

DOES AN IDEAL TEACHER MAKE AN EFFECTIVE EDUCATOR? AN EVALUATION OF WORK VALUES AND TEACHING EFFECTIVENESS

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ABSTRACT

The question of whether excellent work values makes a teacher also effective as a molder of mind is often posed to educators on the quest to provide efficient and effective instruction. After all, work values of teachers are contributory to their teaching effectiveness. This study was conducted to determine the work values of Science teachers in Capiz State University for the School Year 2014-2015 and find out if performance in one area enhances the performance in the other, or so. It is a long-held idea that effectiveness and work values are connected, which are contributory to better teaching and learning experience. Nevertheless, this study found out that science teachers are effective at work regardless of their work values.

Keywords: Teaching, Effectiveness, Work Values

INTRODUCTION:

A value is considered as a principle or standard that is held in high esteem by an individual and is related to all aspects of one's personal and official life. Values should be developed in themselves so that individuals can meet their needs in socially acceptable ways (Rokeach, 1973). The more a person knows about his or her values, the better he or she will be able to determine which work environment would fit their personal and professional needs, and the skills they want to use and develop there. Research can give insights that values are stable and predictable of behavior over time (Meglino, Ravlin& Adkins, 1989; Rokeach, 1973). Thus, values act as a considerable factor in human motivation and achievement (Mankoff, 1974) and decision-making processes (Brown, et al., 2002). Work values are, thus, one aspect of an individual's value system. Work values are considered as the desired end state of an individual's participation at work. Therefore, these work values assist in defining career paths and goals. Nevertheless, once an individual joins an organization, its natural tendency that the individual would be susceptible to the organization's work values. These values will be used to guide how those who work in the organization should function. On the other hand, Locke and Henne (1986) posited that an individual's work values may also affect their work or desired goal, as well as effort and work performance.

Blood (1969) and Wollack, *et al.*, (1971) believed that values exist as a system of ethics. Work values have to impact on the worker's effective responses to work both in general and to specific characteristics (Blood, 1969). Zytowski (1970) surmised that a set of concepts that mediate a person's affective orientation and classes of external objects offering similar satisfaction is called as value.

It could never be denied that work values of teachers contribute to their teaching effectiveness. Walker (2008) noted that effective teachers reach classrooms with preparation for teaching. They possess optimistic attitudes about teaching, students and set no limits on students since they believe everyone can be successful. Furthermore, the most effective teachers are resourceful and inventive in how they can teach their classes and they are fair in handling their grading. It is inferred that these characters contribute in shaping the students to become learned, committed, dedicated, resourceful and innovative.

The study on work values and teaching effectiveness of teachers is based on the self-efficacy theory of Bandura. A person is believed to be self-efficient when he/she can maximize his full capabilities to organize and execute the courses of action in order to attain goals. This is when a person's belief on self about the ability which is reflected in their outputs (Bandura, 1977, 1986, 1997). With this, self-efficacy reflects the teacher's confidence in his or her ability to exert control over motivation, behavior, and teaching environment. This has a considerable effect of teaching experience to produce quality results as reflected on the students' performance. It is inferred that a teacher's behavior is motivated and regulated by self-evaluation reactions to their own actions, and therefore self-directedness partly determines the teacher's behavior inside the classroom. The goal to look into the connection between teacher's effectiveness in class and work values led the researcher to conduct this study. Specifically, this study aims to determine:

1. The level of work values of science teachers
2. The level of teaching effectiveness of science teachers;
3. The significant difference in the teaching effectiveness of science teachers according to the level of their work values

METHODOLOGY:

The study involves thirty-five science teachers, 24 administrators and 375 first-year students who are taking up science subjects in Capiz State University for the SY 2014-2015. Sample size was computed for the respondents using the Fish Bowl Method. The data for teaching effectiveness was gathered using the instrument used by Philippine Association of State Universities and Colleges (PASUC) which was adopted by Capiz State University for evaluating their teachers. The instrument measured the teaching effectiveness of science teachers according to their commitment, knowledge in subject, teaching independent learning, and management learning using the five-point Likert Scale.

The descriptive interpretation of mean score is indicated below.

| Scale | Description |
|-------------|-------------------|
| 4.21 – 5.00 | Outstanding |
| 3.41 – 4.20 | Very Satisfactory |
| 2.61 – 3.40 | Satisfactory |
| 1.81 – 2.60 | Fair |

| | |
|-------------|----------------|
| 1.00 – 1.80 | Unsatisfactory |
|-------------|----------------|

The data for the science teachers’ work values was gathered utilizing the instrument of Beluso (1989). Commitment, cooperation, honesty, perseverance, punctuality and resourcefulness were the basis of the respondents’ work values, which was rated using the five-point Likert Scale. The response category, mean score, and description were used as reflected below:

| Response | Mean Score | Description |
|-------------------|------------|-----------------|
| Strongly Agree | 4.21-5.00 | Very High |
| Agree | 3.41-4.20 | High |
| Uncertain | 2.61-3.40 | Moderately |
| Disagree | 1.81-2.60 | High |
| Strongly Disagree | 1.00-1.80 | Low Very Low |

RESULTS AND DISCUSSION:

Level of Work Values of Science Teachers:

The table 1 shows the data on the level of work values of science teachers. It was found that the teachers have ‘very high’ work values (i.e., mean score =4.42), as reflected on their dedication in observing punctuality when getting in and out of work. The teachers also reported willingness to spend time beyond the working hours to finish their tasks. They also expressed their commitment in inspiring and helping other students to address their academic needs, provide consultation, and inculcate values and right attitudes. They were also found to be highly cooperative, not frustrated when there is a need to revise their work and exhibit patience with colleagues and students. Science teachers were also observed as ‘very highly’ resourced person in preparing instructional materials that are affordable and reusable.

The outcome of this investigation is in cognizant to the suppositions of Usop (2013) and Johnson (2002) whose study inferred that the teachers with high work values and positive attitude are the key factors in ensuring the healthy climate of classroom environment. Johnson (2002) believed that science teachers’ commitment is an important ingredient of a good teacher. Therefore, teacher’s commitments have considerable impact in their quality, adoptability, attendance, retention, attitudes, and burnouts.

Table 1: Level of Work Values of Science Teachers In Terms of Commitment, Cooperative, Honesty, Perseverance, Punctuality and Resourceful

| Work Values | N | Mean | SD | Description |
|--------------|----|------|-----|-------------|
| Entire Group | 35 | 4.42 | .30 | Very High |
| Commitment | 35 | 4.45 | .39 | Very High |
| Cooperative | 35 | 4.39 | .51 | Very High |
| Honesty | 35 | 4.61 | .40 | Very High |
| Perseverance | 35 | 4.19 | .46 | High |
| Punctuality | 35 | 4.68 | .40 | Very High |
| Resourceful | 35 | 4.30 | .47 | Very High |

Level of Teaching Effectiveness of Science Teachers:

Science teachers were found to be ‘very highly’ effective in teaching with a mean of 4.48 as reflected in the Table 2. It was inferred that science teachers are more effective in the knowledge of subject, management learning and teaching for independent learning. Use of information technology and students’ exposure to these tools inside the classroom to enhance learning is considered as another helpful factor. Elmore (2006) posited that, to enhance students’ learning, instructional resources need modification as per the students’ needs. Teaching effectiveness is also shaped by a teacher’s personality traits, which in turn affect a teacher’s performance (Jacob and Lefgreen, 2005).

Table 2: Level of Teaching Effectiveness of Science Teachers in terms of Commitment, Knowledge of Subject, Teaching for Independent Learning and Management Learning

| Teaching Effectiveness | N | Mean | SD | Description |
|-----------------------------------|----|------|-----|-------------|
| Entire Group | 35 | 4.48 | .41 | Very High |
| Commitment | 35 | 4.47 | .42 | Very High |
| Knowledge of Subject | 35 | 4.50 | .48 | Very High |
| Teaching for Independent Learning | 35 | 4.48 | .48 | Very High |
| Management Learning | 35 | 4.49 | .40 | Very High |

Differences in Teaching Effectiveness among Levels of Work Values:

There is no significant difference in the teaching effectiveness of science teachers among the levels of their work values (data in Table 3). Work values do determine the effective teaching. Teachers are still effective even if they do not possess the necessary values toward work. A teacher can still be highly effective despite possessing low or high work values because majority of the teachers are teaching in their field of specialization. This means that the teachers reach school are already prepared to teach the lesson. Johnson and Hallgarten (2002) supported this claim. He posited that science teachers’ commitment is an important ingredient in effective teaching.

Table 3: ANOVA of Teaching Effectiveness Among Levels of Work Values

| Work Values | Mean | Variance | SS | df | MS | F | Sig. |
|---|------|--------------|-------|----|------|------|------|
| Very High (4.21-5.00) | 4.47 | Bet Grps | .035 | 1 | .035 | .208 | .651 |
| High (3.41 - 4.20) | 4.54 | Win Grps | 5.607 | 33 | .170 | | |
| Total | 4.48 | Total | 5.642 | 34 | | | |
| p>0.05 Not significant @ 5% alpha level | | | | | | | |

CONCLUSIONS:

The following conclusions were drawn based on the findings of this study:

1. Science teachers were found to possess the work values which an ideal educator should have. They display punctuality in work, dedication to spend more time to finish their task, offer consultation, and instilling values and right attitude among the students in their lessons. Their work values also reflect in their resourcefulness in preparing instructional materials that are not expensive and can be recycled.
2. Science teachers display the values of highly effective educators as their expertise in their subject area. They use different teaching strategies and instructional materials and promote independence in the classroom activities. They also create healthy atmosphere which is conducive for learning, show respect and consideration to students’ opinions, and opportunities for maximum student participation.
3. Science teachers’ teaching effectiveness cannot be influenced by their values toward work.
4. Effectiveness in class is not dependent on their work values.

RECOMMENDATIONS:

Based on the findings and conclusions, the research came up with the following recommendations:

1. The administration should device a system to provide equal opportunities to teachers on capability building.
2. Teachers should enhance work values especially those who were not observed and practiced.
3. The teachers should discharge the quadro-dimensional functions (Instruction, Extension, Research, and Production) as mandated by Higher Educational Institutions. The administration can spearhead activities so that these functions will be effectively carried out.
4. Teachers should exemplify positive work values for students to emulate and for the administration to recognize.

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