

Teaching Method Preferences Among Faculty and Students

S. L. Lasap, Jr.
Abstract

This brief study shows that students and professors agree the professor's knowledge of his subject is of foremost importance. But the study also suggests that even the well-informed professor must carefully select the method or combination of methods used to present his subject to his students. His method must be appropriate to his personality, to the nature of his subject, the preferences of students in his class, and the availability of resources. The study also suggests that by developing good rapport with his students the professor fosters an atmosphere conducive to learning.

This study sought to determine the congruence or non-congruence in preferences of teaching procedures among faculty and students. Answers to this basic issue could very well explain some problems and difficulties in teaching.

Specifically, the objectives were:

1. To determine the differences between a sample of University of the Philippines at Los Bano (UPLB) faculty and students on the following:

- a. teaching methods preferences
- b. use of teaching aids
- c. preferences of teaching aids
- d. ratings of selected teaching functions

Methodology

Data were gathered by means of a comparable form semi-structured questionnaire schedule distributed to a sample of faculty and students of UPLB during the first semester of 1974-75.

As indicated by Table 1 this report is limited to the responses of faculty and students who may not represent the University of the Philippines at Los Bano. Therefore the findings should be regarded as tentative.

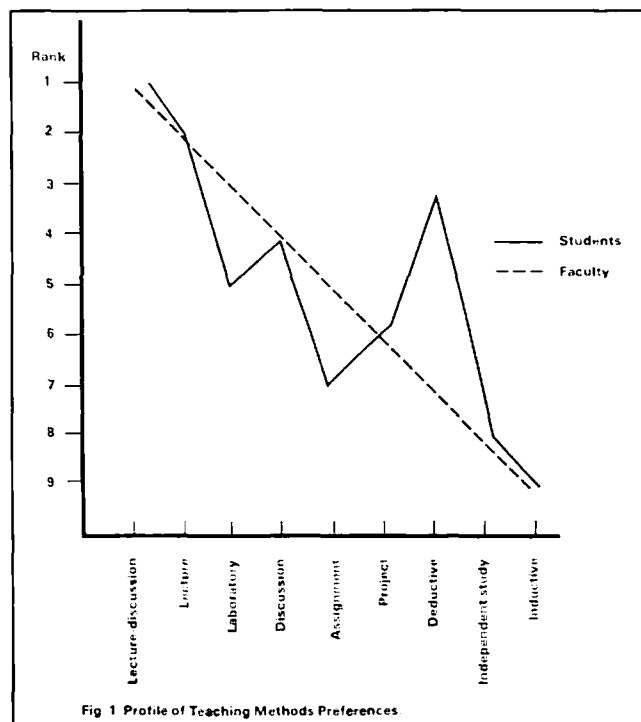
Table 1 Distribution of Respondents.

College	Faculty			Students		
	Sample	No. reporting	Per cent	Sample	No. reporting	Per cent
Agriculture	15	11	39	50	22	44
Forestry	15	10	36	50	15	30
Sciences and Humanities	15	7	25	50	13	26
Total	45	28	100	150	50	100

Lasap is assistant professor of agricultural education at the University of the Philippines at Los Banos.

The Findings

Teaching methods. Respondents were asked to rank their preferences of nine traditional methods that may be employed in classroom teaching. Figure 1 presents the preference profile expressed in ranks. Among the nine teaching methods, lecture-discussion was ranked first by both groups of faculty and students while straight lecture was ranked second. Discussion and project methods were ranked fourth and sixth respectively. For the laboratory and deductive methods, faculty and students differed in their preferences. Faculty ranked laboratory third, but students considered it the fifth choice. The deductive method was ranked third by students, but faculty placed it eighth.



Use of teaching aids. A list of twelve teaching aids was presented to the respondents. Faculty were asked whether they had used these aids, and students were asked which of these they had observed commonly used. Blackboards, charts, maps, books, photographs, and slide films were used by more than two-thirds of the faculty. Students observed that only blackboards, charts, and books were commonly used. None of the faculty had used tape recorders as an aid to teaching. Although 11 per cent of the faculty had utilized flannel boards in teaching, none of the students interviewed reported this aid to be commonly used.

Teaching aids preferences. Fig. 2 shows that faculty and students exhibited almost the same trend of preferences for three teaching aids — blackboards, books, and models. However, faculty and students demonstrated differences in their preferences of charts, maps, movie pictures, and tape recordings. It is interesting to note that students preferred movies as a teaching aid more than the professors.

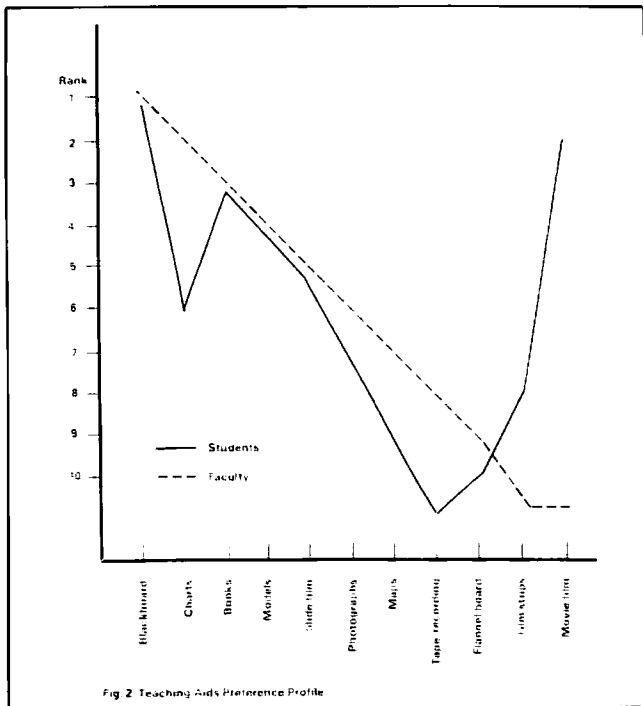


Fig. 2 Teaching Aids Preference Profile

Ratings of teaching functions. Six teaching functions were listed and the respondents were asked to rank these according to importance. Both faculty and students chose "knowing the subject matter" as the most important function (Fig. 3). Faculty and students however, were not in agreement on controlling misbehavior and on gaining student rapport. According to faculty, controlling misbehavior is more important than gaining rapport; whereas students thought vice versa.

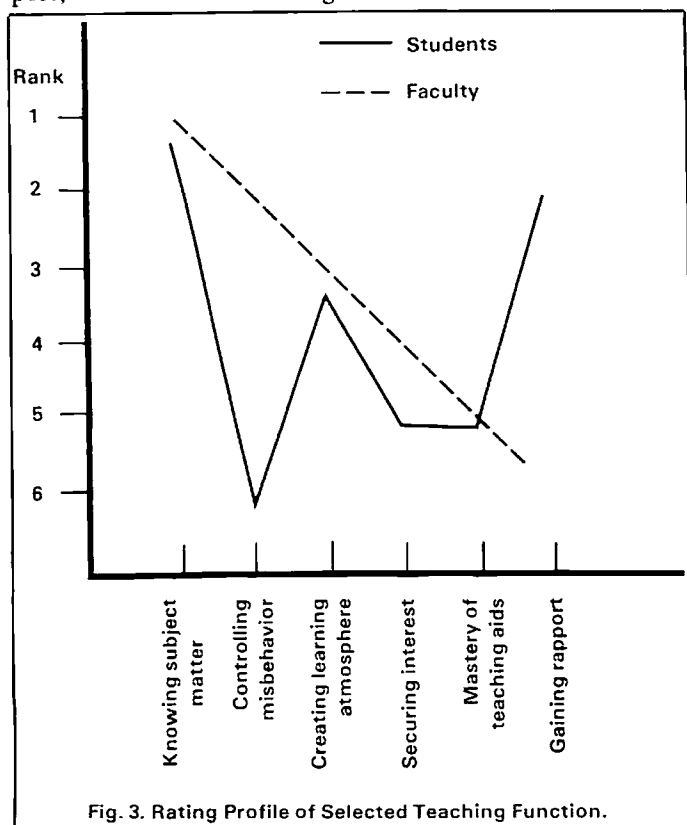


Fig. 3. Rating Profile of Selected Teaching Function.

Possibility of Self-Instruction

Faculty and students were asked whether self-instruction was possible and, if it were, what subjects they could recommend for self-instruction.

Of the 28 faculty respondents only 10 or 36 percent answered affirmatively on the question of self-instruction (Table 2). Proportionally more students favored self-instruction than faculty.

Table 2. Possibility of Self-instruction.

Self-instruction	Faculty		Student	
	No.	Per cent	No.	Per cent
Yes	10	36	40	59
No	18	64	34	41
Total	28	100	83	100

N = 28

$\chi^2 = 4.57$

d.f. = 1

$P < .05$

Table 3 lists characteristics teachers should possess as identified by faculty and students in an open-ended question.

Literature Cited

1. S. P. Lopez, President, University of the Philippines, unnumbered memorandum circular, dated March 22, 1975.
2. Albert B. Smith and Richard K. Ivey, "Personality Variables and the Improvement of College Teaching," *ERIC Resources in Education*, Jan. 1975, Vol. 10, No. 1, R 48.
3. Barbara R. Sherman and Robert Blackburn, "Personal Characteristics and Teaching Effectiveness of College Faculty," *Journal of Ed. Psych.* Vol. 67, No. 1, pp. 124-131.

Table 3. Important Characteristics a Teacher Should Possess.

Characteristics	Faculty		Student	
	Frequency	Rank	Frequency	Rank
1. Approachable, friendly and accommodating	14	1.5	23	3
2. Mastery of subject matter	14	1.5	17	4
3. Ability to communicate (including use of appropriate teaching methods)	13	3	27	2
4. Good sense of humor	5	4.5	16	5
5. Patient, understanding, considerate	2		47	1
6. Ability to arouse interest	5	4.5	15	6
7. Encourage critical analyses	1			
8. Self-confident	1		2	
9. Positive outlook	1			
10. Command respect and control student behavior	2		5	
11. Intelligent	2		10	7
12. Sincere	1			
13. Good moral character	1		3	