

## CLASSROOM TEACHING MANAGEMENT AND EVALUATIVE TECHNIQUES OF THE INSTRUCTIONAL STAFF OF THE COLLEGE OF CRIMINAL JUSTICE EDUCATION

Maita P Guadamor, PhD  
Joey R. Pascua, PhD  
Jim E. Eusebio, MSCrim  
Amado G. Dawaton, MSCrim  
Daniel V. Doquilla, MSCrim  
[maitapajarillo@yahoo.com](mailto:maitapajarillo@yahoo.com)

**Abstract:** To help students focus on their studies, the criminology faculty members ensured that the quality of instruction did not suffer due to the college's migration to online classes. Using the descriptive research method, this project will illustrate students' evaluations of faculty teaching classroom management and evaluative techniques at the College of Criminal Justice Education Piat Campus. The study's participants were picked using convenience sampling. The descriptive statistics utilized to summarize the respondent profile were percentages, frequency counts, and the weighted mean. The results of this study show that both tenured and non-tenured faculty members are highly rated on classroom management, teaching, and evaluative techniques. According to the findings of this study, department chairs or deans should regularly observe faculty members' classroom management skills, and the college should regularly provide trainings and/or seminars to enhance faculty members' teaching strategies and evaluation techniques.

**Keywords:** *Teaching behavioural attributes, communication skills, mastery of the subject matter, teaching techniques, teaching evaluative measures, classroom management, teacher traits, teaching trends, descriptive design, textbooks and references, teacher inventory tool, teacher evaluation system, teachers' performance*

### I. INTRODUCTION

As the college has shifted to online classes due to this pandemic, the criminology faculty members saw to it that the quality of teaching has not changed but rather became better with the use of different platforms, innovating techniques and strategies, with the provisions of more reading materials, video clips and case studies for studies to be more focused on their studies. Better schedules for students to follow in finishing their tasks, on time submission of outputs, joining synchronous classes for better discussions and interactions. Students became more active in their class participation and involvement; faculty members became more committed in imparting their knowledge to their students in their classes with the aim of preparing them for the licensure examination considering the board performance for the previous years.

Classroom instruction is a difficult endeavor to perform in a difficult atmosphere. Most of the time, a (Dutch) secondary school teacher is working in a modestly sized classroom with between 20 and 40 pupils. There are a variety of elements that influence the teacher as well as the students and what happens in class. These include emotional, cultural, interpersonal, and environmental difficulties (Shuell, 1996). Some academics make a distinction between several sorts of teaching actions, such as classroom management and instructional behaviors, in order to better understand this complexity. Rather than making a distinction between different types of teaching acts, we would like to examine teaching from a variety of different angles. Despite the fact that these perspectives are distinct, there is frequently overlap between them. Consider the following scenario: a teacher is lecturing in a classroom. From the standpoint of the subject matter, one may determine whether or not the content offered is correct, what content has been selected by the teacher, and what concepts are being employed. It is also possible to investigate the effects of lecturing on the instructor's relationship with the students: does the teacher engage the students; do the students perceive him or her as someone who truly understands their issues and requirements? This is considered to be a component of the interpersonal perspective. Consider the following questions while examining the types of learning activities elicited by the teacher, for

example: Do pupils have to rehearse information, or do they have to organize traits or objects? The learning activities perspective is what we refer to as this. However, the moral perspective, which takes into account the ideals taught by the teacher, is an alternate focus.

When Monk and King (1994) conducted a multilevel analysis of the same data set, they discovered both positive and negative, but statistically insignificant, impacts of instructors' subject matter preparation on student accomplishment. It was discovered that preceding as well as proximal instructors' subject matter preparation had cumulative effects on student performance in mathematics, however the data was inconclusive. The effects were different for high-achieving and low-achieving kids, as well as for students in different grade levels. Druva and Anderson (1983) conducted a review of 65 papers on the qualities and behaviors of science teachers and discovered that students' scientific achievement was positively connected to the teachers' course taking backgrounds in both education and science. A stronger association was discovered between science teachers' training and student accomplishment in higher level science courses, a finding that is comparable to that obtained by Hawk, Coble, and Swanson (1985) for mathematics teachers' training. It is also possible that the method used to assess subject matter knowledge makes a difference in the results. More frequently than scores on subject matter knowledge tests, measures of course participation in a subject area have been found to be associated with teacher performance in a variety of settings. It's possible that this is due to the fact that tests must capture a smaller slice of any domain. More to the point, most teacher assessments in the United States use multiple-choice measures, which are not particularly good for measuring teachers' abilities to analyze and apply information in the field of education. The influence of subject matter knowledge on student learning may be captured more effectively if the measures are more real. It is for this reason that the fundamental purpose of the

## STATEMENT OF THE PROBLEM

This undertaking is intended to show the evaluation of students of the teaching behavioural attributes of the faculty members of the College of Criminal Justice Education of Piat Campus 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 respondents in terms of:
  - 1.1 age
  - 1.2 sex
2. What is the evaluation of the respondents on the teaching behavioral attributes of the tenured and non-tenured faculty members along the dimensions of:
  - 2.1 classroom management
  - 2.2 evaluative techniques

## II. METHODOLOGY

This undertaking attempted to ascertain the teaching behavioural attributes of tenured and non-tenured faculty members of the College of College of Criminal Justice Education of Piat Campus as evaluated by the students using the descriptive method of research. Respondents of the study were chosen through convenience sampling considering of the current situation. The descriptive statistics used to summarize the profile of the respondents were percentages, frequency counts and in the analysis and interpretation of the evaluation of the respondents as regards the teaching behavioural attributes of the faculty members, the weighted mean was used.

A questionnaire was utilized to collect 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 and utilized in the published

study of *Agustin, Chona* of the College of Business, Entrepreneurship and Accountancy of Cagayan State University-Andrews Campus.

### STATISTICAL TOOLS

The profile of the respondents was analyzed 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
- = sum of the frequency

The weighted mean was interpreted using the following criterion scale:

Numerical Value	Mean Range	Descriptive Scale
5	94%--100% (4.20-5.00)	always
4	88%--93% (3.40-4.19)	often
3	82%--87% (2.60-3.39)	Sometimes
2	76%--81% (1.80-2.59)	rarely
1	70%--75% (1.00-1.79)	never

### III. RESULTS AND DISCUSSIONS

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

AGE VARIABLE	Frequency	Percentage
17	1	.82
18	29	23.77
19	71	58.20
20	9	7.38
21	12	9.84
<b>Total</b>	<b>122</b>	<b>100.00</b>

Table 1.a reveals the frequency and percentage distribution of the respondents as to age where 71 or 58.20 percent of the respondents belong to the age of 19. This data implies that majority of the respondents are in the transitional phase of growth and development as adolescents. This stage further manifests their full understanding of the adult roles and responsibilities and emerging ability to make independent decisions.

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

SEX VARIABLE	Frequency	Percentage
Male	85	69.67
Female	37	30.33
<b>Total</b>	<b>122</b>	<b>100.00</b>

The respondents' profile as to sex is revealed in the table where the highest frequency of 85 or 69.67 percent belongs to the male respondents. This data manifests the nature of the program where there are more male students than female.

*Table 2.1.a: Summary of the Item Mean Distribution of the Respondents' Evaluation with regard to Classroom Management of Tenured Faculty*

ITEMS	Item Mean	Descriptive Scale
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Encourages class participation	4.68	always
Uses class time properly	4.47	always
Creates a classroom atmosphere that is very pleasant and conducive to learning	4.47	always
Capable of developing and maintaining classroom discipline	4.47	always
Handles the class and students' problems with fairness and understanding	4.56	always
<b>Weighted Mean</b>	<b>4.53</b>	<b>always</b>

As revealed from the table, the respondents evaluated the classroom management of tenured faculty members in all of the items as “*always*” which implies that faculty members are aware of the significance of a maintaining and developing a positive and good classroom atmosphere to the success and development of the students which may increase academic achievements and leads to increased student self-esteem.

**Table 2.1.b: Summary of the Item Mean Distribution of the Respondents' Evaluation with regard to Classroom Management of Non-Tenured Faculty**

ITEMS	Item Mean	Descriptive Scale
Encourages class participation	4.09	often
Uses class time properly	3.89	often
Creates a classroom atmosphere that is very pleasant and conducive to learning	3.70	often
Capable of developing and maintaining classroom discipline	3.94	often
Handles the class and students' problems with fairness and understanding	3.87	often
<b>Weighted Mean</b>	<b>3.90</b>	<b>often</b>

Item mean distribution on the evaluation of respondents on the classroom management of non-tenured faculty members are shown in the table. As reflected from the results, the respondents rated the classroom management of the non-tenured faculty members on all items as “*often*” with item “*encourages class participation*” garnering the highest mean of 4.09. This data implies that the non-tenured faculty members recognize the importance of class participation as a mechanism of motivating students to learn while improving and promoting their communication and higher order thinking skills.

**Table 2.2.a: Summary of the Item Mean of the Respondents' Evaluation with regard to Teaching and Evaluation Techniques of Tenured Faculty**

ITEMS	Item Mean	Descriptive Scale
Has the ability to stimulate and maintain the students' interest and desire to learn about the subject matter	4.62	always
Makes use of the blackboards and/or teaching aids necessary in the presentation and discussion of the lesson	4.53	always
Teacher's method of teaching enables the students to understand the subject matter	4.56	always
Evaluates the students objectively; does not play favourites	4.65	always
Evaluates students achievements at the end of the class discussion	4.59	always
<b>Weighted Mean</b>	<b>4.59</b>	<b>always</b>

As revealed from the table, the respondents evaluated the teaching and evaluative techniques of tenured faculty members in all of the items as “*always*” with “*evaluates the students objectively; does not play favourites*” garnering the highest item mean of 4.65. This data showed that the tenured faculty members are cognizant of the obvious consequence of favoritism in the class which may undermine the teacher's efforts to increase likability and building rapport with students thus, result to resentments, dislike, distrust and create an unhealthy classroom atmosphere.

**Table 2.2.b: Summary of the Item Mean of the Respondents' Evaluation with regard to Teaching and Evaluation Techniques of Non-Tenured Faculty**

ITEMS	Item Mean	Descriptive Scale
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Has the ability to stimulate and maintain the students' interest and desire to learn about the subject matter	4.06	Often
Makes use of the blackboards and/or teaching aids necessary in the presentation and discussion of the lesson	3.62	Often
Teacher's method of teaching enables the students to understand the subject matter	3.64	Often
Evaluates the students objectively; does not play favourites	4.06	Often
Evaluates students achievements at the end of the class discussion	4.06	Often
<b>Weighted Mean</b>	<b>3.89</b>	<b>Often</b>

Item mean distribution on the evaluation of respondents on the teaching and evaluative techniques of non-tenured faculty members are shown in the table. As reflected from the results, the respondents rated the teaching and evaluative techniques of the non-tenured faculty members on all items as *“often”* with item *“has the ability to stimulate and maintain the students' interest and desire to learn about the subject matter”*, *“evaluates the students objectively; does not play favourites”* and *“evaluates students' achievements at the end of the class discussion”* garnering the highest mean of 4.06. These data imply that the non-tenured faculty members recognize the significance of motivating learning which is the central component of good teaching. Similarly, the non-tenured faculty members evaluate their students objectively at the end of every discussion to ensure the level of students' assimilation of the lesson being discussed in the class.

#### IV. CONCLUSIONS

With the conduct of this study, results have led to the conclusion that 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 are very satisfactory.

#### V. RECOMMENDATIONS

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

1. 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.
2. Regular trainings and/or seminar may be initiated by the college to enrich the teaching strategies and evaluative techniques of the faculty members.
3. A similar study should be conducted particularly dealing on the areas where this study has not enclosed.

#### CONSENT AND ETHICAL APPROVAL

The researchers sought approval from the College committee before the commencement of the study through the In-House Review presentation. Names of the respondents were not disclosed in the questionnaire to ensure confidentiality of the data. The results of the study will be available at the College office. Findings may be presented in international conferences and published in research journals. As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

#### COMPETING INTERESTS

Authors have declared that no competing interests exist.

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