



TEACHING BEHAVIOR OF TENURED FACULTY MEMBERS OF THE COLLEGE OF BUSINESS, ENTREPRENEURSHIP AND ACCOUNTANCY

MA. VICTORIA C. GANNABAN, DPA Faculty Member, College of Business, Entrepreneurship and Accountancy Cagayan State University

ABSTRACT

The study revolved around the concept that aside from the fundamental responsibility of a teacher to prepare course materials and to teach in class, the future of students depends on the qualities and dedication of a teacher. Various teaching behavioral attributes of the tenured faculty of the College of Business, Entrepreneurship and Accountancy along the following dimensions like: mastery of the subject matter, communication skills, classroom management, evaluation techniques and teacher qualities can greatly affect the teaching effectiveness of the mentioned faculty members. It is therefore important to maintain positive attitude in class and to enhance these dimensions to create a pleasant environment to learners. Since, the five (5) dimensions are considered essential, the focused of the study revolved around it. It also determines the most important to the least important teaching behavioral attribute as perceived by the respondents. Moreover, the researchers used the descriptive method of research.

KEYWORDS: Classroom Management, Communication Skills, Evaluation Techniques, Mastery of the Subject Matter, Teacher Qualities, Teaching Behavior

INTRODUCTION

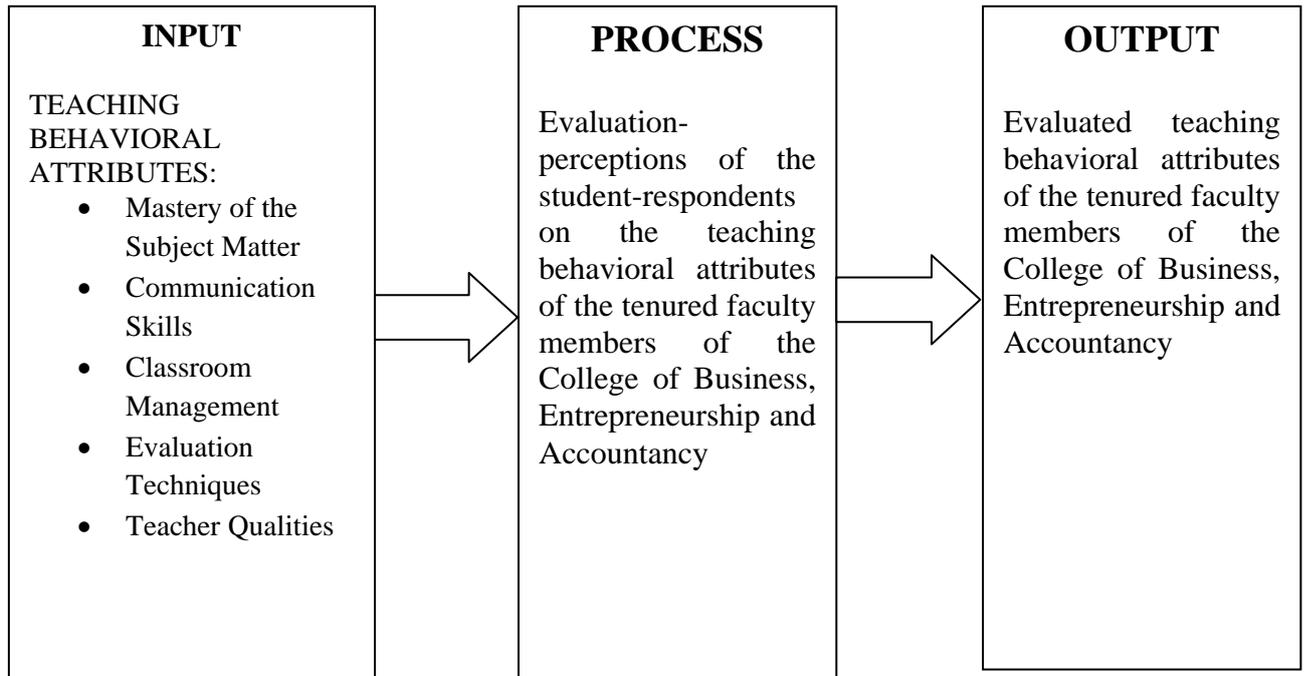
The attitude of an educator generally refers to her disposition, though there are other factors that encompass a very convincing behavior to make a classroom more than conducive to learning. The teacher's level of enthusiasm, willingness to help the slow learners, resourceful, and knowledgeable of the 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.

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.

Research Paradigm



STATEMENT OF THE PROBLEM

The study generally identifies the teaching behavioral attributes of the tenured faculty members of CBEA. Specifically, it sought to answer the following questions:



1. What are the teaching behavioral attributes of the tenured faculty members of the College of Business, Entrepreneurship and Accountancy?
2. What is the evaluation-perceptions of the student-respondents on the teaching behavioral attributes of the tenured faculty members of the College of Business, Entrepreneurship and Accountancy along the dimensions of:
 - a. Mastery of the Subject Matter
 - b. Communication Skills
 - c. Classroom Management
 - d. Evaluation Techniques
 - e. Teacher Qualities
3. What is the degree of importance of the teaching behavioral attributes of the tenured faculty members of the College of Business, Entrepreneurship and Accountancy as perceived by the student-respondents?

DEFINITION OF TERMS

1. CBEA – Refers to the College of Business, Entrepreneurship and Accountancy
2. Communication Skills – The ability to convey information to students effectively and efficiently.
3. Classroom Management – Refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive on task and academically productive in class.
4. Evaluation Techniques – A systematic application of scientific methods to assess and evaluate student's learning
5. Mastery of the Subject Matter – the knowledge of the teacher to the subject and his ability to simplify the topics of the subject into main points for easy and effective understanding.
6. Teacher Qualities – The essential attributes of teachers for effective teaching.
7. Teaching Behavior – Refers to the five (5) dimension of teaching behavioral attributes.

Significance of the Study

The role of teachers is very vital for they shape the future of students by providing them quality education. By conducting this study, the researchers would evaluate the five (5) ideal teaching behavioral attributes of tenured CBEA faculty members that can make their students successful in life. This research then:

1. Benefits the tenured faculty members of CBEA through the enhancement of their teaching behavioral attributes brought about by the relevant seminars and trainings the administration may provide as a result of the study;



2. Provides information to the administration of the university to create awareness of the relevant seminars and trainings that must be provided for the enhancement of the teaching behavioral attributes of teachers;
3. Encourages other researchers that have interest in the related problem that they can use this as a reference material for further studies.

Scope and Delimitations

The study is limited to the 86 Bachelor of Science in Accountancy 1st year students from sections A & B of the College of Business, Entrepreneurship and Accountancy of Cagayan State University, Andrews Campus, 1st semester of A.Y. 2018-2019.

RESEARCH METHODOLOGY

Research Design

The descriptive method of research was used in this study. The respondents' perception on the following teaching behavioral attributes was determined: Mastery of the Subject Matter, Communication Skills, Classroom Management, Evaluative Techniques and Teacher Qualities, in which these dimensions were ranked from the most important to least important as perceived by the student-respondents.

Locale of the Study

The study was conducted at the Cagayan State University- Andrews Campus, College of Business, Entrepreneurship and Accountancy (CBEA) during the 1st Semester of Academic Year 2018-2019.

Respondents and Sampling Procedure

The respondents were the 86 Bachelor of Science in Accountancy 1st year students from sections A & B of the College of Business, Entrepreneurship and Accountancy of Cagayan State University, Andrews Campus, 1st semester of A.Y. 2018-2019.

The purposive sampling was used in the study since the researchers chose only the 2 sections of BSACC 1st year students. All the 86 student-respondents from the 2 sections responded out of the total population of 86, forming a 100% sample size.

Data Gathering Tool

The principal tool used to gather data is the questionnaire. The questionnaire dealt with the respondents' evaluation-perception on the five (5) teaching behavioral attributes of the tenured faculty members of the College of Business, Entrepreneurship and Accountancy along the



dimensions of: Mastery of the Subject Matter, Communication Skills, Classroom Management, Evaluative Techniques and Teacher Qualities.

Data Analysis

Descriptive statistics was employed in the study. Weighted Mean was used to determine the criteria of the various dimensions using 5 point Likert Scale. Ranks was used to determine the five (5) teaching behavioral attributes of the tenured faculty members of CBEA as perceived by the student-respondents.

RESULTS AND DISCUSSION

Table 1

*Respondent's Perception on the Teaching Behavioral Attributes of
Tenured CBEA Faculty Members in Terms of Mastery of the Subject Matter*

Mastery of the Subject Matter						
Criteria	O	VS	S	F/NI	P	Weighted Average
Presents the subject matter clearly	18	37	29	2	0	3.83
Has the ability to analyze, elaborate on the subject matter without referring to the textbook in the class	11	43	28	4	0	3.71
Introduces the day's lessons clearly at the start of the class to show the relation to the previous lesson	8	39	37	2	0	3.62
Points out clearly the important aspects of the subject matter	13	49	19	5	0	3.81
Cites/relates/ties up lesson with current issues and trends	18	38	27	3	0	3.83
General Weighted Average						3.76

O – Outstanding, VS – Very Satisfactory, S – Satisfactory, F/NI – Fair/Needs Improvement, P – Poor

The above data shows the Teaching Behavioral Attributes of Tenured CBEA Faculty Members in Terms of Mastery of the Subject Matter. "Presents the subject matter clearly" and "Cites/relates/ties up lesson with current issues and trends" have a weighted average of 3.83, this implies that what matters most is the teaching strategy of the teacher in presenting the lesson/s in class in a way that it can be understood clearly by the students, in like manner, the lesson must relate to relevant current issues and concerns. Last is "Introduces the day's lessons clearly at the



start of the class to show the relation to the previous lesson” with a weighted average of 3.62, considering the number of topics to be discussed in a 3 or 6-unit subject, it is deemed a waste of time if repetition of the previous lesson still be discussed.

Table 2

*Respondent’s Perception on the Teaching Behavioral Attributes of
Tenured CBEA Faculty Members in Terms of Communication Skills*

Communication Skills						
Criteria	O	VS	S	F/NI	P	Weighted Average
Uses language appropriate to the level of the students	28	49	9	0	0	4.22
Speaks loud enough to be heard by everybody in the room	25	44	17	0	0	4.09
Proficient orally and written in the language used as the medium of instruction	22	45	19	0	0	4.03
Speaks clearly	23	43	18	2	0	4.01
Maintains eye contact with the students when speaking	28	39	19	0	0	4.10
General Weighted Average						4.09

O – Outstanding, VS – Very Satisfactory, S – Satisfactory, F/NI – Fair/Needs Improvement, P – Poor

In terms of Communication Skills, “Uses language appropriate to the level of the students” has the highest weighted mean of 4.22. This is attributed to the fact that the tenured faculty members of CBEA truly recognize the capabilities of their students, hence they use the most appropriate language to make teaching-learning more effective. Lowest in rank is “Speaks clearly” with a weighted average of 4.01. Some of the tenured faculty members though old in the teaching profession, sometimes still stammer when they speak.



Table 3

*Respondent's Perception on the Teaching Behavioral Attributes of
Tenured CBEA Faculty Members in Terms of Classroom Management*

Classroom Management						
Criteria	O	VS	S	F/NI	P	Weighted Average
Encourages class participation	20	48	14	2	2	3.95
Uses class time properly	20	42	21	2	1	3.91
Creates a classroom atmosphere that is very pleasant and conducive to learning	22	35	25	3	1	3.86
Capable of developing and maintaining classroom discipline	24	41	17	3	1	3.98
Handles the class and students' problems with fairness and understanding	25	38	19	3	1	3.97
General Weighted Average						3.93

O – Outstanding, VS – Very Satisfactory, S – Satisfactory, F/NI – Fair/Needs Improvement, P – Poor

Table 3 presents the respondent's perception on the teaching behavioral attributes of tenured CBEA faculty members in terms of classroom management. "Capable of developing and maintain classroom discipline" has the highest weighted average of 3.98. This shows that tenured faculty members are still capable of integrating values in class, despite the generation gap between them, authority and respect still prevail. The weighted average of 3.86 is attributed to "Creates a classroom atmosphere that is very pleasant and conducive to learning" in as much as teachers wish to provide a harmonious place for learning, a number of contributing factors such as physical set-up of the classroom and class schedule impede teachers and students to have a conducive learning environment.



Table 4

*Respondent's Perception on the Teaching Behavioral Attributes of
Tenured CBEA Faculty Members in Terms of Teaching and Evaluation Technique*

Teaching and Evaluation Techniques						
Criteria	O	VS	S	F/NI	P	Weighted Average
Has the ability to stimulate and maintain the students' interest and desire to learn about the subject matter	9	48	24	2	3	3.67
Makes use of the blackboards and/or teaching aids necessary in the presentation and discussion of the lesson	29	38	16	2	1	4.07
The method of teaching enables the students to understand the subject matter	11	45	26	3	1	3.72
Evaluates the students objectively; does not play favorites	28	38	17	2	1	4.05
Evaluates the students achievements at the end of the class discussion	12	42	26	5	1	3.69
General Weighted Average						3.84

O – Outstanding, VS – Very Satisfactory, S – Satisfactory, F/NI – Fair/Needs Improvement, P – Poor

The above data shows the respondents perception on the teaching behavioral attributes of tenured CBEA faculty members in terms of teaching and evaluation techniques. Highest in rank is "Makes use of the blackboards and/or teaching aids necessary in the presentation and discussion of the lesson" with a weighted average of 4.07. This is attributed to the fact that blackboards are the most available instructional material which can be used in presenting new lesson and the most appropriate instructional material in teaching Accounting and Business subjects to show solutions of the different mathematical problems systematically. The least weighted average is 3.67 "Has the ability to stimulate and maintain the student's interest and desire to learn about the subject matter" this is somehow attributed to the lowest criterion of Table 3, wherein no matter how the faculty member captures student's interest to learn the subject matter, the physical set-up of the classroom and class schedule hinders the student's motivation and desire to learn in class.



Table 5

*Respondent's Perception on the Teaching Behavioral Attributes of
Tenured CBEA Faculty Members in Terms of Teacher Qualities*

Teacher Qualities						
Criteria	O	VS	S	F/NI	P	Weighted Average
Has self - confidence and pleasing personality	41	29	15	0	1	4.27
Patient and understanding and has self - control	42	36	7	0	1	4.37
Starts and ends the class on time	26	35	20	4	1	3.94
Dresses neatly and appropriately	53	28	4	0	1	4.53
Kind and friendly but fair and just and shows sincere interest in the students' welfare	35	41	9	0	1	4.27
General Weighted Average						4.28

O – Outstanding, VS – Very Satisfactory, S – Satisfactory, F/NI – Fair/Needs Improvement, P - Poor

As shown in the above data, the item “Dresses neatly and appropriately” has the highest weighted average of 4.53, this proves that the impression of the respondents to the tenured faculty members is very good when it comes to the wearing of proper dress code in school. On the other hand, “Starts and ends the class on time” has the lowest weighted average of 3.94, this also shows that these tenured faculty members regularly come to class on time.

Table 6

*Rank of Respondent's Perception on the Teaching Behavioral Attributes of
Tenured CBEA Faculty Members*

Teaching Criteria	General Weighted Average	Rank
Mastery of the Subject Matter	3.76	5
Communication Skills	4.09	2
Classroom Management	3.93	3
Teaching and Evaluative Techniques	3.84	4
Teacher Qualities	4.28	1

Table 6 shows the rank of respondents' perception on the teaching behavioral attributes of tenured CBEA faculty members. First in rank is “Teacher qualities” with a general weighted average of 4.28, this proves that the tenured faculty members of CBEA is very good in this criterion since it is



believed that it is one of the most important attribute needed by a faculty member that can positively affect the performance of the respondents. Next in rank is “Communication skills” with a general weighted average of 4.09, this is attributed to the fact that these faculty members are able to communicate effectively for better understanding. Third in rank is “Classroom management” with a general weighted average of 3.93, since effective classroom management paves the way for these tenured CBEA faculty members to engage their students in learning. Moreover, “Teaching and evaluative techniques” is 4th in rank with a general weighted average of 3.98, only a number of tenured CBEA faculty members are graduates of an education course, hence, the above data. Last in rank is “Mastery of the subject matter” with a general weighted average of 3.76, although the courses/subject these tenured faculty members of CBEA teach are in line with their field of specialization still the respondents ranked this criterion lowest, this can also be connected to their teaching methods and strategies.

SUMMARY:

1. The teaching behavioral attributes of the tenured faculty members of the College of Business, Entrepreneurship and Accountancy are the following: Mastery of the Subject Matter, Communication Skills, Classroom Management, Evaluation Techniques and Teacher Qualities.
2. The evaluation-perceptions of the student-respondents on the teaching behavioral attributes of the tenured faculty members of the College of Business, Entrepreneurship and Accountancy along the dimensions of:
 - Mastery of the Subject Matter - “Presents the subject matter clearly” and “Cites/relates/ties up lesson with current issues and trends” has the highest weighted average. This implies that what matters most is the teaching strategy of the teacher in presenting the lesson/s in class in a way that it can be understood clearly by the students, in like manner, the lesson must relate to relevant current issues and concerns. Last is “Introduces the day’s lessons clearly at the start of the class to show the relation to the previous lesson”, considering the number of topics to be discussed in a 3 or 6-unit subject, it is deemed a waste of time if repetition of the previous lesson still be discussed.
 - Communication Skills – “Uses language appropriate to the level of the students” has the highest weighted mean. This is attributed to the fact that the tenured faculty members of CBEA truly recognize the capabilities of their students, hence they use the most appropriate language to make teaching-learning more effective. Lowest in rank is



“Speaks clearly” due to the fact that some of the tenured faculty members though old in the teaching profession, sometimes still stammer when they speak.

- Classroom Management - “Capable of developing and maintain classroom discipline” has the highest weighted average. This shows that tenured faculty members are still capable of integrating values in class, despite the generation gap between them, authority and respect still prevail. The lowest weighted average is attributed to “Creates a classroom atmosphere that is very pleasant and conducive to learning” in as much as teachers wish to provide a harmonious place for learning, a number of contributing factors such as physical set-up of the classroom and class schedule impede teachers and students to have a conducive learning environment.
- Evaluation Techniques – Highest in rank is “Makes use of the blackboards and/or teaching aids necessary in the presentation and discussion of the lesson”. This is attributed to the fact that blackboards are the most available instructional material which can be used in presenting new lesson and the most appropriate instructional material in teaching Accounting and Business subjects to show solutions of the different mathematical problems systematically. The least weighted average is “Has the ability to stimulate and maintain the student’s interest and desire to learn about the subject matter” this is somehow attributed to the lowest criterion of classroom management, wherein no matter how the faculty member captures student’s interest to learn the subject matter, the physical set-up of the classroom and class schedule hinders the student’s motivation and desire to learn in class.
- Teacher Qualities - “Dresses neatly and appropriately” has the highest weighted average of, this proves that the impression of the respondents to the tenured faculty members is very good when it comes to the wearing of proper dress code in school. On the other hand, “Starts and ends the class on time” has the lowest weighted average, this also shows that these tenured faculty members regularly come to class on time.

3. The degree of importance of the teaching behavioral attributes of the tenured faculty members of CBEA as perceived by the student-respondents are as follows: “Teacher qualities” rank first, since the respondents believed that the tenured faculty members of CBEA possess this important attribute that may positively affect their performance, followed by “communication skills”, “classroom management”, and “teaching and evaluative techniques”. Lowest in rank is “Mastery of the subject matter” although the courses/subject these tenured faculty members of CBEA



teach are in line with their field of specialization still the respondents ranked this criterion lowest, this can also be connected to their teaching methods and strategies.

CONCLUSIONS:

Based on the result of analysis and interpretation that has been done in the previous chapter, the researchers conclude that: The teaching behavioral attributes of the tenured faculty members of the College of Business, Entrepreneurship and Accountancy along the dimensions of Mastery of the Subject Matter, Communication Skills, Classroom Management, Evaluative Techniques and Teacher Qualities are deemed necessary for the students-evaluators. That of the 5 dimensions "Teacher qualities" rank first, since the respondents believed that the tenured faculty members of CBEA possess this important attribute that may positively affect their performance, followed by "communication skills", "classroom management", and "teaching and evaluative techniques". Lowest in rank is "Mastery of the subject matter" although the courses/subject these tenured faculty members of CBEA teach are in line with their field of specialization still the respondents ranked this criterion lowest, this can also be connected to their teaching methods and strategies.

RECOMMENDATIONS:

In view of the findings of the study, the following recommendations are hereby presented: That the tenured CBEA faculty members must maintain and improve as much as possible ideal teaching behavioral attributes essential for effective teaching-learning in class. These are: "clear presentation of subject matter", "use of language appropriate to the level of students", "ability to develop and maintain classroom discipline", "the use of blackboards and/or aids necessary in the presentation and discussion of the lesson" and "proper use of dress code in school". On the other hand, the said faculty members must take into account items and dimensions with a low general weighted average, like: "classroom management", these faculty members must learn the most appropriate strategy that will really work when it comes to effective classroom management. Moreover, for "teaching and evaluative techniques" these faculty members must give evaluation techniques that can truly measure the learning of the students that can be used to further improve their teaching methods and strategies and lastly for the "mastery of the subject matter" teachers must not stop learning, they must consider ways in which they can improve their knowledge.



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