



THE TEACHING BEHAVIORAL ATTRIBUTES OF THE FACULTY MEMBERS OF THE BACHELOR OF SCIENCE IN ACCOUNTING TECHNOLOGY PROGRAM OF THE COLLEGE OF BUSINESS, ENTREPRENEURSHIP AND ACCOUNTANCY

MARY GRACE TANGARO - DELELIS, MBA Faculty Member College of Business, Entrepreneurship and Accountancy Cagayan State University Andrews Campus, Tuguegarao City

ABSTRACT: Excellence, quality and superiority are what colleges and universities introduce and inculcate to their students. Teachers, instructors, or professors serves as the connector of the colleges and universities to their students. The work of a college or university teacher, instructor or professor has a great impact on the development of knowledge, skills, attitudes and cognition in each student and the society as a whole. It is a very demanding and challenging task that entails professional knowledge as well as social competencies and capabilities. This study is undertaken to assess and show the teaching behavioural attributes of the faculty members of the College of Business, Entrepreneurship and Accountancy for the Bachelor of Science in Accounting Technology program. The evaluation consists of five areas namely mastery of subject matter, communication skills, classroom management, teaching and evaluative techniques and teacher qualities. This study made used of the descriptive-correlational research method employing the questionnaire as main data-gathering instrument. The researcher made used of structured questionnaires to gather the needed data which were given to the student-respondents. The survey questionnaire used was patterned from the study conducted by Dr. Chona Pajarillo- Agustin. This study was conducted at the College of Business, Entrepreneurship and Accountancy of Cagayan State University, Andrews Campus, Tuguegarao City where the respondents were the 194 4th year BSAT students enrolled for the Second Semester of SY 2018 – 2019. The researcher used the descriptive statistics such as frequency count, percentage and the 5 point likert scale was used to treat the data gathered and to test for the significant difference, t-test and Anova was used. With the conduct of this study, results have shown that under the tenured faculty members, all teaching behavioural attributes under study got a descriptive scale of outstanding with an overall mean of 4.33 while under the non-tenured, only teacher qualities got an outstanding descriptive scale and the rest got very satisfactory result and with an overall mean of 4.13. The result further shows that when student respondents' were grouped according to age, students have the same evaluation regardless whether the faculty member is tenured or non tenured except for classroom management under the tenured that the hypothesis should be rejected and when student respondents' were grouped according to class section, the hypothesis should be rejected and this implies that the student respondents have different evaluation for all the behavioural attributes when grouped according to class section for both the tenured and the non-tenured. Based from the findings of this study, the researcher strongly recommends that faculty members should be engaged in school-based professional advancement sessions covering more reflective, various viewpoint learning and problem-solving of real life classroom cases and that the University should give continuous training workshops and seminars for the faculty members and



grant them scholarships and send them to universities to study to enhance and develop their mastery of subject content and at the same time the same faculty member should teach the same subject in all class section in a particular program so that consistency and same quality of teaching will be received by the students.

KEYWORDS: Teaching behavioural attributes, mastery of subject matter, communication skills, classroom management, teaching and evaluative techniques, teacher qualities, class section, Bachelor of Science in Accounting Technology, tenured and non-tenured faculty members

INTRODUCTION

Excellence, quality and superiority are what colleges and universities introduce and inculcate to their students. Teachers, instructors, or professors serves as the connector of the colleges and universities to their students. Teachers on the point of view of the students are the faces and representations as well as reflection of excellence, quality and superiority. The work of a college or university teacher, instructor or professor has a great impact on the development of knowledge, skills, attitudes and cognition in each student and the society as a whole. It is a very demanding and challenging task that entails professional knowledge as well as social competencies and capabilities. 21st century teacher skills are of wide area of consideration. They provide their students with various information and knowledge and at the same time help them obtain and improve their skills and further develop their competencies. He aims to objectively measure his student's knowledge growth and improvement. He directs his students future and potential endeavours. Teachers not only transmit knowledge but also involves in transforming and extending it.

The mastery of the subject matter is considered as the foundation and basis upon which the education of a teacher is based. The teacher requires among other things the ability of mastering the subject matter and being able to ascertain the inter connections between diverse subjects. According to Shantz and Latham, 2012, the teacher specializes on the subjects to be taught which generally equips the teacher with scholarly knowledge of those subjects and integrates with professional education leading to new understandings and skills for professional performance. Scheffler (1973) on the other hand writes that this kind of subject matter understanding "strengthens the teacher's powers and, in so doing, heightens the possibilities of his art". The mastery of the subject matter by a teacher determines the superiority and worth as well as quality of teaching and learning. A teacher with brilliant



information of the subject matter is able to prepare and execute the lesson properly and excellently. . Mastery of subject matter enables the teacher to teach and explain the subject matter content well and make their learners understand clearly. Conant (1963) wrote that "if a teacher is largely ignorant or unformed he can do much harm" (p. 93).

Teaching is all about listening, speaking as well as reading, presenting and writing. In short teaching is all about communication. According to Freddie Silver, teacher with good communication skills always makes things easier and understandable. Sng Bee(2012) states that to teach in accordance with the ability and capability of the students a teacher need to adopt such skills of communication which motivate the students toward their learning process. Valuable and good communication includes converting the boring into the motivating and having good presentation skills. When communication is effective, it would be advantageous for both the student and the teacher. Communication makes learning easier and trouble free, helps students reach goals, increases opportunities for bigger learning, strengthens the bond between student and teacher, and generates an overall positive experience. Good communication is considered a strong tool `for effectiveness in the teaching profession (Monika Srivastava, NA). Maes, Weldy & Icenogle (1997) states that performance of teachers in classroom totally depends upon the communication skills. If the teacher has good communication skills then he can easily convey his /her message or deliver the lecture in an understandable manner. Teacher with poor communication skills may be a ground for failure of students to gain knowledge and support their academics. Good communication is not only needed for the effective teaching profession but it is also very important for the effectiveness of every concern to our life (Batenburg & Smal, 1997).

Teachers play different roles in a usual classroom but definitely one of the most important is that of a classroom supervisor. Classroom management is defined as the process by which teachers and schools establish and sustain suitable and correct behaviour of students in classroom setting. It includes activities such as organizing the learning-teaching processes, monitoring the behaviours of the students within the classroom and arranging the physical environment of the classroom. It also encompasses classroom discipline that involves the application of established discipline models such as Morrish (2000) and Kohn (2001) to manage students' behaviour in classrooms (Charles, 2008; Wong & Wong, 2005). According to Goyette, Dore, & Dion (2000), teachers perceive classroom management to be one of the



most enduring and widespread challenges in the classroom. Classroom management revolves around teachers' and students' attitudes and actions that influence students' behaviours in the classroom (Doyle,1986). Proper classroom management creates a good environment for learning and it directly affects the quality of teaching and learning. In addition, Burden, 2005; Evertson & Weinstein, 2006; Good & Brophy, 2006 states that classroom management refers to teachers' planned strategies to oversee classroom activities and foster students' academic, social and emotional learning in learning environments. Effective classroom management paves the way for the teacher to engage the students in learning. Overall, it aims to establish stress-free learning environments for both students and teachers by decreasing affective filter and increasing motivation.

The quality of teaching is the solo greatest determinant of a student's skill to learn. For a long period now, the academe has developed different evaluation system to improve on the quality of education provided. According to Nolan and Hoover (2011), evaluation is summative in nature, based on predetermined criteria; observation based, and involves data collection often with the use of an evaluation instrument. Evaluation conducted by teachers is essential and needed for validating and maintaining high quality instruction as well as student learning and making sure that goals and objectives are accomplished, supplying a focus for instructional progress, and mandating educators responsible for their instruction. Gensee and Upshur (1996) state that classroom assessment and evaluation is concerned primarily with improving instruction so that student learning is enhanced. Teachers checks on student learning through an array of informal and formal assessments and offer timely feedback to students (Cotton, 2000; Good & Brophy, 1997; Peart & Campbell, 1999). They check for student understanding throughout a lesson and adjust instruction based on the feedback (Guskey, 1996). As teachers analyze student progress, they keep students informed through timely and regular targeted feedback that can help students improve and be more successful in future work (Cotton, 2000; Hoy & Hoy, 2003; Marzano, Norford, Paynter, Pickering, & Gaddy, 2001; Walberg, 1984).

Every student deserves a high-quality calibre teacher. Everyone accepts the argument that teachers make a difference in the lives of their students. Teachers have been depicted in a variety of ways ranging from unfavourable figures to much-loved masters of their profession who inspire and motivate students to stand out and excel. The effective teacher is a master



of teaching. He possesses various skills as well as well-mannered and executes positive and exemplary behaviours. These skills consist of a wide range of items such as motivating students, sparing time for students when they ask for help, being enthusiastic for teaching, having positive attitudes towards students, responding to students' needs and providing a stress-free classroom atmosphere (Cheung, 2006; Shishavan and Sadeghi, 2009). To be effective, teachers should combine their behaviour with both their minds and emotions. Malikow (2006) lists the personality characteristics most often quoted by various studies conducted on what personal qualities an effective teacher should have as follows: being challenging and having reasonably high expectations, having sense of humour, being enthusiastic and creative. Cheung, 2006; Shishavan and Sadeghi, 2009; Werbinska, 2009 in their respective studies have added being tolerant, patient, kind, sensible and open-minded, flexible, optimistic, enthusiastic, having positive attitudes toward new ideas, and caring for students as characteristics necessary for being an effective teacher. Clark and Walsh (2004) on the other hand suggest that when teachers combine all of these expected characteristics in the profession, they can end up with a trusting relationship with their students. Although the qualities that make great teachers are difficult to introduce or replicate, understanding these qualities can give all teachers a criterion of excellence to strive for.

STATEMENT OF THE PROBLEM

This study is intended to show the evaluation of students of the teaching behavioural attributes for both tenured and non-tenured faculty members of the College of Business, Entrepreneurship and Accountancy. Specifically, it sought to answer the following questions:

1. What is the profile of the student-respondents in terms of:
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Class section



2. What is the evaluation of the student-respondents on the teaching behavioural attributes for both tenured and non-tenured faculty members along the dimensions of:
 - 2.1 Mastery of subject matter
 - 2.2 Communication skills
 - 2.3 Classroom management
 - 2.4 Teaching and evaluative techniques
 - 2.5 Teacher qualities
3. Is there a significant difference on the evaluation of the student-respondents on the different dimensions of the teaching behavioural attributes when grouped according to:
 - 3.1 Age
 - 3.2 Sex
 - 3.3 Class section

HYPOTHESES:

1. There is no significant difference on the evaluation of the student-respondents on the different dimensions of the teaching behavioural attributes when grouped according to age.
2. There is no significant difference on the evaluation of the student-respondents on the different dimensions of the teaching behavioural attributes when grouped according to sex.
3. There is no significant difference on the evaluation of the student-respondents on the different dimensions of the teaching behavioural attributes when grouped according to class section.

METHODOLOGY

This study made use of the descriptive-correlational research method employing the questionnaire as main data-gathering instrument. The researcher made use of structured questionnaires to gather the needed data which were given to the student-respondents.



The survey questionnaire used was patterned from the study conducted by Dr. Chona Pajarillo- Agustin.

This study was conducted at the College of Business, Entrepreneurship and Accountancy of Cagayan State University, Andrews Campus, Tuguegarao City where the respondents were enrolled for the Second Semester of SY 2018 – 2019.

The respondents of this study were 193 4th year BS in Accounting Technology students.

The data gathered were tabulated, analyzed and interpreted using the descriptive statistics like frequency counts, percentage and weighted mean.

The researcher used the descriptive statistics such as frequency count, percentage and the 5 point likert scale was used to treat the data gathered. In terms of the different dimensions of the teaching behavioural attributes, the given scale was used to analyze and interpret the result of the data gathered from the accomplished questionnaires.

Numerical Value	Mean Range	Descriptive Scale
5	4.21-5.00	O - Outstanding
4	3.41-4.20	VS - Very Satisfactory
3	2.61-3.40	S - Satisfactory
2	1.81-2.60	F - Fair/Needs Improvement
1	1.00-1.80	P - Poor

To test for the significant difference, t-test and Anova was used.

RESULTS AND DISCUSSIONS

Table1.1

**Frequency and Percentage Distribution of the Student-Respondent
Relative to Age**

Age	Frequency	Percentage
19	52	26.94
20	102	52.85
21	26	13.47
22	5	2.59
23	8	4.15
Total	193	100.00



Table 1.1 shows the frequency and percentage distribution of the respondents' profile relative to age. The table shows that majority of the respondents with a frequency of 102 or 52.85 percent are aged 20 years while the least – numbered, 5 or 2.59 percent are aged 22. The result implies that most of the student-respondents are already at the age of majority.

Table 1.2

Frequency and Percentage Distribution of the Student-Respondents

Relative to Sex

Gender	Frequency	Percentage
Male	44	22.80
Female	149	77.20
Total	193	100

Table 1.2 shows the frequency and percentage distribution of the respondents' profile relative to gender. As shown by the table, the female student – respondents outnumbered the males with the frequencies of 149 and 44 or 77.20 and 22.80 percent respectively or with a ratio of more or less 3:1 which implies that the BSAT program of the College of Business, Entrepreneurship and Accountancy of Cagayan State University, Andrews Campus are female – dominated.

Table 1.3

Frequency and Percentage Distribution of the Student-Respondents

Relative to Class Section

Age	Frequency	Percentage
BSAT 4A	50	25.91
BSAT 4B	43	22.28
BSAT 4C	49	25.39
BSAT 4D	51	26.42
Total	193	100.00

Table 1.3 shows the frequency and percentage distribution of the respondents' profile relative to class section. BSAT 4D has the biggest class size with a frequency of 51 or 26.42 percent followed by BSAT 4A then BSAT 4C and BSAT 4B with a frequency of 50, 49 and 43 or 25.91 percent, 25.39 and 22.28 respectively.



Table 2.1

Item Mean and Descriptive Scale of the Respondents' Evaluation on the Tenured and Non-tenured Teaching Behavioural Attributes with regard to Mastery of the Subject Matter

MASTERY OF THE SUBJECT MATTER	Tenured		Non-tenured	
	Item Mean	Descriptive Scale	Item Mean	Descriptive Scale
Presents the subject matter clearly	4.36	O	4.13	VS
Has the ability to analyze, elaborate on the subject matter without referring to the textbook in the class	4.27	O	3.90	VS
Introduces the day's lessons clearly at the start of the class to show the relation to the previous lesson	4.30	O	3.99	VS
Points out clearly the important aspects of the subject matter	4.37	O	4.12	VS
Cites/relates/ties up lesson with current issues and trends	4.20	VS	4.00	VS
Category Mean	4.30	O	4.03	VS

Table 2.1 shows the item mean and descriptive scale of the student-respondents evaluation on the tenured and non-tenured teaching behavioural attributes with regard to mastery of the subject matter. As seen on the table, the result under the tenured faculty members got a category mean of 4.30 or with a descriptive value of outstanding. "Points out clearly the important aspects of the subject matter" got the highest mean of 4.37 while "Cites/relates/ties up lesson with current issues and trends" got the lowest mean of 4.20 and the only variable under the tenured category that garnered a very satisfactory descriptive scale. On the other hand, the non tenured faculty members got a unanimous very satisfactory rating with a category mean of 4.03. "Presents the subject matter clearly" got the highest item mean of 4.13 while "Has the ability to analyze, elaborate on the subject matter without referring to the textbook in the class" got the lowest mean of 3.90. The result shows that as a teacher he/she needs to explain concepts and information clearly. Day-in and day-out an educator must be consistently skilled in his/her explanations. He/she must appear to be able to explain concepts clearly and as a teacher he/she must be a



master of his subject matter. When in a classroom it is indeed important for a college professor to have a mastery of the subject matter that he/she is teaching.

Table 2.2

Item Mean and Descriptive Scale of the Respondents' Evaluation on the Tenured and Non-tenured Teaching Behavioural Attributes with regard to Communication Skills

COMMUNICATION SKILLS	Tenured		Non-tenured	
	Item Mean	Descriptive Scale	Item Mean	Descriptive Scale
Uses language appropriate to the level of the students	4.33	O	4.29	O
Speaks loud enough to be heard by everybody in the room	4.29	O	4.01	VS
Is proficient orally and written in the language used as the medium of instruction	4.33	O	4.21	O
Speaks clearly	4.30	O	4.22	O
Maintains eye contact with the students when speaking	4.41	O	4.21	O
Category Mean	4.33	O	4.18	VS

Table 2.2 shows the mean item and descriptive scale of the student-respondents evaluation on the tenured and non-tenured teaching behavioural attributes with regard to communication skills. The table shows that the result under the tenured category got an outstanding descriptive scale with a category mean of 4.33 while the non-tenured got a very satisfactory descriptive scale with a category mean of 4.18. "Maintains eye contact with the students when speaking" got the highest mean of 4.41 which means that maintaining an eye contact plays a very important role in the performance of students and it is considered as one of the utmost effective tools in classroom teaching. "Speaks loud enough to be heard by everybody in the room" got the lowest mean of 4.29. For the non-tenured, "Uses language appropriate to the level of the students" got the highest mean of 4.29 with a descriptive scale of outstanding. "Speaks loud enough to be heard by everybody in the room" also got the lowest item mean of 4.01 with a descriptive scale of very satisfactory. The result of the study indicated that effective teaching not only depends upon the knowledge of the teacher but also with the method and style of teacher communication skills.



Table 2.3

Item Mean and Descriptive Scale of the Respondents' Evaluation on the Tenured and Non-tenured Teaching Behavioural Attributes with regard to Classroom Management

CLASSROOM MANAGEMENT	Tenured		Non-tenured	
	Item Mean	Descriptive Scale	Item Mean	Descriptive Scale
Encourages class participation	4.51	O	4.22	O
Uses class time properly	4.39	O	4.11	VS
Creates a classroom atmosphere that is very pleasant and conducive to learning	4.13	VS	4.06	VS
Capable of developing and maintaining classroom discipline	4.36	O	4.10	VS
Handles the class and students' problems with fairness and understanding	4.21	O	4.08	VS
Category Mean	4.32	O	4.11	VS

Table 2.3 shows the mean item and descriptive scale of the student-respondents evaluation on the tenured and non-tenured teaching behavioural attributes with regard to classroom management. The table shows that the result under the tenured category got an outstanding descriptive scale with a category mean of 4.32 while the non-tenured got a very satisfactory descriptive scale with a category mean of 4.11. "Encourages class participation" got the highest mean of 4.51 and 4.22 for the tenured and non-tenured respectively. This implies that teachers are aware that class participation is an important aspect of student learning and also a valuable learning tool for teachers. "Creates a classroom atmosphere that is very pleasant and conducive to learning" got the lowest mean of 4.13 and 4.06 for both tenured and non-tenured respectively. Classroom management therefore builds a set of expectations used in a classroom and it paves way for the teacher to engage and motivate the students in learning.



Table 2.4

Item Mean and Descriptive Scale of the Respondents' Evaluation on the Tenured and Non-tenured Teaching Behavioural Attributes with regard to Teaching and Evaluative Techniques

TEACHING AND EVALUATIVE TECHNIQUES	Tenured		Non-tenured	
	Item Mean	Descriptive Scale	Item Mean	Descriptive Scale
Has the ability to stimulate and maintain the students' interest and desire to learn about the subject matter	4.20	VS	4.10	VS
Makes use of the blackboards and/or teaching aids necessary in the presentation and discussion of the lesson	4.32	O	4.23	O
Teacher's method of teaching enables the students to understand the subject matter	4.27	O	4.13	VS VS
Evaluates the students objectively; does not play favourites	4.28	O	4.13	VS
Evaluates students achievements at the end of the class discussion	4.06	VS	4.00	VS
Category Mean	4.23	O	4.12	VS

Table 2.4 shows the mean item and descriptive scale of the student-respondents evaluation on the tenured and non-tenured teaching behavioural attributes with regard to evaluative techniques. The table shows that the result under the tenured category got an outstanding descriptive scale with a category mean of 4.23 while the non-tenured got a very satisfactory descriptive scale with a category mean of 4.12. "Makes use of the blackboards and/or teaching aids necessary in the presentation and discussion of the lesson" got the highest mean for both tenured and non tenured with an item mean of 4.32 and 4.23 respectively. The result implies that teaching aids and materials are an integral and an important element in any classroom. "Evaluates student's achievements at the end of the class discussion" on the other hand got the lowest mean for both tenured and non-tenured with an item mean of 4.06 and 4.00 respectively and with a descriptive scale of very satisfactory. Evaluation serves as a monitor to check on the progress in learning. It plays an important role in the teaching-learning process and it is a periodic activity and a continuous process. It helps to build an educational activity, assess its achievements and improve upon its effectiveness.



Table 2.5

Item Mean and Descriptive Scale of the Respondents' Evaluation on the Tenured and Non-tenured Teaching Behavioural Attributes with regard to Teacher Qualities

TEACHER QUALITIES	Tenured		Non-tenured	
	Item Mean	Descriptive Scale	Item Mean	Descriptive Scale
Has self confidence and pleasing personality	4.56	O	4.39	O
Is patient and understanding and has self control	4.40	O	4.24	O
Starts and ends the class on time	4.26	O	3.96	VS
Dresses neatly and appropriately	4.60	O	4.30	O
Is kind and friendly but fair and just and shows sincere interest in the students' welfare	4.46	O	4.25	O
Category Mean	4.46	O	4.23	O

Table 2.5 shows the mean item and descriptive scale of the student-respondents evaluation on the tenured and non-tenured teaching behavioural attributes with regard to teacher qualities. The result shows that the tenured and non-tenured faculty members got an outstanding category mean of 4.46 and 4.23 respectively. "Dresses neatly and appropriately" got the highest mean of 4.60 for the tenured while "Has self confidence and pleasing personality" got the highest mean of 4.39 for the non-tenured. "Starts and ends the class on time" got the lowest mean of 4.26 and 3.96 for both the tenured and non-tenured. The result shows that teachers really make the students learn in their capacity to teach and in return students learn brought about by the various expectations as well as values the students have on their teachers which in turn would lead to a favourable outcome for both the student and the teacher. Therefore, a teacher who exudes enthusiasm and competence may transfer those feelings to the students.



Table 2.6

Summary of Category Mean and Descriptive Scale of the Respondents' Evaluation on the Tenured and Non-tenured Teaching Behavioural Attributes

Teaching Behavioural Attributes	Tenured			Non-tenured		
	Category Mean	Descriptive Scale	Ranking	Category Mean	Descriptive Scale	Ranking
Mastery of the subject matter	4.30	O	4	4.03	VS	5
Communication Skills	4.33	O	2	4.18	VS	2
Classroom Management	4.32	O	3	4.11	VS	4
Teaching and evaluative techniques	4.23	O	5	4.12	VS	3
Teacher qualities	4.46	O	1	4.23	O	1
Overall Mean	4.33	O		4.13	VS	

Table 2.6 shows the category mean and descriptive scale of the student-respondents evaluation on the tenured and non-tenured teaching behavioural attributes. For the tenured and non tenured faculty members, teacher qualities got the highest category mean of 4.46 and 4.23 respectively and with a descriptive scale of outstanding. This shows that the teacher is the representative of the substance and the school. How a teacher presents himself makes an impression on administrators, colleagues, parents, and students. Communication skills got the second rank with a category mean of 4.33 and 4.18 and a descriptive scale of outstanding and very satisfactory for the tenured and non-tenured respectively. Teaching and evaluative techniques got the lowest category mean of 4.23 for the tenured while the non-tenured got 4.03 as the lowest in its category mean for the mastery of the subject matter. Overall, the tenured faculty members got a mean of 4.33 or with an outstanding descriptive value while the non-tenured got 4.13 overall mean with a descriptive value of very satisfactory.



Table 3.1
Test of Significant Difference between the Evaluations of the Student Respondents’
On the Different Dimensions of the Teaching Behavioural Attributes
When Grouped According to Age

Behaviour	Section BSAT	TENURED				NON-TENURED			
		Mean	F- Value	P- Value	Decision	Mean	F- Value	P- Value	Decision
Mastery of the Subject Matter	A	4.30	1.977	1.00	Accept	4.03	0.934	0.445	Accept
	B	4.35				4.08			
	C	4.25				4.00			
	D	4.36				3.52			
Communication Skills	A	4.41	0.820	0.514	Accept	4.22	1.294	0.274	Accept
	B	4.34				4.20			
	C	4.28				4.27			
	D	4.28				3.56			
Classroom Management	A	4.41	3.382	0.011	Reject	4.14	0.969	0.426	Accept
	B	4.36				4.14			
	C	4.18				4.16			
	D	4.44				3.60			
Teaching and Evaluative Techniques	A	4.23	1.529	0.195	Accept	4.16	1.710	0.150	Accept
	B	4.25				4.17			
	C	4.21				4.06			
	D	4.56				3.28			
Teacher Qualities	A	4.50	3.023	0.019	Accept	4.27	2.258	0.065	Accept
	B	4.50				4.25			
	C	4.43				4.33			
	D	4.40				3.32			

Table 3.1 shows the test of significant difference between the evaluations of the student respondents’ on the different dimensions of the teaching behavioural attributes when grouped according to age. As seen on the table, the hypotheses there is no significant difference on the evaluation of the student-respondents on the different dimensions of the teaching behavioural attributes when grouped according to age should be accepted except for the teaching behavioural attribute of classroom management wherein the hypothesis should be rejected since the result shows that the P-value of 0.011 is less than the significant level of 0.05. The result therefore shows except for the classroom management



under the tenured, students have the same evaluation regardless whether the faculty member is tenured or non tenured when the student respondents are grouped according to age.

Table 3.2

Test of Significant Difference between the Evaluations of the Student Respondents' On the Different Dimensions of the Teaching Behavioural Attributes When Grouped According to Sex

		TENURED				NON-TENURED			
Behaviour	Sex	Mean	T-Value	P-Value	Decision	Mean	T-Value	P-Value	Decision
Mastery of the Subject Matter	Male	4.13	-2.032	0.063	Accept	3.98	-0.468	0.640	Accept
	Female	4.35				4.04			
Communication Skills	Male	4.10	-2.738	0.024	Reject	4.15	-0.414	0.679	Accept
	Female	4.40				4.20			
Classroom Management	Male	4.09	-2.743	0.023	Reject	4.03	-0.925	0.356	Accept
	Female	4.39				4.14			
Teaching and Evaluative Techniques	Male	4.03	-2.230	0.062	Accept	4.01	-1.024	0.307	Accept
	Female	4.28				4.15			
Teacher Qualities	Male	4.19	-3.150	0.014	Reject	4.27	0.405	0.686	Accept
	Female	4.54				4.22			

Table 3.2 shows the test of significant difference between the evaluations of the student respondents' on the different dimensions of the teaching behavioural attributes when grouped according to sex. As seen on the table, the result under the tenured vary depending on the behavioural attribute under study whereas under the non-tenured, the result dictates that the hypothesis there is no significant difference on the evaluation of the student-respondents on the different dimensions of the teaching behavioural attributes when grouped according to sex should be accepted. The result therefore implies that regardless of sex, student respondents have the same evaluation on the non-tenured faculty members. For the tenured faculty members, students evaluated that under the attributes classroom management and teacher qualities, the hypothesis should be rejected since the P-values of 0.023 and 0.014 respectively is less that the significant level Of 0.05. Therefore, in evaluating the tenured faculty members according to sex, there is a significant difference



on the earlier abovementioned two behavioural attributes while the remaining three the hypothesis is accepted.

Table 3.3

**Test of Significant Difference between the Evaluations of the Student Respondents’
On the Different Dimensions of the Teaching Behavioural Attributes
When Grouped According to Class Section**

Behaviour	Section BSAT	TENURED				NON-TENURED			
		Mean	F- Value	P- Value	Decision	Mean	F- Value	P- Value	Decision
Mastery of the Subject Matter	4A	4.14	7.525	0.000	Reject	3.55	32.820	0.000	Reject
	4B	4.02				3.70			
	4C	4.50				4.11			
	4D	4.49				4.70			
Communication Skills	4A	4.33	5.899	0.001	Reject	3.81	23.341	0.000	Reject
	4B	3.99				3.82			
	4C	4.47				4.35			
	4D	4.49				4.71			
Classroom Management	4A	4.21	8.405	0.000	Reject	3.74	25.225	0.000	Reject
	4B	3.99				3.73			
	4C	4.46				4.25			
	4D	4.57				4.66			
Teaching and Evaluative Techniques	4A	4.15	7.069	0.000	Reject	3.68	26.649	0.000	Reject
	4B	3.90				3.76			
	4C	4.32				4.27			
	4D	4.48				4.71			
Teacher Qualities	4A	4.40	5.686	0.001	Reject	3.83	14.693	0.000	Reject
	4B	4.15				3.97			
	4C	4.60				4.49			
	4D	4.63				4.57			

Table 3.3 shows the test of significant difference between the evaluations of the student respondents’ on the different dimensions of the teaching behavioural attributes when grouped according to class section. The 4th year Bachelor of Science in Accounting Technology was divided into four sections. There are instances that each section has different sets of tenured and non-tenured faculty members. From the result and as shown in the table, the hypothesis there is no significant difference on the evaluation of the



student-respondents on the different dimensions of the teaching behavioural attributes when grouped according to class section is rejected for both tenured and non-tenured since the P-value for all behavioural attributes is less than the significant level of 0.05. This further implies that the student respondents have different evaluation for all the behavioural attributes when grouped according to class section for both the tenured and the non-tenured.

SUMMARY OF FINDINGS

1. Profile of the student-respondents in terms of:
 - 1.1 Age - The table shows that majority of the respondents with a frequency of 102 or 52.85 percent are aged 20 years while the least – numbered, 5 or 2.59 percent are aged 22.
 - 1.2 Sex - The female student – respondents outnumbered the males with the frequencies of 149 and 44 or 77.20 and 22.80 percent respectively or with a ratio of more or less 3:1
 - 1.3 Class section - BSAT 4D has the biggest class size with a frequency of 51 or 24.42 percent followed by BSAT 4A then BSAT 4C and BSAT 4B with a frequency of 50, 49 and 43 or 25.91 percent, 25.39 and 22.28 respectively.

2. Evaluation of the student-respondents on the teaching behavioural attributes for both tenured and non-tenured faculty members along the dimensions of:
 - 2.1 Mastery of subject matter – The tenured faculty members got a category mean of 4.30 or with a descriptive value of outstanding while the non tenured faculty members got a unanimous very satisfactory rating with a category mean of 4.03 and with a very satisfactory descriptive scale.
 - 2.2 Communication skills - The tenured category got an outstanding descriptive scale with a category mean of 4.33 while the non-tenured got a very satisfactory descriptive scale with a category mean of 4.18.
 - 2.3 Classroom management - The tenured category got an outstanding descriptive scale with a category mean of 4.32 while the non-tenured got a very satisfactory descriptive scale with a category mean of 4.11.



- 2.4 Evaluative techniques - The tenured category got an outstanding descriptive scale with a category mean of 4.23 while the non-tenured got a very satisfactory descriptive scale with a category mean of 4.12.
- 2.5 Teacher qualities - the tenured and non-tenured faculty members got an outstanding category mean of 4.46 and 4.23 respectively.
- 2.6 Teaching behavioural attributes - Tenured and non tenured faculty members, teacher qualities got the highest category mean of 4.46 and 4.23 respectively and with a descriptive scale of outstanding. Overall, the tenured faculty members got a mean of 4.33 or with an outstanding descriptive value while the non-tenured got 4.13 overall mean with a descriptive value of very satisfactory.
3. Significant difference on the evaluation of the student-respondents on the different dimensions of the teaching behavioural attributes when grouped according to:
- 3.1 Age - Except for the classroom management under the tenured, students have the same evaluation regardless whether the faculty member is tenured or non tenured when the student respondents are grouped according to age.
- 3.2 Sex - Under the tenured, the result vary depending on the behavioural attribute under study whereas under the non-tenured, the result dictates that the hypothesis there is no significant difference on the evaluation of the student-respondents on the different dimensions of the teaching behavioural attributes when grouped according to sex should be accepted.
- 3.3 Class section - Student respondents have different evaluation for all the behavioural attributes when grouped according to class section for both the tenured and the non-tenured therefore, the hypothesis is rejected.

CONCLUSION

Highly rated and efficient faculty members perceived their teaching role as vitally essential and significant. They work efficiently and effectively to make the most of their class time to maximize student learning and build interest in the subject. Effective teaching definitely combines the essence of good classroom management, organization, effective planning, and



mastery of the subject matter; possess good communication skills and the teacher's personal characteristics. King and Newman (2000) quoted *"Since teachers have the most direct, sustained contact with students and considerable control over what is taught and the climate for learning, improving teachers' knowledge, skill and dispositions through professional development is a critical step in improving student achievement."* In carrying out this study, results have led to the conclusion that the profile of the respondents along class section have significant effect on the evaluation of the student-respondents' on the different dimensions of the teaching behavioural attributes for both tenured and non-tenured faculty members. On the other hand, along the profile on age, except for the classroom management under the tenured, students have the same evaluation regardless whether the faculty member is tenured or non tenured. Lastly, the result shows that regardless of sex, student respondents have the same evaluation on the non-tenured faculty members whereas for the tenured some areas of the teaching behavioural attributes have not been significantly affected when respondents are grouped according to sex.

RECOMMENDATIONS

In the light of the foregoing findings, the researcher has the following recommendations to offer:

1. Faculty members should be engaged in devising more valid and reliable learning resources.
2. Faculty members should be engaged in school-based professional advancement sessions covering more reflective, various viewpoint learning and problem-solving of real life classroom cases.
3. Faculty members should utilize various resource materials in a particular subject in order to get a variety of information and interrelationships of concept and their usage.
4. Faculty members should take time to plan and systematically prepare their lectures before going to class in order to deal with any undertakings as well as challenges that they may encounter from the students.



5. The University should give continuous training workshops and seminars for the faculty members and grant them scholarships and send them to universities to study to enhance and develop their mastery of subject content.
6. Faculty members should be trained in what to teach since this will facilitate them to prepare for teaching.
7. Faculty members should also be informed about alternative or different assessment evaluation techniques in addition to new teaching techniques.
8. The same faculty member should teach the same subject in all class section in a particular program so that consistency and same quality of teaching will be received by the students.
9. The university should devise a system to regularly check the attendance of the faculty members in their classes to make sure that class time and schedule is properly utilized.
10. Faculty members should utilize a wider range of alternative assessment and evaluation techniques.

REFERENCES

- Angelo, T. A., & Cross, K. P. (2012). *Classroom assessment techniques*. Jossey Bass Wiley.
- Azer, S. A. (2005). The qualities of a good teacher: how can they be acquired and sustained?. *Journal of the Royal Society of Medicine*, 98(2), 67-69.
- Ball, D. L., & McDiarmid, G. W. (1989). *The subject matter preparation of teachers*. East Lansing, Michigan: National Center for Research on Teacher Education.
- Blašková, M., Blaško, R., & Kucharčíková, A. (2014). Competences and competence model of university teachers. *Procedia-Social and Behavioral Sciences*, 159, 457-467.
- Brownell, M. T., Adams, A., Sindelar, P., Waldron, N., & Vanhover, S. (2006). Learning from collaboration: The role of teacher qualities. *Exceptional Children*, 72(2), 169-185.
- Caner, H. A., & Tertemiz, N. I. (2015). Beliefs, attitudes and classroom management: A study on prospective teachers. *Procedia-Social and Behavioral Sciences*, 186, 155-160.



- Cerit, Y. (2011). THE RELATIONSHIP BETWEEN PRE-SERVICE CLASSROOM TEACHERS' SELF-EFFICACY BELIEFS AND CLASSROOM MANAGEMENT ORIENTATIONS. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, (30), 156-174.
- Dincer, A., GÖKSU, A., TAKKAÇ, A., & Yazici, M. (2013). Common characteristics of an effective English language teacher. *International Journal of Educational Researchers*, 4(3), 1-8.
- Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational psychologist*, 36(2), 103-112.
- Evertson, C. M. (1994). *Classroom management for elementary teachers*. Allyn & Bacon, A Division of Simon & Schuster, Inc., 160 Gould Street, Needham Heights, MA 02194..
- Fakeye, D. O. (2012). Teachers qualification and subject mastery as predictors of achievement in English language in Ibarapapa division of Oyo State. *Global Journal of Human-Social Science Research*, 12(3), 1-6.
- Faulkner, J., & Latham, G. (2016). Adventurous lives: Teacher qualities for 21st century learning. *Australian Journal of Teacher Education (Online)*, 41(4), 137.
- Goldhaber, D. (2002). The mystery of good teaching. *Education next*, 2(1), 50-55.
- Guzman, A., & Nussbaum, M. (2009). Teaching competencies for technology integration in the classroom. *Journal of computer Assisted learning*, 25(5), 453-469.
- Hoffmann, F., & Oreopoulos, P. (2009). Professor qualities and student achievement. *The Review of Economics and Statistics*, 91(1), 83-92.
- Ihmeideh, F. M., Al-Omari, A. A., & Al-Dababneh, K. A. (2010). Attitudes toward communication skills among students'-teachers' in Jordanian public universities. *Australian Journal of Teacher Education*, 35(4), 1.
- Lang, Q. C. (2013). Exploring beginning teachers' attitudes and beliefs on classroom management. *New Horizons in Education*, 61(2).
- Lanning, S. K., Ranson, S. L., & Willett, R. M. (2008). Communication skills instruction utilizing interdisciplinary peer teachers: program development and student perceptions. *Journal of Dental Education*, 72(2), 172-182.
- McEwan, H., & Bull, B. (1991). The pedagogic nature of subject matter knowledge. *American Educational Research Journal*, 28(2), 316-334.



Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational researcher*, 15(2), 4-14.

Soenksen, R. (1992). Confessions of a Professor, nee Actor.

Stronge, J. H. (2018). *Qualities of effective teachers*. ASCD.

Sutton, R. E., Mudrey-Camino, R., & Knight, C. C. (2009). Teachers' emotion regulation and classroom management. *Theory into practice*, 48(2), 130-137.

Voss, R., & Gruber, T. (2006). The desired teaching qualities of lecturers in higher education: a means end analysis. *Quality Assurance in Education*, 14(3), 217-242.

Witcher, A. E., Onwuegbuzie, A. J., Collins, K. M., Filer, J. D., Wiedmaier, C. D., & Moore, C. (2003). Students' Perceptions of Characteristics