THE TEACHING BEHAVIOURAL ATTRIBUTES OF FACULTY MEMBERS OF THE COLLEGE OF BUSINESS, ENTREPRENEURSHIP AND ACCOUNTANCY: A COMPARATIVE STUDENTS EVALUATION

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ABSTRACT: *Every educational institution aims at improving the quality of education it offers to its clientele. It designs methods and processes to ensure that its faculty members are equipped with the necessary weapons in delivering this quality education to the studentry. The University or any College institutes a measure like the teacher's evaluation which is a formal process a school uses to review and rate teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development and enhancement, if necessary. The teacher-evaluation system is a response to the laws that govern educational institutions generally designed and operated at the University level, to determine the areas of the teaching learning process that need to be improved and enhanced. This undertaking is designed to show the comparative evaluation of students of the teaching behavioural attributes of the faculty members of the College of Business, Entrepreneurship and Accountancy covering five areas of evaluation, to wit: the mastery of the subject matter, the communication skills of the teacher in the delivery of the lesson, his classroom management, the teaching and evaluative techniques utilized by the faculty member and the teacher traits. Since this study attempted to ascertain and compare the teaching behavioural attributes of tenured and non-tenured faculty members of the College as evaluated by the students, the descriptive correlational method of research was used. Respondents of the study were the senior students of all the program offerings of the College. The descriptive statistics used to summarize the profile of the respondents were percentages, frequency counts and mean and in the analysis and interpretation of the evaluation of the student-respondents as regards the teaching behavioural attributes of the faculty members, the weighted mean, the chi- square and Pearson r were used. A questionnaire was utilized to gather information from the respondents which consisted of two parts: Part 1 consisted of the profile of the respondents and Part II of the questionnaire proper consisted of the respondents' evaluation on the different areas of evaluation on teaching behavioural attributes of the faculty members. This modified data gathering tool was patterned from the Teachers Behavioral Inventory tool used by the University of Cagayan Valley. With the conduct of this study, results have led to the conclusion that the profiles of the respondents along sex, age and program have a significant effect on the evaluation of the respondents on the different dimensions of the teaching behavioural attributes of both the tenured and the non-tenured faculty members. However, some areas or dimensions of the teaching behavioural attributes of both the tenured and non-tenured faculty members have not been significantly affected by the profiles of the respondents. Based from the findings of this study, the researcher strongly recommends that the faculty members should keep themselves abreast with the newest trends and issues that have relation with their subject matter so as to enrich their subject discussion in the class and provide the students a wider horizon of understanding the importance of the theories taught in*

the class with the realities of life, necessary preparations of their subject matter prior to their scheduled class in order to prepare themselves in the excellent or at least a very satisfactory delivery of their subject matter and refrain from bringing or carrying with them their textbooks in the class which would include the provision of the visual and teaching materials in aiding them for the students' easy assimilation of the lesson while utilizing a variety of strategies in the delivery of the subject lesson particularly those that encourage students' participation or involvement to pave the way for the students to express their ideas and develop in them self-confidence and boost their self-esteem and lastly, for the administration through the department chair or the dean should monitor regularly the attendance of the faculty members in their classes to ensure that class time is properly utilized by the faculty members.

KEYWORDS: *Teaching behavioural attributes, communication skills, mastery of the subject matter, teaching techniques, teaching evaluative measures, classroom management, teacher traits, teaching trends, descriptive correlational design, seat plans, class records, textbooks and references, department chair, College Dean, comparative evaluation, teacher inventory tool, teacher evaluation system, teachers' performance*

INTRODUCTION

Every educational institution aims at improving the quality of education it offers to its clientele. It designs methods and processes to ensure that its faculty members are equipped with the necessary weapons in delivering this quality education to the studentry. The University or any College institutes a measure like the teacher's evaluation which is a formal process a school uses to review and rate teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development and enhancement, if necessary. The teacher-evaluation system is a response to the laws that govern educational institutions generally designed and operated at the University level, to determine the areas of the teaching learning process that need to be improved and enhanced. Traditionally, the teacher evaluation systems relied greatly on classroom observations conducted by principals or other school administrators, sometimes with the help of rubrics or checklists and some other records and documents that are regularly utilized by the teacher in the classroom like samples of students' work, teachers' records and lesson and seat plans, and other relevant factors were also often taken into account.

The University is the most essential place for students to learn and develop their educational and social competencies. The faculty members play a crucial role in providing the quality education to the students. Every educational institution strives to employ excellent and competent teaching staff that can deliver quality education to its students. The qualified and committed teaching staff or teachers can produce valuable results by producing good quality of students, who would become the agents or catalyst of change. Thus, it is very indispensable to keep the highly qualified teachers to bring high-quality of education. Teachers are the author of future leaders. Thus, there is truly a necessity to keep teachers satisfy from their jobs and careers. They will not only produce good quality leaders of future but also will contribute in the development of any country by educating the future generation.

The attitude of an educator generally refers to her disposition, though there are other factors that encompass a very convincing behavior to make a classroom more than conducive to learning. The teacher's level of enthusiasm, willingness to help the slow learners, resourceful, and knowledgeable of the content of the lesson plays a vital role in the overall classroom performance. The teacher is the best visual aid for teaching and learning. Whether she makes it a rule to be given attention or not, she/he commands loyalty and respect to her/his students. That is why being a teacher can be overwhelming because every single detail of students' learning can be attributed to the way the teacher has facilitated learning. Inside the classroom where learning takes place is a teacher who guides and facilitates learning. So, it is important to maintain positive attitude in order to create a pleasant environment to learners.

The teacher turnover rate in education sector is higher than for any other sectors (Liu & Meyer, 2005). Ingersoll and Smith in (2003) stated that between 40% and 50% of all beginning teachers usually leave this profession after five years of teaching. The consistent teacher's turnover result into teacher shortage for increased student populations. Many studies of the West have provided evidence of teachers shortage issues in schools of various countries, i.e, U.S, (Edgar & Pair, 2005; Ingersoll, 2003; Liu & Meyer, 2005), Netherlands (Tigchelaar, Brouwer, & Korthagen, 2008), and Hong Kong (Choi &Tang, 2009). Many

researchers of other countries like Australia have also highlighted this issue in schools (Goddard, O'Brien, & Goddard, 2006). Across the US, nearly half a million teachers leave their schools each year (Boyd et al., 2011; Alliance for Excellent Education, 2008). Many researchers investigated the factors that impact turnover of permanent and temporary teaching staff in the context of U.S (DeAngelis & Presley, 2007; Johnson, Berg, & Donaldson, 2005). According to (Boyd et al., 2011), the teacher retention research can be done by exploring the relationship between teacher turnover and teachers' own characteristics, student body characteristics, and school characteristics. However, the research on teacher attrition and turnover is based on two separate aspects. One perspective emphasizes on teacher demographics, individual characteristics, and salary (Boe, Bobbitt, Cook, Whitener, &Weber, 1997; Shen, 1997; Stinbrickner, 1998). While the other aspect of research focuses on school characteristics, governance and working conditions (Liu, 2007). The above factors should be considered seriously to avoid the turnover issues of teachers. Because these factors lead to job teachers job satisfaction which results to superior performance and retention of school teachers in the long run. Also it is very important to motivate teachers to perform well. According to Mary (2010), both intrinsic and extrinsic motivation leads to teacher's superior performance. These motivational factors such as allowances, salary and recognition etc impact positively on their satisfaction which results into their effective performance as well. Thus, this paper aims to highlight the important factors by reviewing the western literature that impact teacher's job satisfaction, performance and reduces their turnover intentions.

In a research conducted by American Council on the Teaching of Foreign Languages, it says that effective teachers have the following four attributes: they perceive themselves as effective; they believe all their students can learn; they see the big picture and broad purpose of the educational system; and they focus on the people, not just the numbers. The trend toward outcomes-based testing makes it hard for some teachers to focus on their students' individual needs, especially when teachers are also required to increase a number score on standardized tests. Further, the council also asked students to look back on which teachers helped them learn best, or the type of teacher they considered their "favorite." The study found that students looked back to favorably at teachers who cared about as people. They also

cited a teacher's ability to make new content fun and meaningful, and the teachers' actual knowledge of the subject matter. It is believed that one big factor in learners' positive attitude in attending school is the teacher factor. The classroom is an avenue for a successful teaching and learning endeavor because it is where every single detail of new knowledge is being undertaken. How can learning be facilitated if the one facilitating is always cranky? Students are greatly affected with the teacher's attitude so teachers should also focus on their attitude in as much as they focus with the content they teach. Setting house rules or agreeing to a certain point about do's and don'ts are particularly discussed on the opening of semester so students may know how to deal with both teachers and fellow students. In doing so, a positive atmosphere is being set by explaining what are to be expected even at the very first day of classes in the semester. While some students might have reputations as troublemakers, let them have a fresh start when they enter a new class.

Classroom teaching is a complex task in a complex environment. Usually a (Dutch) secondary school teacher is in a modest-sized room with between 20 and 40 students. Many factors including emotional, cultural, interpersonal, and environmental issues influence the teacher, the students, and what occurs in class (Shuell, 1996). To reach their aims in this complex situation teachers have to fulfil many functions often at the same time (e.g. motivating, instructing, and organizing) (see Doyle in this volume XXXX). To grasp this complexity, some researchers distinguish between different types of teaching acts such as classroom management or instructional behaviors (e.g., Brophy & Good, 1986; Creemers, 1994; Lee, 1995). Rather than distinguishing between different types of teaching acts we want to look at teaching from different perspectives. Although these perspectives are different, often there is also overlap. Consider a classroom in which a teacher is lecturing. From the subject matter perspective, one can analyze whether or not the content presented is correct or what content has been selected by the teacher, what concepts are being used. One can also study the effects of lecturing on the teacher's relationship with the students: does this teacher engage them; do they see him or her as someone who really understands their problems and needs? We define this as part of the interpersonal perspective. When analyzing the type of learning activities the teacher elicits, for example, we ask: Do students have to rehearse information, or do they have to organize characteristics or objects? We define this as the learning activities perspective. Yet

an alternative focus is the moral perspective that considers the values communicated by the teacher. For instance, does the teacher show a commitment to democratic values? In a classroom management perspective, the contribution of teaching is studied to create a productive working environment. A variety of perspectives can thus be employed consecutively to study one teaching act, or a series of acts. The analyses of the U.S. Secretary of Education's publicly broadcasted lesson about Lincoln's paper on the constitution show, for example, the perspective of instructional effectiveness, a discourse perspective, a moral perspective, and a gender perspective (see the analysis of the Bennett tape, Morine-Dershimer, 1986). As will be clear from these examples, perspectives can be distinguished from each other, but some also overlap. In particular, the classroom management and interpersonal perspectives overlap. In the research reviewed in this chapter, teaching has been studied from an interpersonal perspective. The interpersonal perspective describes and analyzes teaching in terms of the relationship between teacher and students. The analysis of the teacher role in this perspective contributes to our understanding of the teacher's classroom management. Two elements are central to this perspective: the communicative systems approach and a model to describe teacher behavior. We will discuss these two elements before turning to research results.

Australian research by John Hattie suggests that teacher quality accounts for 30 percent of the variance in student performance. Research on literacy and numeracy test scores, from Australian National University's Andrew Leigh, supports this. The research revealed that the most effective ten percent of teachers can achieve in half a year what a teacher from the bottom ten percent can achieve in a full year. Australian research by John Hattie suggests that teacher quality accounts for 30 percent of the variance in student performance. Research on literacy and numeracy test scores, from Australian National University's Andrew Leigh, supports this. The research revealed that the most effective ten percent of teachers can achieve in half a year what a teacher from the bottom ten percent can achieve in a full year. (https://www.tsc.nsw.edu.au/tscnews/the-powerful-impact-of-good-teachers-on-student-achievement

Subject matter knowledge is another variable that one might think could be related to teacher effectiveness. While there is some support for this assumption, the findings are not as strong and consistent as one might suppose. Studies of teachers' scores on the subject

matter tests of the National Teacher Examinations (NTE) have found no consistent relationship between this measure of subject matter knowledge and teacher performance as measured by student outcomes or supervisory ratings. Most studies show small, statistically insignificant relationships, both positive and negative (Andrews, Blackmon & Mackey, 1980; Ayers & Qualls, 1979; Haney, Madaus, & Kreitzer, 1986; Quirk, Witten, & Weinberg, 1973; Summers & Wolfe, 1975). Byrne (1983) summarized the results of thirty studies relating teachers' subject matter knowledge to student achievement. The teacher knowledge measures were either a subject knowledge test (standardized or researcher-constructed) or number of college courses taken within the subject area. The results of these studies were mixed, with 17 showing a positive relationship and 14 showing no relationship. However, many of the "no relationship" studies, Byrne noted, had so little variability in the teacher knowledge measure that insignificant findings were almost inevitable. Ashton and Crocker (1987) found only 5 of 14 studies they reviewed exhibited a positive relationship between measures of subject matter knowledge and teacher performance. It may be that these results are mixed because subject matter knowledge is a positive influence up to some level of basic competence in the subject but is less important thereafter. For example, a controlled study of middle school mathematics teachers, matched by years of experience and school setting, found that students of fully certified mathematics teachers experienced significantly larger gains in achievement than those taught by teachers not certified in mathematics. The differences in student gains were greater for algebra classes than general mathematics (Hawk, Coble, & Swanson, 1985). However, Begle and Geeslin (1972) found in a review of mathematics teaching that the absolute number of course credits in mathematics was not linearly related to teacher performance. It makes sense that knowledge of the material to be taught is essential to good teaching, but also that returns to subject matter expertise would grow smaller beyond some minimal essential level which exceeds the demands of the curriculum being taught. This interpretation is supported by Monk's (1994) more recent study of mathematics and science achievement. Using data on 2,829 students from the Longitudinal Study of American Youth, Monk (1994) found that teachers' content preparation, as measured by coursework in the subject field, is positively related to student achievement in mathematics and science but that the relationship is curvilinear, with diminishing returns to student achievement of

teachers' subject matter courses above a threshold level (e.g., five courses in mathematics). In a multilevel analysis of the same data set, Monk and King (1994) found both positive and negative, generally insignificant effects of teachers' subject matter preparation on student achievement. They did find some evidence of cumulative effects of prior as well as proximate teachers' subject matter preparation on student performance in mathematics. Effects differed for high- and low-achieving students and for different grade levels. In a review of 65 studies of science teachers' characteristics and behaviors, Druva and Anderson (1983) found students' science achievement was positively related to the teachers' course taking background in both education and in science. The relationship between teachers' training in science and student achievement was greater in higher level science courses, a result similar to that found by Hawk, Coble, and Swanson (1985) in mathematics. It may also be that the measure of subject matter knowledge makes a difference in the findings. Measures of course-taking in a subject area have more frequently been found to be related to teacher performance than have scores on tests of subject matter knowledge. This might be because tests necessarily capture a narrower slice of any domain. Furthermore, in the United States, most teacher tests have used multiple-choice measures that are not very useful for assessing teachers' ability to analyze and apply knowledge. More authentic measures may capture more of the influence of subject matter knowledge on student learning. For example, a test of French language teachers' speaking skill was found to have significant correlation to students' achievement in speaking and listening (Carroll, 1975). Despite concerns that education majors may be less well prepared in their subject areas than are academic majors (Galambos, 1985), comparisons of teachers with degrees in education vs. those with degrees in disciplinary fields have found no relationship between degree type and teacher performance (Murnane, 1985). This may be because certification requirements reduce the variability in course backgrounds found for teachers with different degree types. For example, many states require the equivalent of an academic major or minor in the field to be taught as part of the education degree for high school teachers, regardless of the department granting the degree (NASDTEC, 1997). Given the standardizing influences of licensing requirements within states but substantial differences in licensing requirements across states, within-state studies are likely to find less variation in teachers' education backgrounds than might be found in cross-state studies.

Other studies of the effects of teacher experience on student learning have found a relationship between teachers' effectiveness and their years of experience (Murnane & Phillips, 1981; Klitgaard & Hall, 1974), but not always a significant one or an entirely linear one. While many studies have established that inexperienced teachers (those with less than three years of experience) are typically less effective than more senior teachers, the benefits of experience appear to level off after about five years, especially in non-collegial work settings (Rosenholtz, 1986). A possible cause of this curvilinear trend in experience effects is that older teachers do not always continue to grow and learn and may grow tired in their jobs. Furthermore, the benefits of experience may interact with educational opportunities. Veteran teachers in settings that emphasize continual learning and collaboration continue to improve their performance (Rosenholtz, 1984). Similarly, very well-prepared beginning teachers can be highly effective. For example, some recent studies of 5-year teacher education programs--programs that include a bachelor's degree in the discipline and master's in education as well as a year-long student teaching placement--have found graduates to be more confident than graduates of 4-year programs and as effective as more senior teachers (Andrew & Schwab, 1995; Denton & Peters, 1988). It is also possible that uneven effects of experience in cross-sectional studies can be the result of cohort effects (for example, cohorts of teachers hired in times of shortage may be less well-qualified than those hired when schools can be more selective) or of attrition effects (for example, disproportionate early attrition of more able teachers may leave a less capable senior force on average) (Murnane & Phillips, 198; Vance & Schlechty, 1982). Presumably, the direction of this effect would change if retention policies kept the most able beginning teachers in the profession. Since experience is also correlated with teacher education and certification status, these variables may be confounded in some analyses.

The communicative systems approach To analyze teachers' contributions to relationships with students their behavior can be considered a form of communication. Three definitions of communicative behavior can be distinguished. In the first, behavior is called communication only if the sender and receiver perceive the same meaning. A second definition considers behavior to be communicative whenever the sender consciously and purposefully intends to influence someone else. We adopt the third and most comprehensive definition that considers as communication every behavior that someone

displays in the presence of someone else. This choice is an element of the so-called 'systems approach' (Watzlawick, Beavin, & Jackson 1967), that assumes that one cannot not communicate when in the presence of someone else, whatever a person's intentions are, the others will infer meaning from this behavior. For example, if teachers ignore students' questions because they do not hear them, then students (e.g., might infer that the teacher is too busy, that the teacher thinks that the students are too dull to understand, or that the teacher considers the questions to be impertinent). The message that students take from the teacher's inattention can often be different from that which the teacher intends. In the systems approach to communication, the focus is on the effects of someone's actions on the other. It focuses on the pragmatic aspects, that is pragmatic as to of the effects on the other involved. We will now discuss several features of this approach that include two aspects and three levels of communication, the cyclical character of exchanges of communication, and the frequent disagreement about who is responsible for problems in communication. We conclude with an emphasis on perceptions following from this pragmatic aspect.

Content and relationship According to the systems approach, every form of communication has a content and a relation aspect (Watzlawick et al., 1967), also referred to as the report and the command aspects of behavior (cf. La France & Mayo, 1978). The content conveys information or description; the relational aspect carries instructions about how to interpret the content. Therefore, in a class, teacher and students often relate in ways that are outside the subject matter (content).

Message, interaction and pattern within the systems approach to communication, three levels of communication are distinguished. The lowest level consists of one single unit of behavior, the message level, with a content and relation aspect. For instance, the words, 'I want to help you to learn,' can be combined with either a smile or a frown. In the latter case, the interpersonal aspect of this communication may be perceived as: 'I think you are too stupid to learn' (Marshall & Weinstein, 1986). A series of exchanged interpersonal messages is called an interaction, the second communicative level. An example of an interaction occurs when the teacher asks a specific student a question, and the student ignores the teacher. The teacher then asks another student the same question, without paying any further attention to the first student. The students in the class will perhaps understand from this event that the teacher wants to avoid a confrontation with the first

student. Therefore, they may expect that they can determine their own activities without a very high risk of confronting the teacher. When after a while, the exchange of interpersonal messages becomes cyclic, and when action and reaction (or cause and effect) are hard to distinguish, then recurrent patterns can be identified in the exchange of messages. This is the most extended level of communication, the pattern level. The longer the students and the teacher interact the more their behavior will become predictable, since their mutual expectations get confirmed and reconfirmed, and thus these will be regarded as the norm and form a stable basis for reactions.

The perceptions of students about their interpersonal relationships with their teacher have been mapped and studied in our research with the Model for Interpersonal Teacher Behavior (MITB). This model is based on Timothy Leary's research on the interpersonal diagnosis of personality (1957) and its application to teaching (Wubbels, Créton & Hooymayers, 1985). The Leary model has been investigated extensively in clinical psychology and psychotherapeutic settings (Strack, 1996) and has proven effective in describing human interaction (Foa, 1961; Lonner, 1980). While not conclusive, there is evidence that the Leary model is cross-culturally generalizable (Brown, 1965; Dunkin & Biddle, 1974; Lonner, 1980; Segall, Dasen, Berry & Poortinga, 1990). In the Leary model, two dimensions are important. Leary called them Dominance-Submission and Hostility-Affection. Although these two dimensions have occasionally been given other names, (i.e., Brown (1965) used Status and Solidarity, Dunkin and Biddle (1974) Warmth and Directivity), they have generally been accepted as universal descriptors of human interaction. The two dimensions have also been applied to education. Slater (1962) used these dimensions to describe pedagogical relationships, and Dunkin and Biddle (1974) demonstrated their importance in teachers' efforts to influence classroom events. Robertson (2002) used two similar dimensions, assertiveness and cooperation, to describe classroom management behavior.

STATEMENT OF THE PROBLEM

This undertaking is designed to show the comparative evaluation of students of the teaching behavioural attributes of the faculty members of the College of Business, Entrepreneurship and Accountancy. Specifically, it sought to find an answer to the following questions:

1. What is the profile of the student-respondents in terms of:

    1.1 age

    1.2 sex

    1.3 year level

    1.4 program enrolled

2. What is the evaluation of the student-respondents on the teaching behavioural attributes of the tenured and non-tenured faculty members along the dimensions of:

    2.1 mastery of the subject matter

    2.2 communication skills

    2.3 classroom management

    2.4 evaluative techniques

    2.5 teacher qualities

3. Is there a significant relationship between the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of tenured and non-tenured faculty when grouped according to program and as a whole?

4. Is there a significant difference on the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of tenured and non-tenured faculty when grouped according to their personal profile?

HYPOTHESES

This study was guided by the following hypotheses:

1. That there is no significant relationship between the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of tenured and non-tenured faculty when grouped according to program.

2. That there is no significant difference on the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of tenured and non-tenured faculty when grouped according to their personal profile.

METHODOLOGY

This study attempted to ascertain and compare the teaching behavioural attributes of tenured and non-tenured faculty members of the College of Business, Entrepreneurship and Accountancy as evaluated by the students using the descriptive correlational method of research. Respondents of the study were the senior students of all the program offerings of the College. The descriptive statistics used to summarize the profile of the respondents were percentages, frequency counts and mean and in the analysis and interpretation of the evaluation of the student-respondents as regards the teaching behavioural attributes of the faculty members, the weighted mean, the chi- square and Pearson r were used. A questionnaire was utilized to gather information from the respondents which consisted of two parts: Part 1 consisted of the profile of the respondents and Part II of the questionnaire proper consisted of the respondents' evaluation on the different areas of evaluation on teaching behavioural attributes. This modified data gathering tool was patterned from the Teachers Behavioral Inventory tool used by the University of Cagayan Valley.

STATISTICAL TOOLS

The profile of the respondents was 144anlysed using the simple frequency count and percentage. In the analysis and interpretation of the perception of the employees and administrators as regards to the different dimensions of organizational climate, the weighted mean was used which is calculated by the equation:

$$X = \frac{WX}{N} \qquad \text{where:}$$

X   = frequency

WX= weighted mean

N   = population

F   = sum of the frequency

The weighted mean was interpreted using the following criterion scale:

Numerical Value	Mean Range	Descriptive Scale
5	94%--100%	Excellent
4	88%--93%	Very Satisfactory
3	82%--87%	Satisfactory
2	76%--81%	Fair/Needs Improvement
1	70%--75%	Poor

To test any significant relationship between the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of tenured and non-tenured faculty when grouped according to program, the chi-square was utilized.

To test any significant difference on the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of tenured and non-tenured faculty when grouped according to their personal profile, the chi-square was utilized.

RESULTS AND DISCUSSIONS

Table 1.a: Frequency and Percentage Distribution of Respondents as to Program

Programs	Frequency	Percentage
Bachelor of Science in Accountancy	47	23.04
Bachelor of Science in Accounting Technology	48	23.53
Bachelor Science in Entrepreneurship	37	18.14
Bachelor of Science in Business Administration- FM	36	17.65
Bachelor of Science in Business Administration –MM	36	17.65
TOTAL	**204**	**100.00**

Table 1.a presents the frequency and percentage distribution of the respondents as to program. It revealed in the table there were two-hundred and four (204) respondents with the Bachelor of Science in Accounting Technology having the highest frequency of forty-eight (48) or 23.53 percent and with the Bachelor of Science in Business Administration majors in Financial Management and Marketing Management the least number of respondents of thirty-six (36) or 17.65 percent respectively. The data revealed that the highest frequency of respondents belong to the program of Accounting Technology.

Table 1.b: Frequency and Percentage Distribution of Respondents' Profile as to Age

AGE VARIABLE	BSACC		BSAIS		ENTREP		BSBA FM		BSBA MM	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
19	11	30.56	7	14.58	8	22.22	8	22.22	10	27.78
20	16	44.44	27	56.25	24	66.67	24	66.67	21	58.33
21	5	13.89	7	14.58	2	5.56	2	5.56	5	13.89
22	1	2.78	2	4.17	1	2.78	1	2.78	0	0.00
23	1	2.78	2	4.17	0	0.00	0	0.00	0	0.00
24	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
25	1	2.78	0	0.00	0	0.00	0	0.00	0	0.00
26	0	0.00	0	0.00	0	0.00	1	2.78	0	0.00
27	1	2.78	2	4.17	0	0.00	0	0.00	0	0.00
28	**0**	0.00	1	2.08	0	0.00	0	0.00	0	0.00
TOTAL	36	100.00	48	100.00	37	100.00	36	100.00	36	100.00
Mean Age	20.14		20.29		19.97		19.86		20.03	

The frequency and percentage distribution of respondents as to age is shown in table 1.b. As revealed in the table, majority of the respondents in the five (5) programs belong to the age of twenty (20). The data imply that majority of the respondents are in the stage where they are energetic, mature, enthusiastic and full of ambition and in the stage where they are discovering their potentials as well as establishing their personal identity as future career individuals.

Table 1.c: Frequency and Percentage Distribution of Respondents' Profile as to Sex

SEX VARIABLE	BSACC		BSAIS		ENTREP		BSBA FM		BSBA MM	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	16	44.44	13	27.08	6	16.22	6	16.67	7	19.44
Female	20	55.56	35	72.92	31	83.78	30	83.33	29	80.56
TOTAL	**36**	100.00	**48**	100.00	**37**	100.00	**36**	100.00	**36**	100.00

Table 1.c presents the frequency and percentage distribution of respondents as to sex. As shown in the table, majority of the respondents in all of the five (5) programs are females, an implication that women in this technological era are no longer confined in the house but are building their future careers as professional individuals and as partners in the development of their chosen fields.

Table 2.1.a: Summary of the Item Mean Distribution of the Respondents' Evaluation with regard to Mastery of the Subject Matter of Tenured Faculty per Program

ITEMS	BSAcc	BSAIS	BS Entrep	BSBA FM	BSBA MM
Presents the subject matter clearly	4.25	4.17	3.97	4.44	3.83
Has the ability to analyze, elaborate on the subject matter without referring to the textbook in the class	4.14	4.13	3.86	4.33	3.78
Introduces the day's lessons clearly at the start of the class to show the relation to the previous lesson	4.22	4.13	3.89	4.33	3.81
Points out clearly the important aspects of the subject matter	4.44	4.23	4.00	4.31	3.86
Cites/relates/ties up lesson with current issues and trends	4.42	4.06	4.03	4.22	3.86
General Weighted Mean	**4.42**	**4.14**	**3.95**	**4.33**	**3.83**

Table 2.1.a reveals the summary of the item mean distribution of the respondents' evaluation of the tenured faculty members as to mastery of the subject matter. The data showed that the respondents of the Bachelor of Science in Accountancy and Business Administration major in Financial Management are **very satisfied** with the performance of the tenured faculty members as to the mastery of subject with a mean average **of 4.42 and 4.33** respectively. The data imply that the tenured faculty members of the two programs are performing excellently in the delivery of their subject matter which is evidenced in the high results of the licensure examination for the Certified Public Accountants.

The data further revealed that the respondents in the Bachelor of Science in Accounting Technology are **very satisfied** with the performance of the tenured faculty members as regards the mastery of the subject matter with a mean average of 4.19. This evaluation implies that the tenured faculty members are performing very satisfactory in the delivery of the subject matter.

Table 2.1.b: Summary of the Item Mean Distribution of the Respondents' Evaluation with regard to Mastery of the Subject Matter of Non- Tenured Faculty per Program

ITEMS	BSAcc	BSAIS	BS Entrep	BSBA FM	BSBA MM
Presents the subject matter clearly	4.14	3.60	3.36	3.71	3.84
Has the ability to analyze, elaborate on the subject matter without referring to the textbook in the class	3.78	3.63	3.28	3.77	3.70
Introduces the day's lessons clearly at the start of the class to show the relation to the previous lesson	4.03	3.48	3.17	3.86	3.70
Points out clearly the important aspects of the subject matter	4.36	3.71	3.39	3.60	3.78
Cites/relates/ties up lesson with current issues and trends	3.75	3.58	3.42	3.57	3.78
General Weighted Mean	**4.01**	**3.60**	**3.32**	**3.70**	**3.76**

The summary of the item mean distribution of the respondents' evaluation of the non-tenured faculty members as to mastery of the subject matter in shown in table 2.1.b. The data show that the evaluation of the respondents of the Bachelor of Science in Entrepreneurship got the lowest mean of 3.32 or **somewhat satisfied** with the teaching performance of the non-tenured faculty members as regards their mastery of the subject matter. The data further showed that the respondents of the other programs are **very satisfied** with the mastery of the subject matter of the non-tenured faculty members.

Table 2.2.a: Summary of the Item Mean Distribution of the Respondents' Evaluation with regard to Communication Skills of Tenured Faculty per Program

ITEMS	BSAcc	BSAIS	BS Entrep	BSBA FM	BSBA MM
Uses language appropriate to the level of the students	4.61	4.35	3.97	4.17	4.17
Speaks loud enough to be heard by everybody in the room	3.86	4.33	3.86	4.44	3.89
Is proficient orally and written in the language used as the medium of instruction	4.14	4.29	4.05	4.19	3.89
Speaks clearly	4.14	4.25	4.11	4.47	4.11
Maintains eye contact with the students when speaking	4.53	4.44	4.08	4.42	4.11
General Weighted Mean	**4.26**	**4.33**	**4.02**	**4.34**	**4.03**

The table showed the summary of the item mean distribution of the respondents' evaluation with regard to the communication skills of tenured faculty members per program. As revealed in the table, the respondents of the Bachelor of Science in Accountancy, Accounting Technology and Business Administration major in Financial Management have evaluated the performance of the tenured faculty members as to communication skills **excellently** with an item mean of **4.26, 4.33 and 4.34** respectively. This implies that the tenured faculty members are very proficient in the medium they used in the delivery of their subject matter in the class, thereby assimilation of the lesson is assured.

Table 2.2.b: Summary of the Item Mean Distribution of the Respondents' Evaluation with regard to Communication Skills of Non-Tenured Faculty per Program

ITEMS	BSAcc	BSAIS	BS Entrep	BSBA FM	BSBA MM
Uses language appropriate to the level of the students	4.28	3.96	3.92	4.00	3.84
Speaks loud enough to be heard by everybody in the room	4.19	3.65	3.42	3.80	3.70
Is proficient orally and written in the language used as the medium of instruction	4.42	3.92	3.67	3.80	3.89
Speaks clearly	4.56	3.92	3.53	4.00	4.00
Maintains eye contact with the students when speaking	4.47	3.83	3.42	3.91	4.05
General Weighted Mean	**4.38**	**3.85**	**3.59**	**3.90**	**3.90**

The table showed the summary of the item mean distribution of the respondents' evaluation with regard to the communication skills of the non-tenured faculty members per program. As revealed in the table, the highest evaluation with an item mean of 4.38 or excellent was conducted by the respondents of the Bachelor of Science in Accountancy. The data imply that the non-tenured faculty are performing excellently in the delivery of their lessons utilizing their proficiency and skills in communication. On the other hand, the respondents of the other programs evaluated the non-tenured faculty members very satisfactory with an item mean of 3.85 (BSAct), 3.59 (BSEntrep), 3.90 (BSBA FM and BSBA MM). This implies that the respondents considered the communication skills of their instructors as very satisfactory.

Table 2.3.a: Summary of the Item Mean Distribution of the Respondents' Evaluation with regard to Classroom Management of Tenured Faculty per Program

ITEMS	BSAcc	BSAIS	BS Entrep	BSBA FM	BSBA MM
Encourages class participation	4.83	4.42	4.00	4.33	4.19
Uses class time properly	4.56	4.19	3.86	4.06	4.00
Creates a classroom atmosphere that is very pleasant and conducive to learning	4.08	4.04	3.81	4.17	4.06
Capable of developing and maintaining classroom discipline	4.47	4.31	4.00	4.14	4.06
Handles the class and students' problems with fairness and understanding	4.67	4.08	3.78	4.03	4.06
General Weighted Average	**4.52**	**4.21**	**3.90**	**4.14**	**4.07**

Table 2.3.a revealed the summary of the item mean distribution of the respondents' evaluation of the tenured faculty members as to classroom management. The data revealed that the highest item mean was rated by the respondents of the Bachelor of Science in Accountancy and Bachelor of Science in Accounting Technology with 4.52 and 4.21 respectively with a descriptive value of excellent. The data imply that as regards classroom management of the tenured faculty members, they are capable of maintaining and developing a conducive place for the students where discipline, fairness and understanding are manifested. Further, the respondents of these two programs rated excellently their professors along the area of responsible time management and encourage class participation.

Table 2.3.b: Summary of the Item Mean Distribution of the Respondents' Evaluation with regard to Classroom Management of Non-Tenured Faculty per Program

ITEMS	BSAcc	BSAIS	BS Entrep	BSBA FM	BSBA MM
Encourages class participation	4.61	3.88	3.69	4.03	3.97
Uses class time properly	4.31	3.92	3.17	3.89	3.78
Creates a classroom atmosphere that is very pleasant and conducive to learning	4.39	3.73	3.42	3.97	3.73
Capable of developing and maintaining classroom discipline	4.17	3.88	3.33	3.97	3.89
Handles the class and students' problems with fairness and understanding	4.61	3.56	3.47	3.94	3.69
General Weighted Mean	**4.42**	**3.79**	**3.42**	**3.96**	**3.81**

As shown in table 2.3.b, the respondents of the program Bachelor of Science in Accountancy evaluated the non-tenured faculty members excellently as regards their classroom management with an item mean of 4.42. This data imply that the non-tenured faculty members capable of managing and developing a pleasant and conducive learning atmosphere for their students. Furthermore, the respondents also rated the non-tenured faculty along the items on responsible class time utilization and class participation. On the other hand, the respondents of the other programs rated the non-tenured faculty members very satisfactory along the area of classroom management.

Table 2.4.a: Summary of the Item Mean of the Respondents' Evaluation with regard to Teaching and Evaluation Techniques of Tenured Faculty per Program

ITEMS	BSAcc	BSAIS	BS Entrep	BSBA FM	BSBA MM
Has the ability to stimulate and maintain the students' interest and desire to learn about the subject matter	4.22	4.17	3.95	4.11	3.94
Makes use of the blackboards and/or teaching aids necessary in the presentation and discussion of the lesson	4.25	4.25	3.78	4.00	3.83
Teacher's method of teaching enables the students to understand the subject matter	4.00	4.31	3.97	4.14	4.00
Evaluates the students objectively; does not play favourites	4.33	4.08	3.76	4.14	3.97
Evaluates students achievements at the end of the class discussion	4.42	3.85	3.84	3.92	3.83
General Weighted Mean	**4.24**	**4.13**	**3.86**	**4.06**	**3.92**

Along the area of teaching and evaluative techniques of the tenured faculty members of the different programs of the College, the respondents of the Bachelor of Science in Accountancy rated the faculty members with the highest item mean of 4.24 or excellent as shown in table 2.4.a which imply that the tenured faculty members used teaching methods and strategies that stimulate the interests of the students in learning, treat every student fairly and objectively without practicing favouritism among them. Further, achievements of the students in their subjects are being evaluated regularly by the faculty members so as to ensure the level of assimilation of the lesson being discussed by the faculty member.

Table 2.4.b: Summary of the Item Mean Distribution of the Respondents' Evaluation with regard to Teaching and Evaluation Techniques of Non-Tenured Faculty per Program

ITEMS	BSAcc	BSAIS	BS Entrep	BSBA FM	BSBA MM
Has the ability to stimulate and maintain the students' interest and desire to learn about the subject matter	4.19	3.81	3.33	3.71	3.62
Makes use of the blackboards and/or teaching aids necessary in the presentation and discussion of the lesson	4.47	4.00	3.47	3.74	3.57
Teacher's method of teaching enables the students to understand the subject matter	4.25	3.69	3.44	3.69	3.70
Evaluates the students objectively; does not play favourites	4.72	3.65	3.36	3.89	3.70
Evaluates students achievements at the end of the class discussion	4.22	3.52	3.47	3.71	3.81
General Weighted Mean	**4.37**	**3.73**	**3.42**	**3.75**	**3.68**

The teaching and evaluative techniques of the non-tenured faculty members of the different programs of the College is seen in table 2.4.b wherein the respondents of the Bachelor of Science in Accountancy rated the faculty members with the highest item mean of 4.37 or excellent which imply that the non-tenured faculty members used teaching methods and strategies that stimulate the interests of the students in learning, treat every student fairly and objectively without practicing favouritism among them. Further, achievements of the students in their subjects are being evaluated regularly by the faculty members so as to ensure the level of assimilation of the lesson being discussed by the faculty member.

Table 2.5.a: Summary of the Item Mean Distribution of the Respondents' Evaluation with regard to Teacher Qualities of Tenured Faculty per Program

ITEMS	BSAcc	BSAIS	BS Entrep	BSBA FM	BSBA MM
Has self confidence and pleasing personality	4.61	4.50	4.27	4.56	4.44
Is patient and understanding and has self control	4.78	4.40	3.89	4.28	4.28
Starts and ends the class on time	4.53	4.13	3.73	3.92	3.94
Dresses neatly and appropriately	4.89	4.60	4.16	4.44	4.33
Is kind and friendly but fair and just and shows sincere interest in the students' welfare	4.86	4.35	4.05	4.25	4.28
General Weighted Average	**4.73**	**4.40**	**4.02**	**4.29**	**4.26**

Table 2.5.a showed the summary of the item mean distribution of the respondents' evaluation as regards to the teacher qualities of the tenured faculty members. As shown from the table, all the respondents rated the faculty members excellently, except on the program of Bachelor of Science in Entrepreneurship where it got only a rating of very satisfactory or 4.02. The data imply that the tenured faculty members possessed the necessary teacher qualities that one should keep such as the self-confidence, patience, self-control, dresses neatly and appropriately while portraying the model status for his/her students. Further, the tenured faculty members were rated to be kind and friendly to the students yet maintaining professionalism and concern with the students' welfare.

Table 2.5.b: Summary of the Item Mean of the Respondents' Evaluation with regard to Teacher Qualities of Non-Tenured Faculty per Program

ITEMS	BSAcc	BSAIS	BS Entrep	BSBA FM	BSBA MM
Has self confidence and pleasing personality	4.67	4.10	3.83	4.20	4.22
Is patient and understanding and has self control	4.81	3.94	3.69	4.17	3.84
Starts and ends the class on time	4.39	3.65	3.19	4.00	3.59
Dresses neatly and appropriately	4.92	4.10	3.94	4.17	4.11
Is kind and friendly but fair and just and shows sincere interest in the students' welfare	4.80	3.88	3.72	4.17	3.97
General Weighted Mean	**4.72**	**3.93**	**3.68**	**4.14**	**3.95**

Table 2.5.b discussed the summary of the item mean distribution of the respondents' evaluation as regards to the teacher qualities of the non-tenured faculty members. As shown from the table, all the respondents have evaluated the non-tenured faculty members as very satisfactory except the case of the Bachelor of Science in Accountancy where the respondents have rated them with an item mean of 4.72 or excellent. As rated by the respondents, the non-tenured faculty members portray self-confidence and have pleasing personality aside from being in their classes regularly, they are also kind and fair to their students and showed concerned on them/

Table 6: Over all Summary of Category Mean of the Respondents' evaluation with regard to Teacher Behavioral Attributes Along the Different Dimensions

ITEM	BSACC		BSAIS		ENTREP		BSBA FM		BSBA MM	
	Tenured	Non-Tenured	Tenured	Non-Tenured	Tenured	Non-Tenured	Tenured	Non-Tenured	Tenured	Non-Tenured
A. MASTERY OF THE SUBJECT MATTER	4.29	4.01	4.14	3.6	3.95	3.32	4.33	3.70	3.83	3.76
B. COMMUNICATION SKILLS	4.26	4.38	4.33	3.85	4.02	3.59	4.34	3.90	4.03	3.90
C. CLASSROOM MANAGEMENT	4.52	4.42	4.21	3.79	3.89	3.42	4.14	3.96	4.07	3.82
D. TEACHING AND EVALUATIVE TECHNIQUES	4.24	4.37	4.13	3.73	3.86	3.42	4.06	3.75	3.92	3.68
E. TEACHER QUALITIES	4.73	4.72	4.40	3.93	4.02	3.68	4.29	4.14	4.26	3.95
Over all Weighted Mean	**4.41**	**4.38**	**4.24**	**3.78**	**3.95**	**3.48**	**4.23**	**3.89**	**4.02**	**3.82**

The data revealed that the respondents evaluated the tenured and non-tenured faculty members very satisfactory in all dimensions except in the case of the Bachelor of Science Accountancy program where it got an excellent evaluation from the respondents. This implies that the faculty members are performing their responsibilities very satisfactorily yet some areas maybe a concern for improvement so as to provide the best quality of education to the students.

Table 7.a: Summary of the Test of significant relationship between the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of tenured faculty members when grouped according to program

Dimensions	Program	Mean	Df	F-value	P-value	Decision
Mastery of the subject matter	BSAC	4.29				
	BSAT	4.14				
	ENTREP	4.33	192	4.06	0.003	Reject
	FM	3.83				
	MM	3.95				
Communication skills	BSAC	4.26				
	BSAT	4.33				
	ENTREP	4.34	192	2.66	0.034	Reject
	FM	4.02				
	MM	4.01				
Classroom management	BSAC	4.52				
	BSAT	4.21				
	ENTREP	4.14	192	4.78	0.001	Reject
	FM	4.07				
	MM	3.89				
Teaching and evaluative techniques	BSAC	4.24				
	BSAT	4.13				
	ENTREP	4.06	192	2.52	0.043	Reject
	FM	3.92				
	MM	3.85				
Teacher qualities	BSAC	4.73				
	BSAT	4.39				
	ENTREP	4.28	192	6.25	0.000	Reject
	FM	4.26				
	MM	4.02				

As shown from the table, results on the evaluations of the respondents of the different programs on the tenured faculty members revealed that there is a significant relationship

between their evaluations on the different dimensions of the teaching behavioural attributes of the tenured faculty members, thus the hypothesis is rejected. The data imply that when the respondents are grouped according to programs, there is a significant difference in the evaluation of the different dimensions of the teaching behavioral attributes of the tenured faculty members.

Table 7.b: Summary of the Test of significant relationship between the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of non-tenured faculty when grouped according to program

Dimensions	Program	Mean	Df	F-value	P-value	Decision
Mastery of the subject matter	BSAC	4.01				
	BSAT	3.59				
	ENTREP	3.32	192	5.67	0.000	Reject
	FM	3.69				
	MM	3.75				
Communication skills	BSAC	4.38				
	BSAT	3.85				
	ENTREP	3.58	192	7.22	0.000	Reject
	FM	3.90				
	MM	3.89				
Classroom management	BSAC	4.42				
	BSAT	3.79				
	ENTREP	3.42	192	10.82	0.000	Reject
	FM	3.97				
	MM	3.93				
Teaching and evaluative techniques	BSAC	4.37				
	BSAT	3.73				
	ENTREP	3.42	192	10.13	0.000	Reject
	FM	3.72				
	MM	3.68				
Teacher qualities	BSAC	4.72				
	BSAT	3.92				
	ENTREP	3.67	192	13.49	0.000	Reject
	FM	4.12				
	MM	3.94				

As shown from the table, results on the evaluations of the respondents of the different programs on the non-tenured faculty members revealed that there is a significant relationship between their evaluations on the different dimensions of the teaching behavioural attributes of the non-tenured faculty members, thus the hypothesis is rejected. The data imply that when the respondents are grouped according to programs, there is a significant difference in the evaluation of the different dimensions of the teaching behavioral attributes of the non-tenured faculty members.

Table 8.a.1: Summary of the Test of significant difference on the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of tenured faculty when grouped according to sex

Dimensions	Sex	Mean	SD	df	T-value	P-value	Decision
Mastery of the subject matter	Male Female	4.24 4.06	0.70 0.65	191	1.583	0.115	Accept
Communication skills	Male Female	4.33 4.16	0.71 0.61	191	1.661	0.098	Accept
Classroom management	Male Female	4.38 4.10	0.74 0.63	191	2.539	0.023	Reject
Teaching and evaluative techniques	Male Female	4.23 3.99	0.71 0.57	191	2.313	0.043	Reject
Teacher qualities	Male Female	4.47 4.30	0.73 0.64	191	1.495	0.136	Accept

Table 8.1.a revealed the summary of the test of significant difference on the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of tenured faculty when grouped according to sex. The data showed that along the areas of classroom management and teaching and evaluative techniques where the computed P-value of .023 and .043 respectively is lower than .05 level of significance, the hypothesis is rejected. This implies that along the areas of classroom management and teaching and evaluative techniques, the profile of the respondents as to sex has a significant difference when evaluating the different dimensions of the teaching behavioural attributes of the tenured faculty members. However, in the areas of mastery of the subject matter,

communication skills and teacher qualities where the computed P-value is higher than .05 level of significance, the hypothesis is accepted which implies that sex has no direct effect on the evaluation of the respondents on the different dimensions of the teaching behavioural attributes of the tenured faculty members.

Table 8.a.2: Summary of the Test of significant difference on the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of non- tenured faculty when grouped according to sex

Dimensions	Sex	Mean	SD	df	T-value	P-value	Decision
Mastery of the subject matter	Male	3.85	0.75	191	2.107	0.059	Accept
	Female	3.61	0.63				
Communication skills	Male	4.13	0.70	191	2.504	0.017	Reject
	Female	3.85	0.67				
Classroom management	Male	4.13	0.83	191	2.492	0.029	Reject
	Female	3.83	0.67				
Teaching and evaluative techniques	Male	3.91	0.88	191	1.406	0.161	Accept
	Female	3.74	0.67				
Teacher qualities	Male	4.28	0.67	191	2.327	0.016	Reject
	Female	3.99	0.73				

Table 8.1.b revealed the summary of the test of significant difference on the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of non-tenured faculty when grouped according to sex. The data showed that along the areas of mastery of the subject matter and teaching and evaluative techniques where the computed P-value of .059 and .161 respectively is higher than .05 level of significance, the hypothesis is accepted. This implies that along the areas of mastery of the subject matter and teaching and evaluative techniques, the profile of the respondents on sex has no significant effect on the evaluation of the different dimensions of the teaching behavioural attributes of the non –tenured faculty members. However, in the areas of communication skills, classroom management and teacher qualities where the computed P-value is lower than .05 level of significance, the hypothesis is rejected which implies that the profile on sex

of the respondents has a significant effect on the evaluation of the different dimensions on the teaching behavioural attributes of the non-tenured faculty members.

Table 8.b.1: Test of significant difference on the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of tenured faculty when grouped according to age

Dimensions	Age	Mean	df	F-value	P-value	Decision
Mastery of the subject matter	19	4.30	192	1.79	0.133	Accept
	20	4.07				
	21	4.07				
	22	4.08				
	23	3.70				
Communication skills	19	4.39	192	2.21	0.070	Accept
	20	4.19				
	21	4.03				
	22	4.12				
	23	3.83				
Classroom management	19	4.37	192	1.94	0.105	Accept
	20	4.11				
	21	4.17				
	22	4.28				
	23	3.80				
Teaching and evaluative techniques	19	4.29	192	3.18	0.015	Reject
	20	3.99				
	21	4.00				
	22	4.00				
	23	3.60				
Teacher qualities	19	4.46	192	1.93	0.107	Accept
	20	4.35				
	21	4.26				
	22	4.36				
	23	3.78				

Table 8.b.1 revealed the summary of the test of significant difference on the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of tenured faculty when grouped according to age. The data showed that along the area of teaching and evaluative techniques where the computed P-value of .015 is lower than .05 level of significance, the hypothesis is rejected. This implies that along the area of teaching and evaluative techniques, the profile of the respondents on age has a significant effect on

the evaluation of the different dimensions on the teaching behavioural attributes of the tenured faculty members. However, in the other dimensions or areas of evaluation where the computed P-value is higher than .05 level of significance, the hypothesis is accepted which implies that the profile on age of the respondents has no significant effect on the evaluation of the different dimensions on the teaching behavioural attributes of the tenured faculty members.

Table 8.b.2: Test of significant difference on the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of non- tenured faculty when grouped according to age

Dimensions	Age	Mean	df	F-value	P-value	Decision
Mastery of the subject matter	19	3.90	192	3.00	0.020	Reject
	20	3.58				
	21	3.76				
	22	3.12				
	23	3.73				
Communication skills	19	4.21	192	5.11	0.001	Reject
	20	3.79				
	21	4.08				
	22	3.20				
	23	3.98				
Classroom management	19	4.10	192	2.36	0.055	Accept
	20	3.82				
	21	4.06				
	22	3.36				
	23	3.73				
Teaching and evaluative techniques	19	4.07	192	4.67	0.001	Reject
	20	3.64				
	21	3.96				
	22	3.08				
	23	3.95				
Teacher qualities	19	4.33	192	3.83	0.005	Reject
	20	3.93				
	21	4.30				
	22	3.60				
	23	4.05				

Table 8.b.2 revealed the summary of the test of significant difference on the evaluations of the student-respondents on the different dimensions of the teaching behavioural attributes of non-tenured faculty when grouped according to age. The data showed that along the area of classroom management where the computed P-value of .055 is higher than .05 level of significance, the hypothesis is accepted. This implies that along the area of classroom management, the profile of the respondents on age has no significant effect on the evaluation of the different dimensions on the teaching behavioural attributes of the non-tenured faculty members. However, in the other dimensions or areas of evaluation where the computed P-value is lower than .05 level of significance, the hypothesis is rejected which implies that the profile on age of the respondents has a significant effect on the evaluation of the different dimensions on the teaching behavioural attributes of the non-tenured faculty members.

CONCLUSIONS

The attitude of an educator generally reflects her disposition, though there are other factors that encompass a very convincing behaviour to make a classroom more than conducive to learning. The teacher's level of enthusiasm, willingness to help the slow learners, resourceful, and knowledgeable of the content of the lesson plays a vital role in the overall classroom performance. With the conduct of this study, results have led to the conclusion that the profiles of the respondents along sex, age and program have a significant effect on the evaluation of the respondents on the different dimensions of the teaching behavioral attributes of both the tenured and the non-tenured faculty members. However, some areas or dimensions of the teaching behavioral attributes of both the tenured and non-tenured faculty members have not been significantly affected by the profiles of the respondents.

RECOMMENDATIONS

In the view of the finding of this study, the following are strongly recommended for possible actions and implementations:

1. Faculty members should take the necessary preparations of their subject matter prior to their scheduled class in order to prepare themselves in the excellent or at least a very satisfactory delivery of their subject matter and refrain from bringing or carrying with them their textbooks in the class. Preparation of their subject lesson would include the provision of the visual and teaching materials in aiding them for the students' easy assimilation of the lesson.

2. Faculty members should keep themselves abreast with the newest trends and issues that have relation with their subject matter so as to enrich their subject discussion in the class and provide the students a wider horizon of understanding the importance of the theories taught in the class with the realities of life.

3. Faculty members should utilize variety of strategies in the delivery of the subject lesson particularly those that encourage students' participation or involvement to pave the way for the students to express their ideas and develop in them self-confidence and boost their self-esteem.

4. The administration through the department chair or the dean should monitor regularly the attendance of the faculty members in their classes to ensure that class time is properly utilized by the faculty members.

5. Regular classrooms observation of the faculty members by the department chairs or by the deans should be conducted so as to ensure the effective delivery of the subject lesson of the faculty members.

6. The College should devise a mechanism for faculty members to prepare the necessary materials needed in the delivery of the subject lessons.

7. Trainings and /or seminars be initiated by the College or the administration on areas of teaching strategies, communication skills, personality enrichment and the like to better equipped the faculty members in providing better quality of education to the students.

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