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CLASSROOM TEACHING MANAGEMENT AND EVALUATIVE TECHNIQUES OF THE INSTRUCTIONAL STAFF OF THE COLLEGE OF BUSINESS, ENTREPRENEURSHIP AND ACCOUNTANCY: A COMPARATIVE STUDENTS' EVALUATION

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ABSTRACT: *The very objective of every learning institution is at improving the quality of education it offers to its clientele. It tries to devise methods and processes to warrant that its faculty members are equipped with the necessary arms in bringing this quality education to the studentry. Any University or College establishes 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 utilized to determine the areas of the teaching learning process that need to be improved and enhanced. This undertaking is designed to illustrate the comparative evaluation of students of the teaching behavioural attributes of the faculty members of the College of Business, Entrepreneurship and Accountancy covering the areas of evaluation of the classroom management and the teaching and evaluative techniques utilized by the faculty member. 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 freshmen 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 these findings of the study, it is therefore that the instructional staff of the college should utilize wide range 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, that the instructional staff of the college should devise different evaluative techniques aside from the traditional paper and pencil techniques to break the tedium of the class on same kind of evaluation

KEYWORDS: *Teaching behavioural attributes, teaching techniques, teaching evaluative measures, classroom management, 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

The very objective of every learning institution is at improving the quality of education it offers to its clientele. It tries to devise methods and processes to warrant that its faculty members are equipped with the necessary arms in bringing this quality education to the studentry. Any University or College establishes 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 school 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 professor or mentor 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.

According to Liu & Meyer, 2005, the teacher turnover rate in education sector is higher than for any other sectors. In a similar study conducted by Ingersoll and Smith in (2003), they 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.

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).

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 research 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 on the teaching classroom management and evaluative techniques. 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 classroom management
   2.2 evaluative techniques
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?
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 freshmen 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 analysed using the simple frequency count and percentage. In the analysis and interpretation of the evaluation of the student-respondents on the teaching classroom management and evaluative techniques, the weighted mean was used which is calculated by the equation:

$$X=\frac{WX}{N}$$ 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	86	35.25
Bachelor of Science in Accounting Information System	39	15.98
Bachelor Science in Entrepreneurship	36	14.75
Bachelor of Science in Business Administration- FM	41	16.80
Bachelor of Science in Business Administration –MM	42	17.22
TOTAL	**244**	**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 forty-four (244) respondents with the Bachelor of Science in Accountancy having the highest frequency of eighty-six (86) or 35.25 percent and with the Bachelor of Science in Entrepreneurship with the least frequency of thirty-six (36) or 14.75 percent.

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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**
17	0	00.00	2	05.13	1	2.78	0	00.00	0	00.00
18	30	34.88	10	25.64	12	33.33	13	31.71	13	30.95
19	52	60.47	26	66.67	18	50.00	26	63.41	29	69.05
20	4	04.65	1	02.56	5	13.89	2	4.88	0	0.00
TOTAL	**86**	**100.00**	**39**	**100.00**	**36**	**100.00**	**41**	**100.00**	**42**	**100.00**
Mean Age										

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 nineteen years old (19). The data imply that majority of the respondents are already in the early adulthood stage where they are energetic, idealistic, 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	22	31.91	5	12.82	15	44.12	7	17.07	3	7.14
Female	64	68.09	34	87.18	21	55.88	34	82.93	39	92.86
TOTAL	**86**	100.00	**39**	100.00	**36**	100.00	**41**	100.00	**42**	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. Further, this data imply that with the advent of gender equality, women are beginning to make their presence in every field an evidence of their participation.

Table 2.1.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	**3.81**	**4.28**	**4.68**	**4.27**	**4.40**
Uses class time properly	**4.02**	**4.41**	**4.47**	**4.44**	**3.98**
Creates a classroom atmosphere that is very pleasant and conducive to learning	**3.87**	**4.31**	**4.47**	**4.20**	**4.00**
Capable of developing and maintaining classroom discipline	**3.89**	**4.28**	**4.47**	**4.37**	**4.19**
Handles the class and students' problems with fairness and understanding	**3.74**	**4.21**	**4.56**	**4.20**	**4.02**
General Weighted Average	**3.87**	**4.30**	**4.53**	**4.29**	**4.12**

Table 2.1.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 Entrepreneurship and Bachelor of Science in Accounting Information System with

4.53 and 4.30 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 favourable 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 2.1.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	**4.09**	**4.21**	**4.53**	**4.41**	**4.29**
Uses class time properly	**3.89**	**4.33**	**4.42**	**4.41**	**3.88**
Creates a classroom atmosphere that is very pleasant and conducive to learning	**3.70**	**4.08**	**4.25**	**4.14**	**4.00**
Capable of developing and maintaining classroom discipline	**3.94**	**4.18**	**4.42**	**4.24**	**4.07**
Handles the class and students' problems with fairness and understanding	**3.87**	**4.10**	**4.28**	**4.14**	**4.10**
General Weighted Mean	**3.90**	**4.18**	**4.38**	**4.26**	**4.07**

As shown in table 2.1.b, the respondents of the program Bachelor of Science in Entrepreneurship evaluated the non-tenured faculty members excellently as regards their classroom management with an item mean of 4.38. This data imply that the non-tenured faculty members capable of managing and developing a pleasant and favourable 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 2.2.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	**3.62**	**4.28**	**4.62**	**4.27**	**4.00**
Makes use of the blackboards and/or teaching aids necessary in the presentation and discussion of the lesson	**4.09**	**4.21**	**4.53**	**4.46**	**4.38**
Teacher's method of teaching enables the students to understand the subject matter	**3.89**	**4.21**	**4.56**	**4.29**	**4.24**
Evaluates the students objectively; does not play favourites	**4.04**	**4.23**	**4.65**	**4.15**	**4.02**
Evaluates students achievements at the end of the class discussion	**3.68**	**4.08**	**4.59**	**4.07**	**3.81**
General Weighted Mean	**3.86**	**4.20**	**4.59**	**4.25**	**4.09**

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 Entrepreneurship rated the faculty members with the highest item mean of 4.59 or excellent as shown in table 2.2.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 2.2.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	**4.06**	**4.10**	**4.47**	**4.11**	**4.00**
Makes use of the blackboards and/or teaching aids necessary in the presentation and discussion of the lesson	**3.62**	**4.23**	**4.39**	**4.35**	**4.50**
Teacher's method of teaching enables the students to understand the subject matter	**3.64**	**4.10**	**4.31**	**4.16**	**4.07**
Evaluates the students objectively; does not play favourites	**4.06**	**3.95**	**4.22**	**4.16**	**4.12**
Evaluates students achievements at the end of the class discussion	**4.06**	**4.05**	**4.25**	**4.08**	**3.90**
General Weighted Mean	**3.89**	**4.09**	**4.33**	**4.17**	**4.12**

The teaching and evaluative techniques of the non-tenured faculty members of the different programs of the College is seen in table 2.2.b wherein the respondents of the Bachelor of Science in Entrepreneurship rated the faculty members with the highest item mean of 4.33 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 3.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
Classroom management	BSAC BSAT ENTREP FM MM	3.87 4.30 4.53 4.29 4.12	243	8.41	0.000	Reject
Teaching and	BSAC	3.86	243	27.92	0.000	Reject

evaluative techniques	BSAT ENTREP FM MM	4.20 4.59 4.25 4.09				

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 classroom management and on the teaching and evaluative techniques 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 classroom management and on the teaching and evaluative techniques of the tenured faculty members.

Table 3.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**
Classroom management	BSAC BSAT ENTREP FM MM	3.90 4.18 4.38 4.26 4.07	243	3.14	0.015	Reject
Teaching and evaluative techniques	BSAC BSAT ENTREP FM MM	3.89 4.09 4.33 4.17 4.12	243	4.89	0.001	Reject

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 classroom management and on the teaching and evaluative techniques 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 classroom management and on the teaching and evaluative techniques of the non-tenured faculty members.

Table 4.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
Classroom management	Male Female	4.54 4.08	0.43 0.62	242	5.016	0.000	Reject
Teaching and evaluative techniques	Male Female	4.03 3.98	0.70 0.69	242	0.502	0.616	Accept

Table 4.a.1 revealed the summary of the test of significant difference on the evaluations of the student-respondents on the classroom management and on the teaching and evaluative techniques of tenured faculty when grouped according to sex. The data showed that along the area of evaluative techniques where the computed P-value of .0616 is higher than .05 level of significance, the hypothesis is accepted. This implies that on the area of teaching and evaluative techniques, the profile of the respondents as to sex has no significant difference when evaluating the teaching and evaluative techniques of the tenured faculty members. However, in the area of classroom management where the computed P-value is lower than .05 level of significance, the hypothesis is rejected which implies that sex has a direct effect on the evaluation of the respondents on the classroom management of the tenured faculty members.

Table 4.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
Classroom management	Male Female	4.59 4.01	0.43 0.61	242	6.370	0.000	Reject
Teaching and evaluative techniques	Male Female	4.48 3.94	0.48 0.64	242	5.762	0.000	Reject

Table 4.a.2 revealed the summary of the test of significant difference on the evaluations of the student-respondents on the classroom management and on the teaching and evaluative techniques of non-tenured faculty when grouped according to sex. The data showed that along these areas where the computed P-value of .000 is lower than .05 level of significance, the hypothesis is rejected. This implies that on these areas, the profile of the respondents

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

Table 4.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
Classroom management	17 18 19 20	4.60 4.33 4.08 4.25	243	3.28	0.022	Reject
Teaching and evaluative techniques	17 18 19 20	4.60 3.91 4.01 4.05	243	1.18	0.317	Accept

Table 4.b.1 revealed the summary of the test of significant difference on the evaluations of the student-respondents on the classroom management and on the teaching and evaluative techniques of tenured faculty when grouped according to age. The data showed that on the area of classroom management where the computed P-value of .022 is lower than .05 level of significance, the hypothesis is rejected. This implies that along the area of classroom management, the profile of the respondents on age has a significant effect on the evaluation of the classroom management of the tenured faculty members. However, in the dimension or area of evaluation of teaching and evaluative techniques where the computed P-value of 0.317 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 teaching and evaluative techniques of the tenured faculty members.

Table 4.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
Classroom management	17 18 19 20	4.33 4.29 4.03 4.30	243	3.42	0.018	Reject

Teaching and evaluative techniques	17 18 19 20	4.33 4.14 3.98 4.28	243	1.89	0.132	Accept

Table 4.b.2 revealed the summary of the test of significant difference on the evaluations of the student-respondents on the classroom management and on the teaching and evaluative techniques of non-tenured faculty when grouped according to age. The data showed that on the area of classroom management where the computed P-value of .0 is lower than .05 level of significance, the hypothesis is rejected. This implies that along the area of classroom management, the profile of the respondents on age has a significant effect on the evaluation of the classroom management of the non-tenured faculty members. However, in the dimension or area of evaluation of teaching and evaluative techniques where the computed P-value of 0.132 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 teaching and evaluative techniques of the non-tenured faculty members.

CONCLUSIONS

The approach of a professor or mentor generally reflects his/her character, 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 classroom management and the teaching and evaluative techniques 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.

RECOMMENDATIONS

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

1. Instructional staff of the college should utilize wide range 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.
2. The instructional staff should devise different evaluative techniques aside from the traditional paper and pencil techniques to break the tedium of the class on same kind of evaluation
3. Regular classrooms observation of the faculty members by the department chairs or by the deans should be conducted so as to ensure the effective classroom management of the faculty.
4. 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.
5. A similar study should be conducted particularly dealing on the areas where this study has not enclosed.

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