

Qualities of Instructors Preferred by Students: A Follow-up Study

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Abstract- The feelings and opinions of the students towards their instructors have significant effect of their learning, therefore a knowledge of the qualities of their instructors is essential. This descriptive study was conducted to find out the qualities of instructors preferred by the students at the West Visayas State University-Lambunao Campus, Lambunao, Iloilo (WVSU-LC) with consideration on personality traits, classroom management, instructional skills, methods of evaluation, and student-instructor-relationship. The respondents of the study were the 611 college students of WVSU-LC classified as to course and year level. The instrument was taken from Qualities of a Good Instructor by Carrigan, and other items from Jersild (1963), & Singh & Padilla, (2009). Statistical tools used were the mean, standard deviation and ranking. The findings revealed that the most preferred qualities of instructors by students classified by course as an entire group was student-teacher-relationship and the least preferred was classroom management for management and computer students, personality traits for criminology and methods of evaluation for food technology students. Finally, when grouped by year level, the first year to fourth year respondents mostly preferred student-instructor-relationship. This shows that they want more emphasis on the teaching and learning process, they want themselves to be free in dealing with other students, to understand their needs and problems. And for the least preferred qualities was personality traits for first year, and third year students, methods of evaluation for second year and classroom management for fourth year. This shows that the instructors do not establish rapport with the students like friendly and sympathetic, approachable, always smiling in the classroom and even in the community. In the light of the forgoing findings and conclusions it is recommended that students must be aware of their need and wants for the improvement of their studies and relationship with other students, further instructors must be aware of their strengths and weaknesses to be able to improve their qualities in dealing with the students.

I. INTRODUCTION

The feelings and opinions of the students towards their instructors have significant effect on their learning, therefore a knowledge of the qualities of their instructors is essential.

Instructors nowadays are described as idealistic in the sense that they looked up with high esteem, are considered helpful, honest, and approachable. According to Sevilla (1992) teachers plays a vital role in any teaching-learning situation.

A teacher who gives appropriate and friendly advises immensely influence students orientation in life.

Further, Aquino (1985) stressed that teachers should not be concerned only with behavior but with their technical skills of teaching which also include establishing appropriate frame of reference, achieving question to elicit thought processes, recognizing and attending behavior, setting a model, and explaining to be able to use the above skills effectively. Furthermore, Bwika and Carrigan stressed further that a good instructor has a genuine interest in the students and their learning. Regardless of the relationships you form with your students, always treat them with respect., showing a legitimate interest in their academic success, welfare, future, also a resource, a guide, a mentor, knows what to teach, and like what to teach. What are the qualities of instructors preferred by students at West Visayas State University-Lambunao Campus, hence this investigation.

II. RESEARCH ELABORATIONS

The present study aimed to find out the qualities of the instructors preferred by the students at the West Visayas State University-Lambunao Campus, Iloilo with consideration on personality traits, classroom management, instructional skills, methods of evaluation, and student-instructor-relationship.

Likewise, the present study used a descriptive survey. The respondents are the college students of WVSU Lambunao Campus classified as to course and by year level for the school year 2012-2013.

What are the qualities of instructors preferred by the students of WVSU-LC hence, this study.

This study was aimed to determine the college students' preferred qualities of their instructors at the West Visayas State University-Lambunao Campus, Lambunao, Iloilo for School Year 2012-2013 classified as to course and year level. This study would serve as a basis in identifying areas in management so that they could help for improvement of their instructors. Further, instructors would be made aware of their strength and remedy for their weaknesses. It would make teaching-learning situation beneficial and could help develop wholesome relationship between instructors and students.

In the study the qualities of instructors who preferred by students, it revealed that the instructors who are kind, sympathetic, "she preferred like us" were preferred very much. They further stated that students preferred instructors who are fair, impartial, firm, and do not have pets. Likewise, students preferred instructors who are making things interesting know a lot, explain well, help individuals with their lessons, and permit students to express opinions. Carrigan support that a good instructor has competence in a subject matter, mastery of the

techniques on instruction and evaluation, desire to teach, resourceful and creative, attentive, to trainee needs, has management techniques, a professional attitude, and ability to develop good personal relations. Furthermore, the top qualities of an effective teacher an instructor must have positive attitude, have prepared course materials, have organized plan of what and want teach, can explain complex ideas in simple ways, active, patient, fair, and with up-dated technologies. Carrigan emphasize that as an instructor, you know what to teach, like what to teach, and enjoy teaching with the students.

This study covers the qualities of instructors preferred by students at the West Visayas State University Lambunao Campus for School Year 2012-2013. The qualities of instructors preferred by students are limited to personality traits, classroom management, instructional skills, methods of evaluation, and student-instructor-relationship.

The respondents of this study were the randomly selected 611 college students in different schools enrolled at the West Visayas State University Lambunao Campus, during the School Year 2012-2013. As to course, the respondents included 101 (17%) Education; 136 (22%) Criminology; 81(13%) HRM, 79 (13%) ICT; 117 (19%) Industrial Tech., and 97 (16%) Food Tech. As to year level, 181 (29%) First Year, 151 (25%) Second Year, 150 (25%) Third Year, and 129 (21%) Fourth Year.

The instrument used in the study was a questionnaire adopted from the qualities of good instructor by Carrigan and some items from Jersild (1963) and Singh and Padilla, 2009).

The questionnaire consists of 36 items and requires the respondents to check the numerical weight corresponding to the selected responses based on their agreement to the items as follows (5 - Strongly Agrees, 4 – Agree, 3 – Uncertain, 2 – Disagree, 1 - Strongly Disagree).

The following scale and corresponding description were employed (4.21-5.00, Most Preferred; 3.41-4.20, Very Preferred; 2.61-3.40, Fairly Preferred; 1.81-2.60, Slightly Preferred; 1.00-1.80, Least Preferred).

To determine the qualities of instructors preferred by the students, the mean and standard deviation and ranking were used as basis of interpretation.

III. RESULTS

Initially, the qualities of instructors preferred by college students grouped by course and year level were determined in

this research. The obtained mean scores, corresponding rank and standard deviations were used in the analysis and interpretation.

A. *Qualities of Instructors Preferred by Students by Course*

When classified by course, the findings revealed that education students most preferred qualities was methods of evaluation ($M= 4.3759$, $SD=.4980$) and the least preferred was classroom management ($M =4.2763$, $SD =.4565$), while the criminology students, most preferred qualities was student-teacher-relationship ($M=4.3182$, $SD=.4902$), and the least preferred qualities was personality traits ($M=4.1912$, $SD=.4418$).

For HRM students, the most preferred qualities was personality traits ($M=4.2484$, $SD=.4682$) , and the least preferred was classroom management($M=4.1900$, $SD=.5995$), while the computer technology students, most preferred qualities was instructional skills ($M=4.0972$, $SD=.4412$), and the least preferred qualities was classroom management ($M=3.1907$, $SD=.5841$).

And for industrial technology students, most preferred qualities was student-instructor-relationship ($M=4.5987$, $SD=.4648$), and the least preferred qualities was classroom management ($M=4.4769$, $SD=.6210$), while the food technology students, the most preferred qualities was instructional skills ($M=4.4117$, $SD=.4910$,) and the least preferred qualities was methods of evaluation ($M=4.2723$, $SD=.5410$). Table 1 reflects the data.

The findings of the present study is supported by Carrigan which sated that as an instructor, it is your job to see that your students succeeds. This will often require going the extra mile and will involve more than reading. By paying attention to successful teaching, you will positively influence more of your students and have a much better time doing it. The results agrees with the findings of Gabucay (2005) and Carrigan. The findings of previous and present study suggests that the skills needed for effective teaching involve more than just expertise in an academic field. As an instructor, you be able to interact with people and help them understand a way of looking at the world. A good instructors have several qualities in common. Must have positive attitude, patient with students and assess their teaching on a regular basis, They must adjust their teaching strategies to fit the students and the materials and recognize that students learn in different ways.

Table 1. Qualities of Instructors Most and Least Preferred Students by Course

Course	Most & Least Preferred Qualities	Mean	Rank	SD
A. Education	Methods of Evaluation Classroom Management	4.37 4.27	1 5	0.49 0.45
B. Criminology	Student-Instructor-Relationship Personality Traits	4.31 4.19	1 5	0.49 0.44
C. HRM	Personality Traits Classroom Management	4.24 4.19	1 5	0.46 0.59
D. ICT	Instructional Skills Classroom Management	4.09 3.91	1 5	0.44 0.58
E. Industrial Tech.	Student-Instructor-Relationship Classroom Management	4.5987 4.4769	1 5	0.46 0.60
F. Food Tech.	Instructional Skills Methods of Evaluation	4.41 4.27	1 5	0.49 0.54

Legend:

Scale	Description
4.21-5.00	Most Preferred
3.41-4.20	Very Preferred
2.61-3.40	Fairly Preferred
1.81-2.60	Slightly Preferred
1.00-1.80	Least Preferred

B. Qualities of Instructors Preferred by College Students by Year Level

When college students classified by year level, the first year to fourth students preferred students-instructor-relationship (M=4.4157, SD=.5112) and the least preferred was personality traits for first year and third year, and methods of evaluation for second year, personality traits for third year, and classroom for fourth year. Table 2 reflect the data.

The findings that as an instructor as a professional needs both self-respect and respect for the profession Everything an instructors says and does as well as the manner in which it is done reflects professional attitude. Importantly, the relation between instructors and their heads need to be cordial.

The results agrees with the findings of Gabucay (2005), and Carrigan that instructor , student and supervisors need to get along and relate to each other well. Equally importance in relation between instructors and their heads need to be cordial.

Findings of previous and present study suggests that an instructor has the proper professional attitude continually boost the teaching-learning environment which is conducive to the acquisition of knowledge and skills. An instructor must have sympathetic understanding of the students' problems and deals fairly with each individual. The instructor should always be ready and willing to beyond the immediate call of duty.

Table 2. Qualities of Instructors Most and Least Preferred by College Students by Year Level

Year Level		Mean	Rank	SD
A. First Year	Student-Instructor-relationship	4.29	1	0.52
	Personality Traits	4.22	2	0.42
B. Second Year	Student-Instructor-Relationship	4.36	1	0.54
	Methods of Evaluation	4.30	2	0.52
C. Third Year	Student-Instructor-relationship	4.43	1	0.52
	Personality Traits	4.13	5	0.45
D. Fourth Year	Student-Instructor-relationship	4.57	1	0.45
	Classroom Management	4.13	5	0.96

Legend:

Scale	Description
4.21-5.00	Most Preferred
3.41-4.20	Very Preferred
2.61-3.40	Fairly Preferred
1.81-2.60	Slightly Preferred
1.00-1.80	Least Preferred

IV. CONCLUSIONS

The most prevailing quality of instructors preferred by students when classified as to course and year level was student-instructor-relationship with their studies. This shows that they want more emphasis on the teaching and learning process. Likewise, they want themselves to be free in dealing with other students, to understand their needs and problems.

Finally, the least preferred quality was personality traits. This simply shows that instructors do not establish rapport with the students like friendly and sympathetic, approachable, always smiling, and others while in the classroom or in the campus and even in the community.

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Questionnaire for the Students

Dear Students:

I am presently conducting a study entitled “Qualities of Instructors Preferred by the Students”.

In this connection, I am requesting you to answer all the items below as best as you can. Your honest answer to every statement in this questionnaire is very important to the success of this endeavor.

Please be assured that your answer to every statement will be treated with strict confidentiality. This will not affect your performance ratings. The data gathered will be used purposely for the research.

(SGD.) NELSON G. LARU-AN, Ed. D.
Researcher

Part I. Directions: Please indicate by filling the blank information asked for. or by checking the appropriate space after the

1. Course: _____ Year: _____

Part II. Please check the items of the personal and professional qualities of College Instructor: 5 for the most preferred, 4 for very preferred, 3 fairly preferred, 2 for slightly preferred, and 1 for least preferred on the space provided.

A. Personality Traits

Responses

- | | |
|--|-----------|
| 1. Ability to stimulate interest | 5 4 3 2 1 |
| 2. Provision for individual differences | 5 4 3 2 1 |
| 3. Attention to students while reciting | 5 4 3 2 1 |
| 4. Appreciative attitudes by teachers' comments and smiles | 5 4 3 2 1 |
| 5. Enjoys a good joke | 5 4 3 2 1 |
| 6. Neatly groomed | 5 4 3 2 1 |
| 7. Well-modulated voice | 5 4 3 2 1 |
| 8. Healthy | 5 4 3 2 1 |
| 9. Always smiling | 5 4 3 2 1 |
| 10. Good personal appearance | 5 4 3 2 1 |

Responses

B. Classroom Management

- | | |
|--|-----------|
| 1. Starts conducting a lesson when the room is in good order | 5 4 3 2 1 |
| 2. Has definite seating arrangement | 5 4 3 2 1 |
| 3. Can maintain good discipline | 5 4 3 2 1 |
| 4. Resourceful and has initiative to handle problems that arise in the classroom | 5 4 3 2 1 |
| 5. Does not allow students to go in & out while the lesson is going on | 5 4 3 2 1 |

C. Instructional Skills

- | | |
|------------------------------------|-----------|
| 1. Knowledge of the subject matter | 5 4 3 2 1 |
| 2. Explains the lesson well | 5 4 3 2 1 |

- | | |
|--|-----------|
| 3. Motivates the students to study harder | 5 4 3 2 1 |
| 4. Uses visual aids for teaching | 5 4 3 2 1 |
| 5. Masters the language of instruction used. | 5 4 3 2 1 |
| 6. Makes the lesson lively and interesting | 5 4 3 2 1 |
| 7. Skills in asking questions | 5 4 3 2 1 |
| 8. Good use of illustrative materials | 5 4 3 2 1 |

D. Methods of Evaluation

- | | |
|--|-----------|
| 1. Explains the basis of grading | 5 4 3 2 1 |
| 2. Gives pointers to review before giving examinations | 5 4 3 2 1 |
| 3. Checks and returns assignments/homework | 5 4 3 2 1 |
| 4. Checks and returns test papers | 5 4 3 2 1 |
| 5. Fair in giving grades | 5 4 3 2 1 |
| 6. Well-developed assignments | 5 4 3 2 1 |
| 7. Define direction for study | 5 4 3 2 1 |

E. Student-Instructor-Relationship

- | | |
|---------------------------------|-----------|
| 1. Accepts students as they are | 5 4 3 2 1 |
|---------------------------------|-----------|

Responses

- | | |
|--|-----------|
| 2. Enjoys being with the students | 5 4 3 2 1 |
| 3. Attends to the students' needs and problems | 5 4 3 2 1 |
| 4. Gets along with others | 5 4 3 2 1 |
| 5. Treats each student fairly and justly | 5 4 3 2 1 |
| 6. Skills in measuring results of teaching | 5 4 3 2 1 |