

# Instructor-Related Problems of Junior Teacher Education Students of University of Rizal System Angono, Philippines

Jerry C. Esperanza<sup>abc</sup>

<sup>a</sup> Cross-Assigned Faculty of the School of Science and Education; Regular Faculty of the College of Arts and Letters; Campus Research Coordinator -University of Rizal System –Angono Campus, Angono, Rizal, Philippines  
(During the conduct of the study)

<sup>b</sup>Associate Professor I - College of Agriculture  
University of Rizal System –Tanay Campus, Sampaloc Tanay, Rizal, Philippines

<sup>c</sup>Head, Research and Development  
University of Rizal System –Tanay Campus, Sampaloc Tanay, Rizal, Philippines  
jcesperanza@yahoo.com

## Abstract

The research established a baseline data of the instructor-related problems of junior teacher education students to call the attention of the administration to study and design plan on how to address the issues. Descriptive survey method through researcher-made instrument was applied. Total enumeration of subjects was observed.

The problems were *favoritism, not teaching, giving exam/quiz beyond what he has taught, more on self-study than actual teaching, absenteeism and tardiness, poor knowledge on the subject, majority of the time is reporting, giving many activities in place of teaching the lesson, no clear records of grade, projects outside the scope of the subject, and collecting money in place of a project/grade.*

Problems vary from subject to subject although some subjects appear to have more problems than the others. Likewise, some problems were unique to certain course and specialization. The result implies that instructor-related problems exist which require attention and solution. And certain subjects that seemed to have many problems need immediate attention to prevent recurrence.

As a whole, the result implies that indeed there were instructor-related problems to be solved to uplift the quality of education being served to its clientele.

Hence, independent analysis of the identified problems should be conducted considering real root cause to avoid superficial solutions.

**Index Terms-** education students, instructor problem, teacher education, teaching problem

## INTRODUCTION

Academic institution is always considered a place where awareness, talents and skills are honed. Congruent with the

academic institution's ultimate function is the obligation or responsibility of instructors to teach the students well.

As these responsibilities are performed by the institution and by the mentors, students' feedbacks or opinions are very critical and important. These opinions of learners are almost always true and instrumental to further planning, modification, adjustments or formulation of new programs gearing towards resolution of encountered difficulties or problems in the past.

According to Loriz Malaguzzi (1920-1994), learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey.

In the act of classical conditioning, the learner comes to respond to stimuli other than the one originally calling for the response (as when dogs are taught to salivate at the sound of a bell). One says in such a situation that a new stimulus is learned. In the human situation, learning to recognize the name of an object or a foreign word constitutes a simple instance of stimulus learning (Encyclopedia Britannica Online, 2009)

Hence, in doing such role, feedback is always a must.

With this research, the university sees, from the students' perspectives, important issues or problems that exist and can be addressed either immediately or in the near future.

## OBJECTIVES

The research was made to meet the following objectives:

### General:

To establish a baseline data of the instructor-related problems of junior teacher education students to get the attention of the administration to study and design strategy on how to address such problems.

### Specific:

To determine the instructor-related problems of the junior teacher education students per subject, by program and by specialization.

To know which subjects have the most number of teacher-related problems observed.

### FRAMEWORK OF THE STUDY

This research is anchored to the pedagogical view of human behavior in education theory under conditioning and behaviorist theories that in the act of classical conditioning, the learner comes to respond to stimuli other than the one originally calling for the response. One says in such a situation that a new stimulus is learned. In the human situation, learning to recognize the name of an object or a foreign word constitutes a simple instance of stimulus learning. (Encyclopedia Britannica, 2009)

Hence, over and above the lessons being given by the teachers, the students learned to respond to other stimulus that exist during their classes and one of which is the stimulus known as problem. And as they encounter such kind of stimulus the students either give their feedback or response to the stimulus openly or secretly.

In this study, such responses will be documented to be used as baseline data for any possible design or strategy to solve the problem. Balanced teaching-learning process can be attained if feedbacks or opinions about the educative process are solicited directly from the subjects or the students.

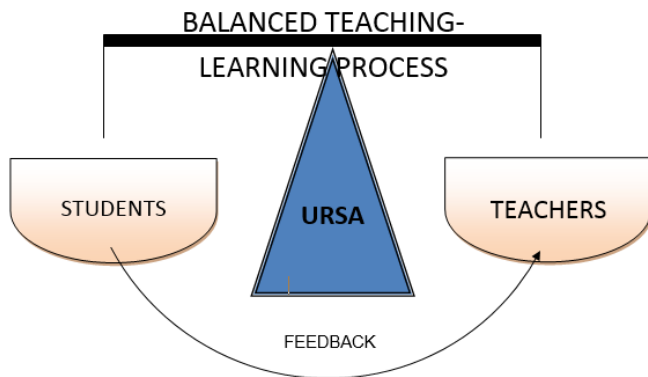


Figure I: Framework of the study

### METHODOLOGY

The research utilized a survey instrument to identify the common problems encountered by junior teacher education students with their subject teachers in the past two years of stay in the university.

All the Junior Secondary and Elementary Education students were the respondents.

Table I  
Distribution of respondents by program

Program	Frequency	Percentage
Secondary Education	49	83.1
Elementary Education	10	16.9
<b>Total</b>	<b>59</b>	<b>100</b>

Table II  
Distribution of respondents as to specialization

Specialization	Frequency	Percent
English	29	49.2
Filipino	20	33.9
Special Education	10	16.9
<b>Total</b>	<b>59</b>	<b>100</b>

Descriptive statistics were applied in the analysis of data.

Copies of the program curricula were used as guide during the analysis of the data to assure the accuracy of the subjects included in the evaluation. Anonymity of the respondents and the teachers evaluated were assured to maintain professionalism and objectivity of the research.

### RESULTS

The following results were derived in the study.

#### Instructor-related problems of the junior teacher education students.

Table III  
Instructor-related problems based on the number of subject/s where the problem was observed

OBSERVED PROBLEMS	No of Subjects where the problem was observed (Out of 26 Subjects specified)	Percentage	Rank
Favoritism	11	42	1.5
Not teaching	11	42	1.5
Giving exam/quiz beyond what he has taught	10	38	3
More on self-study than actual teaching	9	35	4
Absenteeism & Tardiness	8	31	5.5
Poor knowledge about the subject	8	31	5.5
Majority of the time is reporting	7	27	7

Giving many activities in place of teaching the lesson	6	23	8
No clear records of Grade	5	19	9
Projects outside the scope of the subject	2	8	10
Collecting money in place of a project/grade	1	4	11

The data showed that among the problems observed by the junior teacher education students, *favoritism* and *not teaching* were mostly observed in a number of subjects. In addition, *giving exam/quiz beyond what he has taught, more on self-study than actual teaching, absenteeism & tardiness, and poor knowledge about the subject* among others were also observed in a number of subjects. And *collecting money* is only observed in one subject.

These observations are quite interesting to look into. In fact, all these can be corrected using appropriate strategies but what made these problems more interesting are its likely causes.

Academic and human resource management strategies are very critical on these matters. *Favoritism* is very personal in nature, and solving this problem depends on the conviction of individual faculty members. To cite another problem is *not teaching*. This problem could have been rooted from many reasons such as: (a) The teacher is really not knowledgeable about the subject he handles; (b) The teacher sees that others are not also teaching; (c) The faculty is dismayed to some administrative concerns (d) The teacher has this behavior even in the past; (e) others.

Therefore, this study gives hint to planners and academic managers to look into the root cause of any particular problem and address it intelligently. Because teacher-related problems when drastically addressed without clear plans to have a win-win solution could result to another problem instead of having only the teacher-student problem it may give rise to teacher-administrator gaps and conflicts.

Instructor-related problems of the junior teacher education students per subject.

Table IV  
Teacher related problems encountered per subject

SUBJECTS TO WHICH PROBLEMS WERE EXPERIENCED	Absenteeism & Tardiness	Favoritism	Projects outside the scope of the subject	Not teaching	Poor knowledge about the subject	Majority of the time is reporting	Giving exam/quiz beyond what he has taught	No clear records of Grade	More on self-study than actual teaching	Giving many activities in place of teaching	Collecting money in place of a project/grade
	Child & Adolescent Development	•			•	•	•	•		•	•
Facilitating Learning									•		
Principles of Teaching 1		•									
Developmental Reading	•	•		•		•	•	•	•	•	
Assessment of learning 1				•						•	
Principles and Techniques of Educational Technology	•	•		•					•		
Selection, Production and Utilization				•							•
Study and Thinking Skills		•	•	•	•	•					
Writing in the Discipline		•		•		•	•			•	
Pagbasa at Pagsulat sa Ibat-ibang Disiplina Tungo sa Pananaliksik	•	•		•							
Teaching Aids		•					•	•			•
Philippine History						•	•				
World History	•				•	•				•	
Comp. Concepts with Word Processing				•							
Philippine Literature						•					
World Literature		•									
Foundation of MAPEH1					•						
College Algebra	•	•	•				•	•			
Plane & solid Geometry							•				
Plane and Spherical Trigonometry	•	•						•			
Intro to Statistics	•	•		•	•		•	•	•	•	•

Physical Science							•		•		
General Psychology							•		•		
Observational Child Study 1				•	•						
Observational Study 2					•						
Assessment of Children with Special Needs					•						

Physical Science	2	18	14.5
General Psychology	2	18	14.5
Observational Child Study 1	2	18	14.5
Facilitating Learning	1	9	22
Principles of Teaching 1	1	9	22
Comp. Concepts with Word Processing	1	9	22
Philippine Literature	1	9	22
World Literature	1	9	22
Foundation of MAPEH 1	1	9	22
Plane & solid Geometry	1	9	22
Observational Study 2	1	9	22
Assessment of Children with Special Needs	1	9	22

Apparently, the instructor-related problems of junior teacher education students vary from subject to subject. This only shows that a problem which may be observed in any subject really depends on individual faculty member.

Subjects which appear to have more problems have to be given higher concern or attention. The university has the responsibility to select quality teachers and establish a continuous monitoring and evaluation of the performance of the faculty members. As such, instead of looking at the issue negatively, it should be used as a very salient input in planning and policy formulation that would make the workforce even better without igniting quarrels and conflicts between and among the rank and file and those in the positions.

Subjects which have the most number of instructor-related problems observed.

Table V  
Order of subjects as to the number of problems encountered

SUBJECTS TO WHICH PROBLEMS WERE EXPERIENCED	No of Problems Encountered in the Subject (Out of 11 problems observed)	Percentage	Rank
Intro to Statistics	9	82	1
Developmental Reading	8	73	2
Child & Adolescent Development	7	64	3
Study and Thinking Skills	5	45	5
Writing in the Discipline	5	45	5
College Algebra	5	45	5
Principles and Techniques of Educational Technology	4	36	8
Teaching Aids	4	36	8
World History	4	36	8
Pagbasa at Pagsulat sa Ibat-ibang Disiplina Tungo sa Pananaliksik	3	27	10.5
Plane and Spherical Trigonometry	3	27	10.5
Assessment of learning 1	2	18	14.5
Selection, Production and Utilization	2	18	14.5
Philippine History	2	18	14.5

The data expressed that *Intro to Statistics*, *Developmental Reading*, and *Child & Adolescent Development* were the top 3 subjects with the most number of instructor-related problems with nine (9), eight (8) and seven (7) respectively and the rest have problems varying from five (5) and below.

Solution to these problems should be carefully implemented to avoid further problems afterwards. To cite some strategies, if the teacher handling the subject is on a part time basis then the HR officer should think twice of rehiring him again. As for the academic dean, he should rather give the subject to a more capable faculty member.

However, those subjects with less observed problems should not be taken for granted since each of these is as important as others to be addressed.

Instructor-related problems by program

Table VIa  
Instructor-Related Problems per Course  
(Secondary Education)

SUBJECTS TO WHICH PROBLEMS WERE EXPERIENCED	Absenteeism & Tardiness	Favoritism	Projects outside the scope of the subject	Not teaching	Poor knowledge about the subject	Majority of the time is reporting	Giving exam/quiz beyond what he has taught	No clear records of Grade	More on self-study than actual teaching	Giving many activities in place of teaching the lesson

	SUBJECTS TO WHICH PROBLEMS WERE EXPERIENCED									
	Absenteeism & Tardiness	Favoritism	Not teaching	Poor knowledge about the subject	Majority of the time is reporting	Giving exam/quizz beyond what he has taught	No clear records of Grade	More on self-study than actual teaching	Collecting money in place of a project/grade	
Child & Adolescent Development				•				•		•
Facilitating Learning										•
Principles of Teaching 1		•								
Developmental Reading		•						•	•	•
Assessment of learning 1				•						•
Principles and Techniques of Educational Technology		•		•						•
Selection, Production and Utilization				•						•
Study and Thinking Skills		•	•			•				
Writing in the Discipline				•	•			•		•
Pagbasa at Pagsulat sa Ibat-ibang Disiplina Tungo sa Pananaliksik	•	•		•						
Teaching Aids		•						•	•	•
Philippine History					•			•		
World History	•				•	•				•
Comp. Concepts with Word Processing				•						
World Literature		•								
College Algebra	•	•	•					•	•	
Plane and Spherical Trigonometry	•	•							•	
Intro to Statistics	•	•		•	•			•	•	•
Physical Science								•		
General Psychology								•		•
Child & Adolescent Development	•			•	•				•	
Developmental Reading	•			•					•	
Principles and Techniques of Educational Technology	•									
Writing in the Discipline		•								
Philippine History						•				
Philippine Literature						•				
Foundation of MAPEH 1						•				
Plane & solid Geometry								•		
Plane and Spherical Trigonometry									•	
Intro to Statistics	•									•
Physical Science									•	
Observational Child Study 1						•	•			
Observational Study 2						•	•			
Assessment of Children with Special Needs						•	•			

Table IVb  
Instructor-Related Problems per Course  
(Elementary Education)

The preceding two tables (VIa and VIb) present the instructor-related problems by program.

In Table VIa, it can be observed that *projects outside the scope of the subject and giving many activities in place of teaching the lesson* were encountered by Secondary Education students which are obviously not encountered by Elementary Education students.

On the other hand, *collecting money in place of a project/grade* is apparently present in Table VIb (Elementary Education students) and absent in Table VIa (Secondary Education students). And the rest of the problems are common to both programs.

These observations imply that problems encountered by course have commonalities and differences. Therefore, academic planners and policy makers should analyze very clearly as to what particular strategy is to be imposed to a specific program due to observed differences.

This goes with the idea in education which says that no particular teaching approach is perfect to all types of learners. This practically and equally means that no specific solution for varied problems.

(Secondary Education: English)

Instructor-related problems by specialization

Table VIIa  
Instructor-related problems by specialization  
(Secondary Education: Filipino)

SUBJECTS TO WHICH PROBLEMS WERE EXPERIENCED	SUBJECTS TO WHICH PROBLEMS WERE EXPERIENCED									
	Absenteeism & Tardiness	Favoritism	Projects outside the scope of the subject	Not teaching	Poor knowledge about the subject	Majority of the time is reporting	Giving exam/quiz beyond what he has taught	No clear records of Grade	More on self-study than actual teaching	Giving many activities in place of teaching the lesson
Child & Adolescent Development				•		•		•	•	
Principles of Teaching 1	•									
Assessment of learning 1			•						•	
Principles and Techniques of Educational Technology	•		•					•		
Selection, Production and Utilization			•						•	
Study and Thinking Skills	•	•								
Writing in the Discipline			•		•	•				
Pagbasa at Pagsulat sa Ibat-ibang Disiplina Tungo sa Pananaliksik	•	•	•							
Philippine History					•	•				
World History	•				•	•		•		
Comp. Concepts with Word Processing			•							
World Literature		•			•					
College Algebra	•	•	•			•	•			
Plane and Spherical Trigonometry	•	•								
Intro to Statistics	•	•	•	•	•	•	•	•	•	•
General Psychology						•		•		

Table VIIb  
Instructor-related problems by specialization

SUBJECTS TO WHICH PROBLEMS WERE EXPERIENCED	SUBJECTS TO WHICH PROBLEMS WERE EXPERIENCED								
	Absenteeism & Tardiness	Favoritism	Not teaching	Poor knowledge about the subject	Majority of the time is reporting	Giving exam/quiz beyond what he has taught	No clear records of Grade	More on self-study than actual teaching	Giving many activities in place of teaching the lesson
Child & Adolescent Development						•		•	
Facilitating Learning									
Developmental Reading		•				•	•	•	
Principles and Techniques of Educational Technology			•					•	
Writing in the Discipline			•	•	•			•	
Teaching Aids		•				•			•
World History	•			•	•				
Intro to Statistics	•		•	•		•	•		
Physical Science						•			

Table VIIc  
Instructor-Related Problems by Specialization  
(Elementary Education: Special Education)

SUBJECTS TO WHICH PROBLEMS WERE EXPERIENCED	SUBJECTS TO WHICH PROBLEMS WERE EXPERIENCED								
	Absenteeism & Tardiness	Favoritism	Not teaching	Poor knowledge about the subject	Majority of the time is reporting	Giving exam/quiz beyond what he has taught	No clear records of Grade	More on self-study than actual teaching	Collecting money in place of a project/grade
Child & Adolescent Development	•		•	•	•			•	

Developmental Reading	•		•		•			•	
Principles and Techniques of Educational Technology	•		•						
Writing in the Discipline		•							
Philippine History					•				
Philippine Literature					•				
Foundation of MAPEH 1				•					
Plane & solid Geometry						•			
Plane and Spherical Trigonometry							•		
Intro to Statistics	•								•
Physical Science								•	
Observational Child Study 1			•	•					
Observational Study 2			•	•					
Assessment of Children with Special Needs			•	•					

The preceding tables presenting the instructor-related problems by specialization have disclosed similar problems except on the following: (a) Both Secondary Education: Filipino and Secondary Education: English students encountered problem on *giving many activities in place of teaching the lesson* while Elementary Education: Special Education students do not encounter such problem. (b) Both Secondary Education: Filipino and Elementary Education: Special Education students encountered problem on *collecting money in place of project or a grade* while Secondary Education English students have not experienced such kind of a problem.

These observations show once more that even students of the same program but of different specialization encountered different problems.

On a different perspective, these differences and similarities of encountered problems may be due to one of the following: (a) they have different teacher on the same subject; (b) they have the same teacher on the same subject on the same time or even in different time or class schedule; (c) different teachers handling the same subjects manifest the same behavior;

(d) different teachers handling the same subjects manifest different behavior; (e) different teachers handling different subjects manifest the same behavior; and (f) different teachers handling different subjects manifest different behavior

## CONCLUSIONS

The result of the study only implies that categorically there were instructor-related problems exist which require attention and solution. And certain problems were apparently unique to certain group of students or specific major/specialization. In addition, there were subjects that seemed to have many problems and need immediate attention to prevent recurrence. As a whole, indeed, there are problems to be solved to uplift the quality of education being served to its clientele.

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## AUTHORS

**First Author** – JERRY COBARIA ESPERANZA was cross-assigned faculty member to the School of Science and Education; Regular Faculty of the College of Arts and Letters; Campus Research Coordinator -University of Rizal System – Angono Campus, Angono, Rizal, Philippines during the conduct of the study. He handles education subjects, research and thesis writing in the said campus.

At present he is an Associate Professor I in the College of Agriculture, University of Rizal System, Sampaloc Tanay, Rizal Philippines handling forestry, environmental science, and research and statistics subjects. He is also the Head of the Research and Development of the University-Tanay Campus. He had served and awarded as resource person, lecturer, speaker, presenter, facilitator, and evaluator, reactor in various conferences and fora in the local, regional, national and international levels. He is also serving as lecturer, consultant, and evaluator in the graduate and undergraduate level in the university. [jcesperanza@yahoo.com](mailto:jcesperanza@yahoo.com)