten Traits of a Great Teacher* <https://goo.gl/KW6ZZF>
58. *Tirri, K. (2011). Holistic school pedagogy and values: Finnish teachers' and students' perspectives. International Journal of Educational Research*, 50(3), 159-165.



60. Truett, K. (2011). *Humor and students' perceptions of learning*. Diss. Texas Tech University. [researchgate.net](https://www.researchgate.net)
61. Virgiyanti, D. F., Widiati, U., & Suharmanto, S. (2016). *Characteristics of effective Junior High School English Teachers in Kabupaten Pacitan based on Students' and teachers' perceptions*. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 1(3), 338-346.
62. Yang, E. (2008). *Teaching and Learning Communication Skills in Medical Education*. *Korean Journal of Medical Education*, 20(2), 99-107.
63. YH Wang (2010) *Using communicative language games in teaching and learning English in Taiwanese Primary Schools*. [lib.kuas.edu.tw](http://lib.kuas.edu.tw)
64. Zehir Topkaya, E., & Yavuz, A. (2011). *Democratic values and teacher self-efficacy perceptions: A Case of Pre-service English Language Teachers in Turkey*. *Australian Journal of Teacher Education*, 36(8), 3.