
Typology on Teachers' Bumpy Moments: "A Coherent View of Teachers on Selected Public and Private Universities"

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In today's environment when much of the perceived failure of schooling in the modern era is attributed to teachers who are thought to be ill-prepared for their task, one hardly realizes the role that the teachers' work place plays in the pursuit of learning. In the current Philippine educational setting, public schools are being declared as failing partly because of an apparent deterioration in teacher education. The success or failure of the teacher is too situational (Cochran-Smith, 2003), yet one can recognize a competent teacher if he/she sees the teacher in action particularly in dealing with setbacks within the classroom (Evans & Tribble, 1986).

There are moments in teaching that require teachers to make an immediate decision about how to respond to a particular problem in practice. When faced with such a decision, the teacher must engage in reflection to consider all the factors, develop possible solutions, weigh the consequences and make a decision based on this reflection. However, teaching rarely "freezes" so that we may carefully reflect and choose our next course of action. Many decisions and reactions are made instantaneously because the classroom is filled with continuous

activity. As Eby and Kujawa (1994) suggest, 'Teachers face a continual stream of questions that need immediate response, decisions that affect the well-being of their students, value judgements that may be in conflict with others' points of view and complex problems that need elegant solutions'. However, many moments in teaching require an immediate response and consequent events of the classroom are contingent upon that response (Romano, 2006).

When such a problem arises during the course of teaching, the teacher is faced with what can be described as "bumpy moments". This term was coined with episodes in the classroom that make the teachers' world stop for a while. With the day-to-day experiences of the teacher, she may encounter some classroom situations that may hamper the attainment of the students' learning progress. Situations like students are not listening to the teacher, students monopolizing classroom discussion or students making comments that are offensive to her may suggest a reflection of the teacher's professional profile within the context of age, educational attainment, and length of teaching experience. Furthermore, these situations account for the crucial components of effective classroom management. Bumpy moments are divided into five typologies being indiscreet moments (arise when students lack discipline and become careless in their actions), interfering moments (occur in the middle of a routinized activity in a class), inept moments (take place when there is lack of preparation on the part of the teacher), incongruous moments (result from an environment that runs against planned activities for the day) and impudent moments (caused by students who lack modesty and are discourteous toward their classmates and teacher).

As cited in the study of Fetherston and Lummis (2012), a number of hypotheses have been proposed in relation to the causes behind teacher slow destruction. Buckley, Schneider and Shang (2004) suggested that there were teacher factors, school factors and community factors. Teacher factors included: wages,

idealism and teacher preparation courses; school factors included working conditions, organisational factors, the lack of resources and accountability, community factors government policy, budgeting policy, and public stereotypes of teachers' hours of work. What really stands out in this study was the personal cost and suffering experienced by the teachers that were abused either by students, parents, senior colleagues and/or the 'system'.

Both the public and private schools face similar incidents, students (and teachers) behave the way they do probably lies in a curriculum that is unsuited to the needs of the 5-10 percent of students who are legally required to participate in a non-motivating learning situation (Fetherston and Lummis, 2012).

According to Samano, the success or failure of teaching is undoubtedly affected by how well or poorly the teacher manages the lesson, the class, and the manner by which she disciplines her students. The teacher in the classroom is a veritable manager. He is at the helm of all activities which will succeed depending on how well he can steer and guide them properly (Lardizabal, 1991). From this viewpoint, this paper aims to determine whether teachers' work place they are serving is significantly related to the bumpy moments a teacher encounters inside the classroom.

Statement of the Problem

Citing the scraps encompassing the nature of teacher's bumpy moments, this study specifically aimed to answer the following questions:

1. How may the respondents' work place (public or private) they are serving be described?
2. How may the respondents describe the classroom situation considered as "bumpy moments"?

3. Is there a significant difference between public and private teachers relative to their bumpy moments?

This study aimed to prove hypotheses that there is a significant difference between public and private teachers relative to their bumpy moments.

In many researches, the relationship of teachers' development stages status to their bumpy moments in teaching has always been studied. However in this paper, teachers' work place (public or private) is considered as an exogenous variable that may probably affect teaching and learning process.

Consequently, the result of this study may inspire teachers to instigate a deeper level of reflection on the impact of teachers' work place on the general learning aspect of their students within the scope of quality education.

Methods

Design. This paper used a descriptive design. To illustrate the descriptive type of research, Creswell (1994) guided the researchers when he stated: Descriptive method of research is to gather information about the present existing condition. It also used a test of difference between two groups.

Sampling and Procedure. The population of this study comprised of 40 college teachers from selected public and private universities. A survey questionnaire was given to the teacher-respondents per college to elicit the data about their agreement on the situations that greatly affect the over-all operations of the class. These situations are labelled as "bumpy moments" which are classroom episodes that make the teacher's world stop for a while. Teachers' responses towards these situations are based on their day-to-day experiences and they were given ample time to fill the questionnaire. During distribution of survey questionnaire, they were informed about

the purpose of the study. Questionnaire method was used to collect quantitative data and the interviews were used to provide qualitative insights into the data collected. Apparently, secondary data are based from the recent literatures related to instructors' bumpy moments and classroom management.

Questionnaire. An 8-point Likert scale on teachers' bumpy moments was adapted by the researchers. The survey instrument comprised two parts: Part one introduced the teachers' work place they are serving while Part two determined the bumpy moments of the teacher. Part two were rated by the respondents according to an eight-point Likert scale (agree to much extent and agree to little extent).

Data Analysis. As stated above, this research partially based its findings through both quantitative research methods because this permits a flexible and iterative approach. During data gathering, the choice and design of methods are constantly modified, based on on-going analysis. This study also employed qualitative research method because it will try to find and build theories that will explain the relationship of one variable with another variable through qualitative elements in research. To settle quantitative and qualitative treatments of data, each of the ratings in the questionnaire, in a scale of 1 to 8 for the level of teachers' bumpy moments was treated as score with corresponding interpretation.

To settle statistical treatments of data, the researchers were assisted by the Statistical Package for the Social Sciences version 15 (SPSS) in coming up with the statistical analysis for this study. Frequency and percentage distribution technique was used to answer research problems 1, mean and standard deviation technique was applied to answer problem 2, while t-test was run to answer research problems 3 to test the significance of difference between public and private instructors and their bumpy moments.

Results

Forty bumpy moment items were factor analyzed, using the principal component and Varimax with Kaiser Normalization rotation to delineate the underlying factors of bumpy moments experienced by teachers in both public and private university. The reliability coefficient (Cronbach Alpha = 0.93) was computed for each factor to estimate the reliability of each scale and is adequate enough for factor analysis to proceed. All factors, with reliability coefficient less than 0.65 were disregarded from the list. This decision produced a 36-item questionnaire for bumpy moment factors that measured 5 typologies in the teacher's bumpy moments, such as indiscreet moments, interfering moments, inept moments, incongruous moments, and impudent moments as defined by De Guzman, Lim, et al. (n.d.) study.

Table 1 shows the work place in which respondents are serving. Among the 40 respondents of the study, most of them worked in a State University (57.5%) and 17 (42.5%) were from private university.

Table 1: Respondents' Work Place (N=40)

	No. of Respondents	Percent
State University	23	57.5
Private University	17	42.5

Indiscreet Moment

These are moments that arise when students lack discipline and become careless in their actions. The said moments take place in their extremes, either when the students are carried away by the classroom activities or they lack the interest to participate in activities. (De Guzman, Lim, et.al., n.d.)

TABLE 2: Teachers' Indiscreet Moments

Indicators	Mean	Standard Deviation	Rank
Indiscreet Moments			
1. Student brings pornographic materials.	4.41	2.81	11
2. Student makes comments that are offensive to the teacher and/or peers in class.	5.13	2.43	4
3. Student flirts with the teacher.	4.10	2.59	16
4. Student flirts with another student.	4.82	2.37	8
5. Student blames the teacher for his/her poor performance.	4.53	2.36	10
6. Student utters foul words.	5.00	2.73	5
7. Student reads other non-class materials while the teacher is teaching.	5.36	2.37	2
8. Student quarrels during class discussion.	4.83	2.74	7
9. Student promotes own political/social agenda each time he/she speaks.	4.33	2.18	12
10. Student looks bored, disinterested, yawns while the teacher is teaching.	4.60	1.96	9
11. Student misses class frequently.	4.30	1.91	13
12. Student monopolizes class discussion.	4.18	2.14	15
13. Student socializes with another student while the teacher is teaching/speaking.	5.51	2.16	1
14. Teacher catches the student cheating.	5.20	2.49	3
15. Student eats and/or drinks during class.	4.95	2.30	6
16. Student lost his/her belongings.	4.28	2.40	14

Table 2 shows the situations of respondents' indiscreet moments during their day-to-day experiences as classroom teachers. "Student socializes with another student while the teacher is teaching/speaking" ($x=5.51$, $SD=2.16$), "Student reads other non-class materials while the teacher is teaching" ($x=5.36$, $SD=2.37$), and "Teacher catches the student cheating" ($x=5.20$, $SD=2.49$) gained the top three highest mean, while "Student flirts with the teacher" ($x=4.10$, $SD=2.59$), "Student monopolizes class discussion" ($x=4.18$, $SD=2.14$), and "Student lost his/her belongings" ($x=4.28$, $SD=2.40$) scored the lowest mean.

Interfering Moments

These are moments that occur in the middle of a routinized activity in class. These moments are caused by a student or school personnel who calls and attracts the attention of the class. When attention deviates from the lesson, this causes delay in the flow of the teaching-learning process. (De Guzman, Lim, et.al., n.d.)

Table 3: Teachers' Interfering Moments

Indicators	Mean	SD	Rank
1. Student challenges the teacher's comments or lecture	4.45	1.77	3
2. Student questions or contradicts the teacher during class.	4.15	1.83	4
3. Administrator walks in and disturbs students during important lesson.	3.93	1.79	5
4. Student packs up books before the class is to end.	4.97	2.23	1
5. Stops a lesson in order to get the announcement on the public announcement system.	4.93	2.10	2

Table 3 shows the situations of the respondents' interfering moments during their day-to-day experiences as classroom teachers with which respondents express most agreement. "Student packs up books before the class is to end" ($x= 4.97$, $SD= 2.23$) was the most agreed by the respondents followed by "Stops a lesson in order to get the announcement on the public announcement system" ($x=4.93$, $SD=2.10$). Two items considered as least agreed were "Administrator walks in and disturbs students during important lesson" ($x=3.93$, $SD=1.79$), and "Student questions or contradicts the teacher during class" ($x=4.15$, $SD=1.83$)

Inept Moments

This type of moments takes place when there is a much lack of preparation on the part of the teacher or the students for a certain scheduled activity. Factors that may cause this moment to occur are the lack or absence of the needed materials,

inappropriateness of the activity for the time schedule and the students who are irresponsible and unprepared for their lessons. (De Guzman, Lim, et.al., n.d.)

Table 4: Teachers' Inept Moments

Indicators	Mean	SD	Rank
1. Student comes to class unprepared.	5.30	1.76	2
2. Student arrives late for class.	5.20	1.91	3
3. Problems with equipment/facilities.	6.00	1.52	1
4. Few students respond to the teacher's questions or participate in class discussion.	4.88	1.92	4
5. Students could not find the worksheet needed for the lesson.	4.68	1.90	5
6. Time management problem during lesson and follow-up activity.	4.53	1.85	6

Table 4 presents the mean ranking of situations of the respondents' inept moments during their day-to-day experiences as classroom teachers. "Problems with equipment/facilities" ($x=6.00$, $SD=1.52$) had the highest mean score, followed by "Student comes to class unprepared" ($x=5.30$, $SD=1.76$). Considered as the least agreed statements are "Time management problem during lesson and follow-up activity" ($x=4.53$, $SD=1.85$) and "Students could not find the worksheet needed for the lesson" ($x=4.53$, $SD=1.85$).

Incongruous Moments

These moments result from an environment that runs against planned activities for the day. They may also be caused by students who create an environment not conducive to learning, thus making it hard for the teacher to reschedule the activities for the coming days. (De Guzman, Lim, et.al., n.d.)

Table 5: Teachers' Incongruous Moments

Indicators	Mean	SD	Rank
1. Sudden suspension of classes.	4.26	2.33	5
2. Unexpected school activities.	4.45	2.21	4
3. Students not wearing the prescribe uniform.	4.70	2.16	3
4. Cell phone noise disturbs the class discussion.	5.28	2.62	1
5. Noisy students loitering in the corridor.	5.23	2.57	2

Table 5 shows the situations of respondents' incongruous moments during their day-to-day experiences as classroom teachers. "Cell phone noise disturbs the class discussion" ($x=5.28$, $SD=2.62$) and "Noisy students loitering in the corridor" ($x=5.23$, $SD= 2.57$) were the most agreed situations while "Sudden suspension of classes" ($x=4.26$, $SD=2.33$) and "Unexpected school activities" ($x=4.45$, $SD=2.21$) were the least agreed situations.

Impudent Moments

These are caused by students who lack modesty and are discourteous toward a classmate or even their teacher. The students disregard others and cause irrelevant discussions and activities in the class. (De Guzman, Lim, et.al., n.d.)

Table 6: Teachers' Impudent Moments

Indicators	Mean	SD	Rank
1. A student interrupts directions to ask an off-task question.	5.69	1.64	1
2. Student shares inappropriate story during class discussion.	5.21	2.24	2
3. Student snickers at another student who was asking a question.	5.15	1.76	3

Table 6 shows the situations of respondents' impudent moments during their day-to-day experiences as classroom teachers. "A student interrupts directions to ask an off-task question" ($x=5.69$, $SD=1.64$) was the most agreed by the respondents while "Student snickers at another student who

was asking a question" ($x=5.15$, $SD=1.76$) was the least agreed by the respondents.

Significant Difference in Teacher's Bumpy Moment Typologies

To determine the difference in Teacher's bumpy moment typologies when grouped according to their work place, t-test was done.

Table 7: Significant Difference in Teacher's Bumpy Moment Typologies when Grouped According to their Work Place

	Teachers' Work Place				t-ratio
	Public		Private		
	Mean	SD	Mean	SD	
Indiscreet	4.513	2.047	4.900	1.866	0.622
Interfering	4.256	1.557	4.729	1.536	0.957
Inept	5.326	1.273	4.784	1.573	1.402
Incongruous	4.6522	1.839	4.976	2.358	0.471
Impudent	5.1232	1.299	5.568	1.884	0.838

*significant ≤ 0.05

Table 7 indicates no significant difference in teachers' bumpy moment typologies when grouped according to their work place. On one hand, difference in their work place infers that the private school teachers discern the most number of bumpy moments which occur in their teaching process since the value of their computed means in most of the typologies aside from inept moment got the highest between the two groups. On the other hand, public school teachers have the least value of computed means which indicate that they perceived the least probability of experiencing bumpy moments inside the classroom set-up.

Further, results of the t-test analysis at 0.05 significant level, (t-ratio = 0.471 to t-ratio= 1.402) indicate that there is no significant difference between public and private universities of teachers' bumpy moment typologies.

Discussion

This research study provides further evidence on the coherent views on the typologies of teachers' bumpy moments in both public and private universities. With these results, this study helps answer recent calls for more research into the factors that influence the bumpy moments of the teachers in a classroom interaction. Respondents described the five typologies in the teacher's bumpy moments, such as indiscreet moments, interfering moments, inept moments, incongruous moments, and impudent moments involved in the study, to have closely akin in terms of their mean ratings.

On one hand, respondents' response which received highest agreement showed that teachers experience bumpy moments when they encounter problems with equipment or facilities that they are going to use. Respondents agreed to greater extent that when their students interrupt directions to ask an off-task question, students socializes with another student while the teacher is teaching/speaking, and students reads other non-class materials while the teacher is teaching. It should also be noted that respondents posted most agreed when teacher catches the student cheating, students come to class unprepared and cell phone noise disturbs the class discussion. These findings are in consonance with the study of Romano (2006) and De Guzman (n.d) confirmed pre-service teachers also experience the said bumpy moments.

In this study the difference in teachers' bumpy moment typologies and the work place was also examined. As expected and proven consistent with previous researches, teachers in both public and private schools are facing and experiencing episodes in the classroom of teacher-students interaction towards students' behaviour that makes the teachers' world stop for a while. (Fetherston and Lummis, 2012, De Guzman et'al, n.d. and Romano, 2006)

Conclusion

This study attempted to describe the coherent views of teachers in selected public and private universities to their bumpy moment typologies.

Results of the study accepted the null hypothesis drawn, which is consistent with the extant researches. Teachers in both public and private experienced five typologies in the teacher's bumpy moments, such as indiscreet moments, interfering moments, inept moments, incongruous moments, and imprudent moments when placing students together with confronting behaviours to create a class.

School advocates are zealots who believe that private is more systematic than public, in terms of school policies, programs and even disciplinary actions. In contrast this, the study showed that there is no significant result indicating that the public and private schools manifest a deviation on campus and classroom management as long as bumpy moments are concerned.

Having cited the effect of school facilities in the flow of learning in the classroom, facilities, which at the very least must be in good condition be made available to teachers for as much as they need it. This is to equip them with instruments commensurate with the prevailing trend by which students learn which is through technology application.

The classroom management should be taken seriously by teachers and key school officials to ensure that proper discipline is observed both by teachers and students. Also, school policies must be properly disseminated such that there is a holistic awareness on the part of students of the regulations through which they should be guided while inside the school. One possible way to achieve this is a follow-up orientation of the students inside the classroom where they can be more focused on a thorough understanding of such policies. Whereas immersing them in large-group orientations, chances are for

noisiness and disorientation to arise because their attention is diverted to other things.

While student the handbook is a useful tool in disseminating school policies, teachers should also set certain rules and regulations in the classroom that are parallel to the school policies. Furthermore, grading system for student's decorum should be more objective in a way that teachers would follow a certain rubrics to enlighten them when grading their students in terms of behaviour. Persistent to this proposition is a consistent awareness and adaptation of the mentioned policies on the part of students is duly recommended. This is to lessen the bumpy moments that may be encountered by the teacher. Strict implementation of these policies should also be observed both in public or private schools.

However, the implications drawn from this study must be viewed in the light of the limitations inherent to the research, primarily the size and scope of the samples. Although this study encompassed limited respondents, future researchers may pursue the same study, measuring the same construct but with greater and wide range of samples, and consider some other factors like teacher preparation and hours of work, school working conditions, school policy and students learning styles, etc. in order to generalize the conclusions derived from this research.

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