

TEACHING BEHAVIORS, STUDENTS' LEARNING ATTITUDES AND ACADEMIC PERFORMANCE: BASIS FOR AN ACTION PLAN

¹DR. TESSIE L. DELA CRUZ, ²DANIEL D. DELA CRUZ

¹*Ilocos Sur Polytechnic State College, Tagudin, Ilocos Sur, Philippines*

²*Ilocos Sur Polytechnic State College, Ilocos Sur, Philippines*

Abstract

Teaching behaviors are essential in influencing students' learning attitudes' which redound to excellent academic performance. In addition, faculty members must maximize their efforts in the teaching-learning processes to make rewarding experiences.

This study determined the faculty teaching behaviors, students' learning attitudes, and academic performance: the basis for an action plan.

Descriptive developmental method of research using questionnaire as the major instrument in gathering data. Documentary analysis was used to determine the academic performance of the 52 third year college students. Frequency counts, percentages and mean values were used in analysing data.

The level of faculty teaching behaviour is "very satisfactory, the level of students' learning attitudes are "extremely positive" and their academic performances just reached "very good. Most of the indicators on the level of faculty teaching behaviours and level of students' learning attitudes are "capabilities," need to strengthen. Few indicators are "constraints" need to address and improve. With these, an action plan is developed to enhance faculty teaching behaviours, students' learning attitudes and their academic performances.

The crafted action plan may be presented to concerned College Officials for use considering its details and importance in improving faculty teaching behaviours, students' learning behaviours and academic performances.

Keywords: Faculty, Teaching Behaviours, Students, Learning Attitudes, Academic Performance.

INTRODUCTION

The faculty members who influence the students to achieve the outcomes of education are those whose teaching behaviours, practices and attributes have inspired students to meet higher standards of learning. With these, the students can remember their teachers who enhanced their love of learning, taught their essential skills and interests that they continue to use considering their learning attitudes,

learning skills, and learning preferences and interests.

In addition, teaching involves a variety of actions. It is grouped into three categories logical acts which include explaining, concluding, inferring, giving reasons, amassing evidence, demonstrating, defining and comparing; strategic acts include motivating, counselling, evaluating, planning, encouraging, disciplining and questioning; and institutional

acts include chaperoning, patrolling the hall, attending meetings, taking attendance, consulting parents and keeping reports (Aquino, 2011).

The exhaustible energy, commitment and diligence of an industrious educator is willing to spend extra time and energy in serving students are manifestations of excellent teaching behaviours. In teaching, the educator is ready to do her best without thinking of material rewards. She is expected to generously assist the students in terms of personal expertise and stamina. Seeing an educator continuously busy inside and outside the classroom surely make students run to help and feel proud that they are using their hands and whole being for the common good, thus the teaching behaviors of teachers increase the academic performance of students

Constructivism as a theory for teaching and learning underpins a variety of student-centred teaching methods and techniques which contrast with traditional education whereby knowledge is surely passively transmitted by teachers to students. Anent to this, the teacher acts as a facilitator of learning and the students become active participants in their leanings. The teacher makes sure that she understands students' pre-existing conceptions and guides such activities to address them and build scaffolding. Scaffolding is a key feature of effective teaching where the adult continuously adjusts the level of her help in response to the learners' level of performance (McLeod 2019).

Moreover, in the context of teaching behaviours of faculty is done to facilitate learning to students which encompasses verbal and non-verbal behaviours manifested by the faculty in imparting education within an academic setting (Rashid, et.al. 2018). Thus, one specific factor to consider in acquiring very impressive learning attitudes and excellent academic performance of students is the teaching behaviour of teachers towards the students at hand.

Likewise, understanding the diversity of learners is very crucial to every teacher. Each learner is unique in many different ways

(Pawilen, 2017), so there is a need to prepare teachers who possess a high level of knowledge and skills that include a high level of cultural literacy that allows them to understand the nature and needs of every learner. The classrooms are becoming more complex and diverse in nature; hence teacher's role is very crucial in helping the students become useful members in the society (Ball, 2000).

Attitudes of students play an important role in learning. They contribute to the selection and processing of information in spite of on-going debates regarding the role of attitudes in information processing. Positive attitudes exert a motivational impact on learning while negative attitudes, to some extent, hinder learning (Fabito, et.al. 2018).

In the same vein, learning attitudes of the millennial learners in the 21st century education are the following: they have shorter attention span; they prefer interactive, experiential, and collaborative learning; they are very comfortable with technology; they are multitasking; they are instant gratification; they like informal and stimulating environments; they prefer casual and friendly relationships; they are often well-rounded; millennial prefer less formal learning environment in which they can informally interact with the instructor or professor and one another millennials are raised in non-authoritarian manner and are more likely to comply with course policies when educators provide them with a rationale for specific policies and assignments (Corpuz, 2018).

However, academic performance of students is measured through their continuous assessments by the teacher. The Cumulative Grade Point Average is the basis of student academic performance (Stumm, 2017).

The student's performance plays an important role in producing best quality graduates who will become great leaders and manpower for the country thus responsible for tech country's economic and social development. Academic achievement is one of the major factors considered by employers in hiring workers especially for fresh graduates. Therefore,

students have to put the greatest effort in their studies to obtain good grades and to prepare themselves for future opportunities in their career at the same time to fulfil the employer's demand (Ko, et.al., 2014)

Therefore Faculty members may continue to improve through: stimulating their own thinking by taking advantage of opportunities to learn new approaches to teaching, connection to student learning, hands-on to technology use, variety of learning experiences, collegial learning, and active participation in school and community activities.

In like manner, the increase of enrolment in Ilocos Sur Polytechnic State College, Tagudin Campus must be accompanied by a more important effort of enhancing the quality of education. The behaviours of teachers can play a major role in enhancing the learning attitudes of students as well as their academic performances. Hence, this research study is conceived and contributory in shaping, advising, and motivating faculty to create an environment of positive expectations, thereby motivating students to put efforts into active learning and retention.

Additionally, the researchers have been teaching Professional Education Courses and NSTP Courses, they observed that most of the students have different learning attitudes which affect their academic performance. Amidst these scenes, the researchers are prompted to conduct this study because there has never been a research study on this endeavour. There is a need to evaluate the behaviours of teachers, learning attitudes of students, and their academic performance to determine areas that need improvements and possible solutions to meet the current demands and challenges of the time. Likewise, adopting new measures to enhance or enrich and upgrade educational programs like formulating an action plan as a guide in helping faculty to acquire the proper teaching behaviour but also eventually the impact of learning attitudes and academic performance of the students that are taught at hand. Hence, the students are challenged to strive and work harder to meet the requirements of a highly advanced society.

Objectives

This study aimed to analyse the teaching behaviours of the faculty teaching the third-year college students of the College of Teacher Education and College of Arts and Sciences, learning attitudes and academic performance of third-year students academic year 2019-2020, first semester at Ilocos Sur Polytechnic State College, Tagudin Campus. Such findings served as bases for an action plan. Specifically, it aimed to determine:

1. Level of faculty teaching behaviours teaching the third-year college students in the College of Teacher Education and College of Arts and Sciences.
2. Level of learning attitudes of the third-year College students.
3. Academic performance of the third-year College students.
4. Capabilities and constraints on the level of teaching behaviours and students' learning attitudes.
5. Development of an action plan based on the assessed teaching behaviours of faculty, learning attitudes, and academic performance of students.
6. Level of the acceptability of the action plan

Scope of the Study

The respondents of the study were the 52 third year College students who took the Professional Education Courses from the College of Teacher Education (Bachelor of Secondary Education and Bachelor in Elementary Education) and College of Arts and Sciences (Bachelor of Arts in English, Bachelor of Arts in Social Science, Bachelor of Arts in Psychology and Bachelor of Science in Mathematics) of Ilocos Sur Polytechnic State College, Tagudin Campus, academic year 2019-2020, first semester. Total enumeration was considered.

Research Methodology

Research Design

The descriptive developmental method of research was used to determine the faculty teaching behaviours, students' learning attitudes and their academic performances. Descriptive method of research observes, describes, and documents aspects of situations as they naturally occur. It gives the researchers' abilities to look at whatever they are studying in so many various aspects and can provide a larger overview as opposed to other forms of research (Calderon, 1993).

Developmental research is the systematic study of designing, developing and evaluating instructional programs, processes and products that must meet the criteria of internal consistency and effectiveness (Richey, 2001).

In the same vein, this research study is developmental. The constraints of the study were identified and these were the bases of the researchers to develop an action plan designed to establish better teaching behaviours, learning attitudes, and academic performance of students in Ilocos Sur Polytechnic State College, Tagudin Campus.

Instrumentation

A modified questionnaire was adopted from different sources as a data-gathering instrument, hence content validation was made. The questionnaire contained the main variables used in the study namely: level of teaching behaviours and learning attitudes of students, another questionnaire was used on the level of acceptability of the action plan. However, documentary analysis was utilized to determine the academic performance of the students which were taken from the Registrar's Office and Deans' Offices of the College of Teacher Education and College of Arts and Sciences.

Moreover, the researchers submitted the final copy of the questionnaires to the Office of the Vice President for Planning, Information, and Research & Extension for further perusal and endorsement to the Office of the SUC President III for permission and approval to float the questionnaires. Upon approval, to float the

gathering instruments, the researchers immediately administered and retrieved the questionnaires to the respondents to get assurance of one hundred percent (100%) retrieval with the permission of the Campus Administrator of Tagudin Campus. Furthermore, they asked permission again from the Campus Administrator through the College Registrar and concerned College Deans to get the general point averages of the students, academic year 2019-2020 first semester.

Data Analysis

The data gathered were collated, tabled, read, tallied, analysed, and interpreted. Mean values were used to determine the level of faculty teaching behaviours and students' learning attitudes. To determine the students' academic performance frequency count, percentage and mean value were used. Likewise to determine the acceptability of the crafted action plan mean value was used. Upon knowing the result of the study, the researchers developed an action plan that aimed to enhance the teaching behaviours, learning attitudes, and academic performance of students. This was evaluated by the two Program Heads of the College of Teacher Education and three Program Heads of the College of Arts and Sciences to determine the acceptability of the action plan.

Results and Discussions

Level of Teaching Behaviours

Table 1 shows the level of teaching behaviours as perceived by the respondents.

Table 1. *Level of Teaching Behaviours*

Teaching Behaviours	Mean	DER
1. Makes favourable or reassuring comments when students give correct answers or sensibly original ideas.	4.12 3.64 3.80	VS VS VS
2. Shows the relation of the past lesson to the present lesson.	4.12 4.16	VS VS
3. Shows relation to the subject matter to recall life or out of a class situation.	3.19 4.22 4.16	S O VS
4. Provides a brief summary of	3.75	VS

the lesson towards the end of the class period.	3.62	VS
5. Adjust methods of instruction to the students' learning abilities.	4.12	VS
6. Cracks appropriate or relevant jokes.	4.22	VS
7. Answers questions in an expert and knowledgeable manner.	3.18 3.304.14 4.12	S S S
8. Explains the subject matter clearly.	3.84	VS
9. Cites current or up-to-date information on the subject matter.		VS VS
10. Adapts effectively to changes in classroom situations as demanded by the occasion.		
11. Displays behaviour such as vigorous and appropriate gestures, firm voice, etc. which indicates enthusiasm about and interest in the subject matter.		
12. Carries herself/himself well, showing self-confidence.		
13. Shows recognition of students by smiling, nodding, greeting, etc. when she/he meets outside the class.		
14. Makes himself available to students for consultation or assistance.		
15. Gives students challenging learning tasks.		
16. Promptly (with the next two sessions) inform students of the result of written tests and assignments.		
17. Praises or gives approval on desired academic behaviours such as doing assignments in class discussions.		
	3.86	VS
OVERALL MEAN:		

It is seen from the table that the highest indicators "Answers questions in an expert and knowledgeable manner" and "Carries herself/himself well, showing confidence" obtained mean values of 4.22 described as "Outstanding" while the lowest indicator shows recognition of students by smiling, nodding, greeting, etc. when she/he meets outside the class. obtained mean value of 3.18 described

as "Satisfactory". The overall mean of 3.86 indicates the "Very Satisfactory" teaching behaviours of the faculty.

These findings imply that the students evaluated their Instructors/Professors in their teaching behaviours as Very Satisfactory. This further shows that the faculty manifest mastery of the content of the courses that they are teaching and can readily answer questions or any queries from the students, a way of encouraging students to ask questions for further clarifications of the lessons learned especially when in doubt. Likewise, active class participation of students in the discussion can easily occur due to the sincere concern or behaviour of the teacher in acknowledging students' interests in learning. Additionally, the behaviours of teachers can greatly influence students' learning. These findings showed similar result with the study conducted by Quiocho (2018) that teaching behaviours play a vital role towards the attitude of students in learning which in turn achieve better result in academic performance. Likewise, Ngang et al (2015) stated that skilled and quality characteristics or behaviours of teachers can greatly motivate the interest, commitment and achievement of students.

However, despite the very satisfactory teaching behaviours of the faculty, the students would like their Instructors/Professors to create learning atmospheres with a healthy sense of humor in the classrooms, with a cheerful recognition and caring attitude outlook whenever she encounters them outside the class, find themselves available with students by offering something to relieve their sensations or any difficulties related to their lessons.

Salandanan (2018) opined that humor is an essential quality of a teacher; she must therefore be endowed with a robust sense of humor for without it she may not be teaching, instead, she is proving information devoid of feelings and being aloof and unapproachable impedes needed advice and assistance. Likewise, an educator must be a real person, free from boredom, angry, valuing the learners, respecting the learners' feelings, opinions,

personhood, and understanding the learners without judging or evaluating them, if these are absent, then the learning attitude of learners is sterile and not significant (Rubi, 2019). In like manner Solheim also (2018) stated that the main idea of the expectancy component is the ability of the teacher to perform a task in the classroom which is in line with Bandura's concept of self-efficacy. Self-efficacy is an important factor of effective and high quality leadership in the classroom, influence the choices people make and courses of action they pursue and consequently motivate them with excellent performance and behaviour of learners in the classroom.

Level of Learning Attitudes of the Respondents

Table 2 presents the learning attitudes of the third-year College students of the College of Teacher Education and College of Arts and Sciences.

Table 2. *Level of Learning Attitudes of the Respondents*

Indicators	Mean	Descriptive Rating
1. There will always be something new to learn for as long as I live.	4.24 3.38	Very Extremely Positive
2. I am not afraid to commit mistakes as long as I learn from them.	4.20 3.35 3.42	Moderately Positive Very Extremely Positive
3. I take advantage of every opportunity to learn.	4.18	Moderately Positive
4. I take charge of my own learning.	3.45	Extremely Positive
5. I am very willing and eager to learn.	3.50	Very Extremely Positive
6. I am grateful to teachers who demand quality and excellence for effective learning.	3.42	Extremely Positive
7. I have made it a habit to set my personal goals.		Extremely Positive
8. I find time to check my programs against my personal learning goals.		Extremely Positive
9. I give my best in everything I am		

asked to do to learn.	3.68	Extremely Positive
OVERALL MEAN		
As reflected in the table the highest indicator "There will always be something new to learn for as long as I live," obtained the highest mean value of 4.24 described as "Very Extremely Positive" and the lowest indicator "I take charge of my own learning" obtained mean value of 3.35 described as "moderately positive." The overall mean value was 3.68 described as "extremely positive." This finding indicates that third-year college students have extremely positive attitudes towards learning. They are motivated to learn. They have strong desire to learn more and have the potential to learn more resulted to a better academic performance. In addition, the students' extremely positive attitudes toward learning indicate that they view education as essential aspect in attaining success. Asci, et.al. (2016) stated that effective study behaviour enables students to take advantage of learning behaviors. Engaging the proper learning attitudes of students is considered a prerequisite of success. Hence, extreme positive attitudes toward learning from students' awareness of its importance has essential role to play in their lives (Tchekpassi, 2013).		

However, some students learn easily; perform skills and activities without much effort; some students expect more from their Instructors/Professors to suit or provide learning experiences to meet their levels for them to continue their resiliency in encouraging and motivating them to do their best in learning. With these, the students still need guidance in their learning tasks and encouraging them to come up with meaningful leanings from the teacher. Faculty members should encourage students to engage in classroom activities and classroom recitations/discussions considering individual differences and personalities of students, shy type students. In constructivist learning theory by Jerome Bruner the primary responsibility of the teacher is to create a collaborative problem-solving environment where students become active participants in their own learning. Likewise the teacher makes sure he/she

understands the students' pre-existing conceptions, and guides the activity to address them and then build on them(McLeod,2019). If students can see the importance of things around them, then they tend to develop a positive attitude towards learning (Fabito,

2018).Moreover, the students nowadays need to have meaningful purposes for their work and they need to believe that the learning tasks they do make differences beyond the four walls of the classroom(Llagas,et.al., 2016).

Academic Performance of Students

Table 4 shows the academic performance of the third-year College students in terms of their Grade Point Averages (GPA).

Point Value	Range of Grades	f	%	DER
1.00	1.00- 1.125			Excellent
1.25	1.126- 1.375			Superior
1.50	1.376-1.625	3	5.77	Very Good
1.75	1.626-1.876	9	17.31	Very Good
2.00	1.877- 2.112	24	46.15	Very Good
2.25	2.113- 2.385	12	23.08	Good/Average
2.50	2.386- 2.625	3	5.77	Good/Average
2.75	2.626-2.875	1	1.92	Satisfactory/Fair
3.00	3.00- 2.627			Satisfactory/Fair
TOTAL		52	100.00	
MEAN Value		2.03		Very Good

The table manifests that nobody got a rating equivalent to "Excellent" ranging from 1.00-1.125 and "Superior."ranging from 1.126-1.1375. Out of 52 students, there were 3 students or 5.77% who obtained a general point average ranging from 1.376-1.625 described as "Very Good". There were 9 students or 17.31% who obtained a general point average ranging from1.626-1.876 described as "Very Good". Most of the grade point averages of students obtained in this academic year, the first semester were in the range of 1.877-2.112 or 46.15% described as "Very Good. "However, there were 12 students or 23.08% obtained a general point average from 2.113-2.385 described as "Good/Average". There were also 3 students or 5.77% who obtained grade point averages from 2.386-2.627 described as Satisfactory/Fair. There was 1 student or 1.92% who obtained a grade point average ranging from 2.626-2.875 described as Satisfactory/Fair. No one obtained a Grade

Point Average ranging from 3.00-2.627 described as Satisfactory/Fair. The computed mean value was 2.03 described as "Very Good."

The findings show that the academic performance of the respondents was rated as 2.03 described as Very Good during the first-semester academic year 2019-2020. No one got grade point averages that fall on Superior and Excellence as well as the lowest Satisfactory/Fail category. This result also indicates that the students just reached very good general point averages in their academic performance. Despite of this result, the students still need to exert effort in their studies in order to increase their academic performance into a higher one, which is may be Superior or Excellent grade point averages. The students must take the responsibility of adapting their cognitive capacities in their learning; attitudes to the teaching behaviours of their

Instructors/Professors. It is also inferred that there is a need for Instructors/Professors to expose more students to classroom activities that are lively, engaging, and rich in content, available to guide readily students whenever they consult or seek assistance from them on their studies a way of increasing students' academic performance. Moreover, the academic performance of students is the level reached by the students based on their learning experiences in a discipline (Toraman, 2020). Approaches to learning are the main reasons in explaining that some students are more successful than others in higher

education. Certain students excel in college while others flounder might be related to their motivation in going to school (Rudow, 2013). It is important that in the teaching-learning process the students must do her optimum participation and should not rest on the teacher alone. Learning is considered a difficult task; it is accompanied by sacrifice, inconvenience, and discomfort, but it leads to inner joy-successful academic performance (Corpuz, et.al., 2019).

Capabilities and Constraints on the Level of Teachers' Behaviours of Faculty

Table 4 reveals the capabilities and constraints on the level of teaching behaviours of the faculty teaching the third-year college students in the College of Teacher Education and College of Arts and Sciences.

Indicators	Mean	DER
1. Makes favourable or reassuring comments when students give correct answers or sensibly original ideas.	4.12	Cap
2. Shows relation of the past lesson to the present lesson.	3.64	Cap
3. Shows relation to the subject matter to real life or out of a class situation.	3.80	Cap
4. Provides a summary of the lesson towards the end of a period.	4.12	Cap
5. Adjust methods of instruction to the students' learning abilities.	4.16	Cap
6. Cracks appropriate or relevant jokes.	3.19	* Con
7. Answers questions in an expert and knowledgeable manner.	4.22	Cap
8. Explains the subject matter clearly.	4.16	Cap
9. Cites current or up to date information on the subject matter.	3.75	Cap
10. Adapts effectively to changes in classroom situations as demanded by occasions.	3.62	Cap
11. Displays behaviour such as vigorous and appropriate gestures, firm voice, etc. which indicates enthusiasm about and interested in the subject matter.	4.12	Cap
12. Carries herself well, showing self-confidence.	4.22	Cap
13. Shows recognition of students by smiling, nodding, greeting, etc.	3.18	*Con
14. Makes herself/himself available to students for consultation or assistance.	3.30	*Con
15. Gives students challenging learning task.	4.14	Cap
16. Promptly (the next two sessions) informs students of the result of written tests and assignments	4.12	Cap
17. Praises or gives approval on desired academic behaviors such as doing assignments in class discussions.	3.84	Cap

Legend: Cap-Capabilities

*Con-Constraints

As gleaned from the table, 14 items were perceived by the respondents as capabilities with mean values of 3.41 and above. However there were three items, "Shows recognition of students by smiling, nodding, greeting, etc." "Cracks appropriate or relevant jokes and

"Makes her/him available to students for consultation or assistance" obtained the lowest mean values of 3.40 and below and were considered as constraints.

The findings imply that majority of the items on the level of teaching behaviours of faculty were perceived by the respondents as capabilities, however, there were only 3 items

that were seen as constraints. These said constraints need to be addressed by developing an action plan that may improve other aspects of teaching behaviours of faculty.

Bernard (2017) evaluated the impact of a teacher professional development program towards the students' learning attitudes and behaviors. He used the result of his study as benchmark in the development of an intervention plan to up-skills teachers in ways to strengthen students' attitudes and behaviors of learning during classroom literacy lessons resulted in the improvement in the achievement of students' struggling with reading.

Capabilities and Constraints on the Level of Learning Attitudes of Students

Table 5 presents the capabilities and constraints on the level of learning attitudes of students.

Table 5. *Capabilities and Constraints on the level of learning attitudes of students.*

Indicators	Mean	DER
1. There will always be something new to learn for as long as I live.	4.24	Cap
2. I am not afraid to commit mistakes as long as I learn from them.	3.38	*Con
3. I take advantage of every opportunity to learn.	4.20	Cap
4. I take charge of my learning.	3.35	*Con
5. I am very willing and eager to learn.	3.42	Cap
6. I am grateful to teachers who demand quality and excellence for effective learning.	4.18	Cap
7. I have made it a habit to set my personal learning goals.	3.45	Cap
8. I find time to check my progress against my personal learning goals	3.50	Cap
9. I give my best everything I am asked to do to learn.	3.42	Cap

Legend: Capabilities

*Con-Constraints

It is seen from the table that 7 out of 9 items on the level of learning attitudes of students were perceived by the students' respondents as

capabilities with mean values of 3.41 and above while 2 items were perceived as constraints with mean values of 3.35 and 3.38 lower than 3.40 and below. This means that there are still weaknesses to be addressed despite of the extremely positive learning attitudes of students. This implies further, that there are still areas that need enhancement/improvement of learning attitudes of students like "I take charge of my own learning." and "I am not afraid to commit mistakes as long as I learn from them." To remediate these said weaknesses, the researchers developed an action plan so that this could be a scheme to upgrade students' learning attitudes, thus increasing academic performance.

Gore, J. et.al. (2017) stated that such result of a study is a good impact in improving towards quality teaching-learning. Likewise in the study of Taberdo (2018) identified the trends and influences that may affect the learning attitude and academic performance of every learner and came up with an intervention of developing policies and strategies that are necessary in improving students' academic performance.

Level of Acceptability of the Action Plan

Table 6 shows the level of acceptability of the action plan which was evaluated by the five Program Heads of the College of Teacher Education and College of Arts and Sciences as "Highly Acceptable" with an overall mean value of 4.57.

Table 6. *Level of Acceptability of the Action Plan*

Indicators	Mean	DER
1. The concepts and contents included in the action plan for faculty.	4.20	HA
2. The action plan is effective to what it intends to present.	4.20	HA
3. The plan of activities or matrix of the program is appropriate to the needs and convenience of the participants.	4.60	VHA
4. The action plan is updated and suited to	4.60	VHA

	the faculty and students.		
5.	The objectives of the action plan are timely to meet the needs to enhance the empowerment and quality of the faculty and students.	4.60	VHA
6.	Contents and topics are representatives of the objectives of the education.	4.60	VHA
OVER ALL MEAN		4.47	VHA

As indicated on the table, the following indicators having the highest mean ratings of 4.60 described as Very Highly Acceptable“ The plan of activities or matrix of the program is appropriate to the needs and convenience of the participants,” “The action plan is updated and suited to the faculty and students,” “The objectives of the action plan are timely to meet the needs to enhance the empowerment and quality of the faculty and students “The objectives of the action plan are timely to meet the needs to enhance the empowerment and quality of the faculty and students “and“Contents and topics are representatives of the objectives of education” while the following indicators “ The concepts and contents included in the action plan for faculty and students of ISPSC are sufficient to the participants” and “the action plan is effective to what it intends to present,” obtained the lowest mean rating of 4.20 described as Highly Acceptable. This resulted in an over al mean of 4.47 described as Very Highly Acceptable.

The findings imply that the developed action plan was able to meet the principles of well-planned activities/programs suited to the participants/clienteles. This is also a manifestation that the action plan can give a program of activities that would address the constraints on the level of teaching behaviours, level of learning attitudes of students as well as the academic performance of students.

Van Deventer,M.. et.al (2015) developed an action plan that acknowledges several role players which were closely involved in ensuring a successful implementation of programs and all activities. The action plan included range of stakeholders,

acceptable and very useful to the research institutes.

Findings

1. The level of the teaching behaviours of the faculty teaching the Professional Courses in the College of Teacher Education and College of Arts and Sciences were rated by the third year students as very satisfactory with an overall mean of 3.86.

2. On the level of learning attitudes of the respondents the overall mean was 3.68 described as “extremely positive.”

3. Most of the grade point averages of the students obtained during the first semester, academic year 2019-2020 were within the range of 1.877-2.112 or 46.15% described as “Very Good,” however, nobody of them got ratings of “excellent, “(1.00-1.125), “superior,”(1.00-1.1250 and satisfactory.”(, 3.00-2.627).The academic performance of respondents was rated 2.03 “Very Good.

4. Out of 17 indicators on the level of faculty teaching behaviours 14 items were rated as capabilities with mean values of 3.41 and above and 3 items obtained 3.40 and below considered as constraints. On the level of learning attitudes of the respondents, there were 7 out of 9 items that were rated as capabilities with mean values of 3.41 and above and 2 items were rated as constraints with mean values of 3.40 and below.

5. The three items “Shows recognition of students by smiling, nodding, greeting, et.,” “Cracks appropriate or relevant jokes,” and “Makes himself available to students for consultation or assistance,” were considered as constraints on the level of faculty teaching behaviours and 2 items “I take charge of my learning,” and “ I am not afraid to commit mistakes as long as long as I learn from them,” were considered as constraints on the level of students’ learning attitudes of which these were the benchmarks in the development of the action plan.

6. The level of acceptability of the crafted action plan was evaluated by the 2 Program Heads from the College of Teacher Education and 3 Program Heads from the College of Arts and Sciences with an overall mean of 4.47 described as “Very Highly Acceptable.”

Conclusions

Based on the findings, these conclusions are drawn:

1. The level of teaching behaviours of the faculty teaching third-year College students in the College of Teacher Education and College of Arts and Sciences is very satisfactory.
2. The level of learning attitudes of students is Extremely Positive.
3. The third-year college students' academic performance is Very Good.
4. There are few indicators on the level of teaching behaviours that are classified as the constraints that need to be addressed and the rest of the indicators are considered capabilities that need to be sustained.
5. More capabilities should be maintained and few constraints to be immediately addressed and eradicated on the level of learning attitudes of the third-year college students.
6. An action plan is developed to enhance the teaching behaviours, learning attitudes, and academic performance of the third-year college students.
7. The developed action plan is very highly acceptable according to the evaluators.

Recommendations:

1. It is encouraged to the faculty teaching the third year college students of the College of Teacher Education and College of Arts and Sciences to still improve or increase their teaching behaviours into a higher one from a Very satisfactory to Superior or Excellent.

2. Since the third year college students have extremely positive attitudes toward learning there is a need for faculty to influence or motivate students to exert more effort in studying, engaging them to classroom activities suited to their learning abilities and learning attitudes to increase maximum participation as well as tolerance in order for them to achieve higher level of academic performance.

3. The “Very Good” grade point average of students may be increased through more collaborative efforts of College Officials, faculty, as well as parents through the Office of Students' Services focusing on improving academic performance of students.

4. Continuous strengthening of the faculty development program of the college focusing on faculty teaching behaviours through meetings, seminars and many more may be done before a semester starts which serve as a reminder.

5. The crafted action plan must be presented to concerned College Officials for possible implementation considering its details.

6. Further studies should be included using other factors that may influence the faculty teaching behaviors, students' learning attitudes and academic performance.

References

- [1] Asci, H., Kulac, E., Sezic, M. Cankara, N. and Cicek, E. (2016). The Effect of Learning Styles and Study Behavior on Success of Preclinical Students in Pharmacology. *Indian Journal of Pharmacology*.doi:10.4103/02537613.174418 k Date Retrieved: January 5, 2020
- [2] Aquino, G.V. (2011). *Teaching Models, Strategies and Skills*. Quezon City: Rex Printing Company, Inc.
- [3] Ball, A. (2000). *Preparing Teachers for Diversity: Lessons Learned from the U.S. and South Africa In Teaching and Teacher Education*.16.401-506.
- [4] Bernard, M.E. (2017) *Impact of Teaching Attitudes and Behaviors for Learning on the Reading*

- [5] Achievement of Students Falling Behind. *International Journal of Learning and Educational Research*. vol.16, No. 8, pp.51-64
- [6] Corpuz, B.B. (2018). *Principles of Teaching*. Quezon City: Lorimar Publishing Inc.
- [8] Corpuz, B.B. and Salandanan, G.G.(2019). *Principles of Teaching 2: Lorimar Publishing Inc.*
- [9] Fabito, R.Q. and Vasquez, R.S. (2018). Multiple Intelligences, Learning Styles, Attitude Towards Learning and Academic Performance of Senior High School Students. *Asian Intellect for Academic Organization and Development*, volume 6, March 2018 p.7
- [10] Gore, J., Lloyd, A, Smith, M. Bopwe, J., Ellis, H. (2017) Effects of Professional Development on the Quality of Teaching: Results from a Randomized Controlled Trial of Quality Teaching Rounds. *Teaching and Teacher Education* www. Elsevier.com/locate/tate <http://dx.doi.org/10.1016/j.tate.2017.18.007>
- [11] Ko, W. and Chung, F. (2014). Teaching Quality, Learning Satisfaction and Academic Performance Among Hospitality Students in Taiwan. *World Education Journal*, 11-20.
- [12] Llagas, A. T., Corpuz, B.B. and Bilbao, P.P.et.al.(2016). *Becoming a 21st Century Educational Leader*. Quezon City: Lorimar Publishing Inc.
- [14] McLeod, S.A. (2019). Constructivism as a Theory for Teaching and Learning .*Simply Psychology*.<https://www.simplypsychological.org/constructivism.html>
- [15] Ngang, T.K., Yie, C. S., and Shahid, S.S.(2015) Quality Teaching: Relationship to Soft Skills Acquisition. *Procedia-Social and Behavioural Sciences*
- [16] Ortizano, R. (2016) Attendance and Parental Support: Its Influence to College Students' Academic Performance. *Asia Pacific Journal of Multidisciplinary Research* vol. 4 No.4, 130-135 Part II www. apjmr.com apjmr.com/wp-content/uploads/2016/11/APJMR-2016.4.4.2.17
- [17] Pagay, A. M. (2017). Pedagogical Beliefs of College Freshmen on the Applicability of Fundamentals of Mathematics to Real-Life Situations. *Research Journal of the College of Education*, volume XVII, 2017 p. 8
- [18] Pawilen, G.T. (2018). *Teaching Profession*. Manila, Philippines: Rex Bookstore Inc. 250179
- [19] Quicho, R.F.(2018) 21st Century Instructional Practices and Perceived Effectiveness In Delivering 21st Century Instruction in Talugtog District, Division of Nueva Ecija . *Research Journal of the College of Education*, 17, 34-50.
- [20] Rashid, A.H and UzZaman, S. (2018). Effects of Teacher's Behavior on Academic Performance of Students <https://www.researchgate.net/publication/325248514>
- [21] Richey, R.(2001). *Developmental Research*. The Association for Educational Communications and Technology. Retrieved on January 1, 2020 from <http://members.aect.org/edtech/ed1/42/index.html>
- [22] Rubi, R.B. (2019) Teacher's professional Values: Its Implications to Student Development. *Asia Pacific Journal of Multidisciplinary Research*. Vol. 7 No.2 139-145 May 2019 www.apjmr.com apjmr.com/wp-content/uploads/2019/06/APJMR-2019.7.2.216
- [23] Rudow, H. (2013). Exploring Motivation Among College Students, *Counselling Today: American Counselling Association*.<https://goo.gl/esnDJD>, Date accessed February 16, 2020
- [24] Salandanan, G.G. (2015). *Elements of Good Teaching*. Quezon City: Lorimar Publishing Inc.
- [25] Solheim, K. (2019). Teacher's Aspirations to Improve their Classroom Interaction. *International Journal of Learning, Teaching Educational Research*, Volume 18, No. 6, pp147-169. <https://doi.org/10.28803/ijlter.18/6/9> Retrieved on March 25, 2020.
- [26] Stumm, V. (2017). The Hungary Mind: Intellectual Curiosity is the Third Pillar of Academic Performance. <http://pps.sagepub.com/content/6/6/574>. Retrieved February 8, 2020
- [27] Taberdo, M.C. Jr., Taberdo, A.G. (2018). Academic Performance of Freshmen Maritime Students: Perspective for Policy Formulation on Students' Development. *Asia Pacific Journal of Multidisciplinary Research* Vol.6 No.2,

- 111-116 May 2018 Part II www.apjmr.com
[apjmr.com/uploads/2018/07/APJMR-2018.6.2.2.15](http://www.apjmr.com/uploads/2018/07/APJMR-2018.6.2.2.15)
- [28] Toraman, C. ,Ozdemir, H.F. Aytug Kosan, A.M. &Oraken, S.(2020). Relationships Between Cognitive Flexibility, Perceived Quyality of Faculty Life, Learning Approaches, and Academic Achievement. International journal of Instruction, 13(1) 85-100 <https://doi.org/10.29333/iji.2020.1316a>
- [29] Van Deventer,M. and Pienaar, H. (2015).Research Data Management in a Developing Country: A Personal Journey. International Journal of Data of Aviation. 10 (2):33-47 DOI:10.2218/ijdc.v10i2.380.www.scielo.org.za/asi/jis/v84n/03.pdf