

The Integration of Philippine Psychology, Charisma and Teaching Effectiveness in a Filipino Classroom

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ABSTRACT

Philippine psychology is a unique identifier of the people of the Philippines. It is the psychology born out of the experience, thought and orientation of the Filipinos, based on the full use of Filipino culture and language according to Pe-Pua and Protacio-Marcelino (2000). One inherent character of Filipinos is being charismatic. This paper aims to integrate the concepts of Philippine psychology and Filipino teacher's charisma in the effective delivery of their classes. The study aims to pilot a developed instrument for measuring teaching effectiveness in class and see how students assess the charisma of a classroom teacher. The study involved two groups of participants, one is a group of in-service teachers and the other is a group of student-respondents handled by a particular teacher whose teaching effectiveness, as defined by a charisma inventory, was measured. The group of student-participants served as the population of the study. One student-group is a group of pre-service teachers (n=65) and another student-group is a group of basic education students (n=131). At the end of the year, a teaching effectiveness inventory in the context of charisma in teaching was administered to the students. A google forms equivalent of the developed instrument was used to gather 14.29% (n = 28) of the evaluation of the students. Results revealed that the teacher possessed all charisma traits with an outstanding mark with character traits receiving the highest rating of 4.71 and teaching techniques with the lowest rating of 4.51. The instrument was found to have high reliability with an alpha coefficient of 0.913.

Keywords: Philippine Psychology, Charisma, Teaching Effectiveness

I. INTRODUCTION

Philippine psychology or *Sikolohiyang Pilipino* is a national identity for the people of the Philippines. It is essential for us, Filipinos to define it by engaging in activities and make conscious efforts for the rest of the country and the world to know us. In the changing landscape of the world, we are becoming more interconnected and identity becomes a way to distinguish one culture from another. We have to identify strengths and weaknesses to help us better push for economic growth and development. Highlighting strengths and directing our efforts to helping improve on areas of our weakness will surely bring the best in us. As front liners, teachers are at the core of spreading core values and national identities that we can be proud of.

The main aim of this study is to integrate the concept of *Sikolohiyang Pilipino* or Filipino psychology in our workplace. Key concepts essential in laying the conduct

of the study are the terms Filipino psychology, the setting of my workplace and the concept of teaching charisma.

Sikolohiyang Pilipino

In the article of Pe-Pua and Protacio-Marcelino (2000), the term *Sikolohiyang Pilipino* or Filipino psychology was described as, "the psychology born out of the experience, thought and orientation of the Filipinos, based on the full use of Filipino culture and language." The article also described that the approach to achieve Filipino psychology is through "indigenization from within". The gist of the article described four bases for Filipino psychology, it includes: 1) assessing historical and socio-cultural realities; 2) understanding the local language; 3) unraveling Filipino characteristics; and 4) explaining them through the eyes of the native Filipino. Some of the major outcomes that results from the

practice of Filipino psychology as mentioned in the abstract are: 1) creation of a body of knowledge; 2) new directions in teaching psychology; and 3) active participation in organizations among Filipino psychologists and social scientists.

Mendoza (2007) described the beginning of Sikolohiyang Pilipino. According to her, the concept is a brainchild of Virgilio Enriquez who began teaching at the University of the Philippines in 1963. Accounts made claim that Enriquez used Filipino in teaching instead of the mandated English language during that time. Enriquez further his advocacy by looking for more indigenous psychological concepts that could serve as bases for differently construing ideas of psychology from the perspective of Filipinos.

Mendoza (2007) also cited Prospero Covar, Felipe De Leon and Zeus Salazar as advocates of Sikolohiyang Pilipino who were influenced by Enriquez. The institutionalization of the concept of Sikolohiyang Pilipino was made possible through an organization named *Pambansang Samahan sa Sikolohiyang Pilipino* (National Association for Filipino Psychology) or PSSP. One of the activities of the organization headed by Enriquez is the conduct of the First National Conference on Filipino Psychology (Unang Pambansang Kumperensya sa Sikolohiyang Pilipino). This conference was able to provide a venue for the articulation of ideas, concepts, and formulations of discourse on Sikolohiyang Pilipino. Some of the major contributions of Enriquez are, 1) establishment of the first named Philippine Psychology Research House (PPRH) which was later named Philippine Psychology Research and Training House (PPRTH) and later renamed as *Akademya ng Sikolohiyang Pilipino* (Academy of Filipino Psychology).

Canilao and Diaz (n.d.) claimed that Sikolohiyang Pilipino is an effort of Filipino psychologists and social scientists to indigenize Psychology in the country. They claimed that the effort started in the 1960s, further crystallized as a movement in the mid-1970s and is claimed to flourish until these days. A consistency in the claim that Enriquez conceptualized the idea was made in their article. They claimed that Sikolohiyang Pilipino was meant and has proven to be a liberated and a liberating psychology. The essence of the work that they

published lies on the strength of Sikolohiyang Pilipino as a post-colonial psychology that focused on indigenous knowledge, practices, and methods.

Mendoza and Perkinson (2003) claimed in their article that western colonial psychology has traditionally represented the Filipino 'self' as mainly concerned about "smooth inter-personal relationship" or *pakikisama* which implies avoidance of conflict at all cost. This is contested by more recent critical Filipino scholars who claims that it only pertains to superficial characters and fails to account for deeper hidden structures. The counter claim is that of the value of *kapwa*, a "reciprocal being" between self and others through give-and-take relationship.

Several Studies had been conducted about the Filipino psyche. In the study of Rungduin and Rungduin (2013), they explored the emergence of Filipino values among forgiveness studies. They reviewed 6 forgiveness studies made to understand Filipino forgiveness behaviors to extract general Filipino values as well as cultural values in the proposed theory of Kapwa by Enriquez. The result of their study led to the proposal of a new value-based forgiveness model. Another study is that of the dissertation study of Valledor-Lukey focused on developing a Filipino Gender Trait Inventory which aimed to predict self-esteem and sexism. Castañeda (2015) conducted a study on the 'self' of young Filipino gay men's use social networking applications to explore their sexual identity. Results of frequency coding revealed various themes. The results of the study revealed that their use of the social networking application Grindr was used not for its intended purpose but for the exploration of personal issues relevant to their sexual identity. These are only a few of several other studies are in national and international circulations.

Charisma in Teaching

In the paper of Huang and Lin (2014), they defined teaching charisma by taking the roots of the term charisma from a Greek word that means "gift". They said that teaching charisma is a "gift" that some teachers may have. Raelin (2006) associated the pleasing personality of the charismatic person to his/her greatest gift. Huang and Lin (2014) then defined teaching

charisma as, “the positive behaviors of a teacher..., which can deeply attract students to learn.” In the final charisma instrument of Huang and Lin (2014), four components of charisma were identified, 1) character traits; 2) knowledge; 3) humor; and 4) teaching techniques.

General Objective

The general objective of this paper is to integrate the concepts of teaching effectiveness, charisma and Philippine psychology in the evaluation of teaching effectiveness.

Specific Objective

Specifically, the following are desired:

- adapt a validated instrument about charisma in teaching;
- use the adapted instrument to develop another instrument for the Philippine setting
- assess the teaching effectiveness of an identified teacher using the developed instrument;

II. METHODS AND MATERIAL

The general objective of this paper is to develop an instrument from an adapted instrument for gauging the charisma of teachers as a measure of teacher’s effectiveness. The instrument of Huang and Lin (2014) served as the instrument for determining teaching effectiveness.

Participants of the Study

There are three groups of participants in the study. The first group of participants are in-service teachers (INSET), the second group of participants are pre-service teachers (PRESET), and the last group of participants are basic education students.

INSET Participants

The participants of the study are in-service teachers who participated in a national conference of teachers. The sample of teachers came from those who willingly participated in an organized seminar-workshop. The seminar was facilitated by a Philippine-based

organization. They responded to free-response questions, responded to the instrument developed by Huang and Lin (2014), and contributed items to the developed instrument for teaching effectiveness.

Student Participants (PRESET and Basic Education Students)

Three sections of pre-service teachers taking Science in specific disciplines had been identified to participate in the study. The participants are currently pursuing their field study courses at the time of the study at the institute where the proponent is connected. The participants and their corresponding numbers per specialization are given in the following tables:

Table 1. Pre-service teacher – participants of the Study

Specialization	Number of participants
Bachelor of Science in Physics for Teachers	28
Bachelor of Secondary Education major in Physics	20
Bachelor of Science in Chemistry for Teachers	17
Total	65

Table 2. Basic Education student - participants of the study

Grade level	Subject	Number
Grade 9	Science 9	64
Grade 10	Science 10	67
Total		131

Instrument

The instrument that was used in this study is the Inventory of Teaching Charisma in the College Classroom (ITCCC) developed by Huang and Lin (2014). The instrument has 32 validated items which aims to measure the students’ perceptive degree of teaching charisma from his/her teacher. Students are tasked to rate with a scale of 1-5, with 1 (never true) to 4 (always true). The higher the score, the better the degree of teaching charisma.

General Procedures of the Study

- An instrument for teaching effectiveness was adapted from Huang and Lin (2014), the Inventory of Teaching Charisma in the College Classroom (ITCCC) as a basis for developing a new one for the Philippines;
- A new instrument was developed through a pool of 78 teachers using the same four constructs of teaching effectiveness integrating charisma and Philippine psychology;
- Constant comparative method was used to code the responses of the in-service teachers to create the new instrument for evaluating teaching effectiveness.
- A year of teaching was carried out both for the basic education and pre-service teachers to offer subjects such as field study for the pre-service teachers and science classes in grade 9 and grade 10;
- The new teaching effectiveness instrument was used to create an electronic form to get a random sample of students for evaluating teaching effectiveness;
- The teacher was evaluated online using the developed form.

III. RESULT AND DISCUSSION

A national seminar workshop was conducted. The seminar was able to gather 79 practitioners in the academe both from the private and the public practice. The teachers were given two important roles, one is to answer an inventory of teaching charisma to validate the content of the instrument and another is to respond to a free-response questionnaire to get their idea about an ideal teacher.

Out of the 79 participants, one participant failed to submit his/her accomplished instrument which led to 78 valid responses only. The following is the result of the response of the teachers on the Inventory of Teaching Charisma:

Table 3. Summary Table of the Responses of the Teacher-Respondents to the Inventory of Teaching Charisma

	Minimum	Maximum	Mean	Std. Deviation
Age	23.00	58.00	40.3733	9.21775
Years in Service	.00	33.00	13.0641	9.57993

Table 3 shows the age profile of the respondents. Out of the 78 respondents, there are only 75 valid responses. Three of the respondents did not write their age on the instrument. Most of the respondents are aged 44 to 45 years. The average age of the respondents is 40.37 with an SD of 9.22.

Table 4. Gender Profile of the INSET respondents

		Frequency	Percent
Valid	Male	23	29.5
	Female	53	67.9
	Total	76	97.4

Table 4 shows the gender profile of the respondents. It shows that there are only 76 valid responses. Out of the 76, majority are female (53 or 69.70%) while male teachers comprise the minority (23 or 30.30% of the respondents).

Results of the development of the teaching effectiveness instrument

The group of 79 teacher-participants helped in the generation of the items for teaching effectiveness. The instrument adapted the constructs of Huang and Lin (2014) as basis for the four areas of charisma in teaching: 1) Character traits; 2) Knowledge; 3) Humor; and 4) Teaching Techniques. The results led to the development of 40 items with 10 items per area.

The following table shows the sample items for each of the four identified areas of the instrument.

Table 5. Sample Items for the different Areas of Charisma

Area	Sample Items
1. Character Traits	Exercises proper decorum, and sets a good example for his learners

2. Knowledge	Has good knowledge of ICT and its use in the classroom
3. Humor	Provides games/activities that mold the skills of the students
4. Teaching Techniques	Engages the students in real life situations

Responses in specific areas of the teaching effectiveness instrument

In interpreting the responses of the teachers on the specific teaching charisma specific criteria, the following table was used:

Table 6. Table of Interpretations

Range of Scores	Interpretation	Qualitative Description
4.50 – 5.00	Always True	Outstanding
3.50 – 4.49	Most of the time True	Excellent
2.50 – 3.49	Seldom True	Very Satisfactory
1.50 – 2.49	Rarely True	Satisfactory
1 – 1.49	Never True	Needs Improvement

Tables 7-10 shows the responses of the teacher participants in the instrument of Huang and Lin (2014):

Table 7. Area I. Character Traits

	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation
I.1	78	3.00	5.00	4.5256	.59706	Always True
I.2	78	3.00	5.00	4.7308	.47463	Always True
I.3	78	2.00	5.00	4.6538	.55425	Always True
I.4	78	1.00	5.00	4.6410	.64414	Always True
I.5	78	3.00	5.00	4.5128	.59747	Always True
I.6	78	3.00	5.00	4.6923	.54195	Always True

Table 7 shows the ratings given by teachers to the different components of area I. Character traits. All of the components in the area were assessed by the respondents to be “always true”. This means that there is a high agreement of the teachers with the items of the area. Item I.2 got the highest agreement among the different responses

Table 8. Area II. Knowledge

	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation
II.1	78	3.00	5.00	4.2564	.61234	Most of the Time True
II.2	78	3.00	5.00	4.5513	.55003	Always True
II.3	78	2.00	5.00	4.6154	.56363	Always True
II.4	78	1.00	5.00	4.3846	.77679	Most of the Time True
II.5	78	3.00	5.00	4.5256	.52778	Always True
II.6	78	3.00	5.00	4.5897	.52064	Always True
II.7	78	3.00	5.00	4.3590	.64414	Most of the Time True

Table 8 shows the response of the 78 respondents to the second area, Knowledge. Majority of the items, 4 out of 7 got a qualitative response of “always true” while the remaining three items got a response of “most of the time true.” This means that the items are relatively acceptable to the respondents. Item II.4 got the lowest rating while item II.3 got the highest rating.

Table 9. Area III. Humor

	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation
III.1	78	2.00	5.00	4.4231	.69356	Most of the time true
III.2	78	3.00	5.00	4.3718	.66663	Most of the time true
III.3	78	1.00	5.00	4.1282	.90251	Most of the time true
III.4	78	2.00	5.00	4.3846	.70675	Most of the time true
III.5	78	3.00	5.00	4.4359	.63634	Most of the time true
III.6	78	3.00	5.00	4.5641	.57184	Always True

Table 9 shows the summary of responses in area III. Humor. Only one of the responses got a qualitative response of “Always true” while the remaining five items got a qualitative description of “Most of the time true.” Item III.3 got the lowest rating while item III.6 got the highest rating.

Table 10. Area IV. Teaching Techniques

	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation
IV.1	78	2.00	5.00	4.5000	.67900	Always True
IV.2	78	1.00	5.00	4.3462	.71762	Most of the time true
IV.3	78	1.00	5.00	4.4487	.78372	Most of the time true
IV.4	78	3.00	5.00	4.4744	.63908	Most of the time true

Table 10. Area IV. Teaching Techniques

	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation
IV.1	78	2.00	5.00	4.5000	.67900	Always True
IV.2	78	1.00	5.00	4.3462	.71762	Most of the time true
IV.3	78	1.00	5.00	4.4487	.78372	Most of the time true
IV.4	78	3.00	5.00	4.4744	.63908	Most of the time true

Table 10 shows the last area, teaching techniques. Only item IV.1 got the qualitative description, “Always true” while the remaining three items got a qualitative

description of “most of the time true.” It is also item IV.1 that got the highest rating from the respondents.

Administration to the participants of the study

The instrument was administered online using google forms. The instrument was floated for a day to gather results. A total of 28 (14.29%) students responded with the following results:

Table 11. Profile of the student respondents

Number of Respondents	Course/Grade level	Subject Taken
14	Third year college	Field Study
6	Grade 10	Science 10
8	Grade 9	Science 9

Table 11 shows the profile of the students who participated in the evaluation of the teaching effectiveness of the identified teacher. Half or 50% of the respondents are third year college students who took up field study courses with the teacher and the other half came from basic education.

The following table shows the summary of the evaluation of the two groups of students of the performance of teaching effectiveness of the identified teacher:

Table 12. Summary Table of the Evaluation of the students

Area of Charisma (Teaching Effectiveness)	Mean	Standard Deviation	Interpretation
I. Character Traits	4.70	0.502	Outstanding
II. Humor	4.66	0.533	Outstanding
III. Knowledge	4.61	0.613	Outstanding
IV. Teaching Techniques	4.51	0.688	Outstanding

Table 12 shows the summary of the evaluation of the respondents of the teaching effectiveness of the identified teacher using the developed teaching effectiveness instrument. The results revealed that all

constructs of charisma in teaching were evaluated by the student-respondents as outstanding with teaching effectiveness receiving the lowest rating (4.51) and that of character traits having the highest rating (mean = 4.70).

Results of the Calculation of Alpha Coefficient

In determining the consistency of the instrument, the alpha coefficient was determined. The alpha coefficient was computed using SPSS. The result of the SPSS calculation revealed a high Cronbach’s alpha value of 0.913 (n = 40 items). This result shows that the instrument had high reliability.

IV. CONCLUSION

The main aim of the study is to integrate the concepts of sikolohiyang Pilipino or Philippine Psychology and charisma in evaluating teaching effectiveness. The first step taken was to adapt an existing instrument that incorporates the idea of charisma in determining teaching effectiveness and how the instrument will be acceptable to both Filipino teachers and students. The results revealed acceptable results. After knowing that the result is acceptable, the next step taken was to create a teaching effectiveness instrument from a pool of Filipino in-service teachers. A total of 78 teachers participated in a national conference where the data were gathered. Free Response questionnaires were administered to the teacher-participants to gather data. Constant comparative method was used to determine the indicators that will fit the four areas initially identified through the original instrument for teaching effectiveness using the concept of charisma by Huang and Lin (2014).

The results of the free-response and constant comparative method led to the 10 indicators per area. The instrument was then encoded using an online site, “Google forms” to prepare it for online administration. A pool of seven sections composed of four sections of basic education students in their grades 9 and 10 level plus three sections of third year pre-service teachers were considered for the pilot of the final instrument. Twenty-seven (27) responded to the online form. The results of the responses of the students were used as a basis for the computation of the reliability of the

instrument. The results of the reliability test revealed a high value of 0.913. This shows that the instrument has high consistency.

This research was able to show that the concepts of teaching effectiveness, sikolohiyang Pilipino and charisma can be integrated in the development of an instrument to gauge the performance of teachers. The output the study led to the development of an instrument that can be used for evaluating the effectiveness of teachers.

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