



EFFECTIVENESS OF SENIOR HIGH SCHOOL UNIT EARNER TEACHERS AND THE ACADEMIC PERFORMANCE OF STUDENTS

Julito Umayan Mordeno¹

¹Graduate Student, Doctor of Philosophy in Educational Management, Davao del Norte State College
Teacher II Camanlangan National High School, Division of Davao de Oro

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ABSTRACT

This quantitative descriptive-correlational study was conducted to investigate the effectiveness of senior high school teachers and the academic performance of their students in selected schools in New Bataan, Davao de Oro, for the school year 2020-2021. New Bataan National High School, Camanlangan National High School, and Andap National High School. Results revealed that the teachers' competencies in the knowledge of the subject matter, assessment strategies, teaching strategies, classroom management, and attitude and behavior were all evaluated high with descriptive equivalents of often manifested. Further, the result of the student's academic performance as measured by their academic grades was satisfactory. The results also revealed no significant relationship between the competencies of the senior high school teachers and the students' academic performance. From the results of the study, it was recommended that the teacher must use varied assessment strategies to cater to the needs of intellectually diverse students. Teachers must always use a variety of methods and strategies to answer the diverse needs of the students and to motivate them to be more active in classroom interaction; and further research is encouraged to examine the relationship between teachers' competencies and the academic performance of the students by increasing the number of respondents and additional variables in teachers' competencies closely.

KEYWORDS – teacher effectiveness, senior high school teachers, academic performance, senior high school students, descriptive-correlational

INTRODUCTION

The issue of professionalism in teaching has been on course for quite some decades ago. Scholars argued the necessity of skilled teachers for effective learning. The success or failure of any educational program rests heavily on the adequate availability of qualified (professional), competent and dedicated teachers (Ngada & Fajonyomi, 2007). Seweje and Jegede (2005) noted that the ability of a teacher to teach is not derived only from one "s academic background but it is based upon outstanding pedagogical skill acquired. In the global scenario, Okebukola (2008) found out in his survey that over 80% of the respondents believed that teachers are carriers of weaknesses. These weaknesses include, among others, inadequate exposure to teaching practice, poor classroom management and control, shallow subject-matter and lack of professionalism. Teachers are believed to be the agents of transforming the students to be knowledgeable and skillful as they interact with others in their own workplace. They can make and unmake students. Their teaching skills, knowledge, and even their own values will greatly affect the lives of their students. Teachers are required to grow professionally to become more competent in their chosen career. However, if teachers are not competent, they could not also produce competent students.

The Philippines had already implemented the Senior High School with additional two years (Grades 11 and 12) as mandated in the K-12 Program. During its first year of 2 implementation, there had been massive hiring of senior high school teachers. Many were accepted since they passed the standard set by the Department of Education for the applicants. These teachers are skilled and unit earners in education. The K-12 program offers a decongested 12-year program that aims to offer the students the decent time to master skills and acquire basic competencies with the goal of being competitive on a worldwide scale. Students of the new system are equipped with the abilities



needed to be prepared for employment, entrepreneurship, and skills development. This school year 2020-2021 marks the fifth year of its implementation and many problems were observed by school administrators and faculty members with regard to the performance of these teachers. The researcher believes that it is about time to conduct a study aims at investigating the performance of these teachers in terms of mastery of the subject matter; ability to clarify ideas; ability to motivate students; ability to involve the students in meaningful activities throughout the period of teaching; management of the details of learning; and frequent monitoring of students' progress through formative and summative assessments.

In the district of New Bataan of the Division of Compostela Valley where the researcher is presently teaching he observed that many of these senior teachers are unit earners in education. Feedbacks from students and also the teachers were not all positive especially on their teaching performance although they have the skills but they lack the pedagogy of teaching. Many of the newly hired teachers in senior high were teacher II position that is why many teachers are wondering because some of the old teachers were 20 years in service and yet they were still remain teacher I in a position while the newly hired teachers are teacher II. These challenges the researcher to 3 embarks on this study to further investigate whether or not these teachers who are unit earners are highly competent in their teaching career.

Statement of the Problem

This study aimed at investigating the competencies of senior high school teachers and the academic performance of their students for school year 2019-2020.

Specifically, it sought to answer the following questions:

1. What is the level of competence of the senior high school teachers in term of:
 - 1.1 knowledge and mastery of the subject matter;
 - 1.2 assessment strategies;
 - 1.3 teaching strategies;
 - 1.4 classroom management; and
 - 1.5 behavior and attitude?
2. What is the academic performance of the senior high school students?
3. Is there a significant relationship between the competencies of the senior teachers and the academic performance of the learner?

METHODOLOGY

Research Design

A quantitative descriptive-correlational research design was used in this study. Quantitative method involves the processes of collecting, analyzing, interpreting, and writing the results of a study. Specific methods exist in survey research that relate to identifying a sample and population, specifying the type of design, collecting and analyzing data, presenting the results, making an interpretation, and writing the research in a manner consistent with a survey study (Creswell, 2014).

This study utilized the correlational approach in discovering relationships among variables. The descriptive-correlational research design was appropriate in this study since the researcher does not intend to manipulate the variables. The study focused on describing the phenomena and determining the relationship between the identified variables.

Research Respondents

The study respondents were senior high school students whose teachers were unit earners. They evaluated the competence of their teachers in terms of the knowledge and mastery of the subject matter; assessment strategies; teaching strategies; classroom management; and attitude and behavior. Table 1 below shows the distribution of the respondents.



Table 1
Respondents of the Study

Name of School	Total No. of Senior High School students	No. of Senior High Teachers
Camanlangan National High School	80	2
New Bataan National High School	230	8
Andap National High School	50	3
Total	360	12

Research Instrument

Data were gathered using a self-made questionnaire. In an introductory section, the respondents were acquainted with the purpose of the study and were asked to participate by filling out the questionnaire. List of statements about different aspects of teacher competence were also asked. Teacher competence includes the knowledge and mastery of the subject matter; assessment strategies; teaching strategies; classroom management; and behavior and attitude. A five-point Likert scale was used to answer each of the items given.

Validation of Instrument

Three experts validated the research questionnaire in the field in order to check the suitability of the items included in the instrument. After the validation, the instrument was pilot-tested in order to establish the reliability of the research instrument. A group of 20 students who were not included in the study were chosen for the pilot testing.

Research Procedure

The study followed standard procedure before the researcher proceeded to data collection.

Permission to Conduct the Study

A letter was sent to the Schools Division Superintendent (SDS) for acknowledgment and approval. Upon the issuance of the permission from the SDS, the researcher presented this to the school 33 heads of the participating schools to give the researcher the go signal to conduct the study.

Administration and Retrieval of Questionnaire.

Since the respondents were senior high school students, the researcher took extra effort to explain the purpose of the study to ensure that the respondents would become more responsible in answering each item. The research instrument will be personally administered by the researcher. After which, retrieval of the questionnaire followed.

Collation and Tabulation of Data.

All responses of the respondents were collated through Microsoft Excel File. The consolidated data were computed and treated using appropriate statistical treatment. All important files were kept safe and secure with utmost confidentiality.

Analysis and Interpretation.

The researcher analyzed and interpreted the results which based on the statement of the problem. All these data were interpreted according to the statistical tools used. There were tables for the data and proper discussion followed after each table.

Statistical Treatment of Data.

The responses to the items in the questionnaire were analyzed and interpreted using the appropriate statistical tools as follows:

Average Mean. This was used to describe the level of competence of the teachers and the students' academic performance.

Pearson r. This test was used to determine the extent of association between the competence of teachers and the academic performance of the students



RESULTS AND DISCUSSION

This chapter discusses the presentation, analysis, and interpretation of data gathered about the competencies of senior high school teachers and the academic performance of students in the District of New Bataan school year 2019-2020.

Level of Competencies of Senior High School Teachers

Knowledge and mastery of the subject matter. Table 2 presents the level of teaching competence in terms of knowledge and mastery of the subject matter.

Table 2 Knowledge and Mastery of the Subject Matter

The teacher...	Mean	Descriptive Equivalent
1. Delivers accurately and updated content knowledge using appropriate methodologies, approaches and strategies.	4.2	High
2. Explains learning goals, instructional procedures and content clearly and accurately to students.	4.1	High
3. Does not link the current content with past and future lesson	3.0	Moderate
4. Creates situations that encourage learners to use higher order thinking skills.	4.1	High
5. Engages and sustains learners' interest in the subject by making content meaningful and relevant to them.	4.1	High
Weighted Mean	3.9	High

The table shows that indicators no. 1, 2, 4 and 5 received mean ratings of 4.2, 4.1, 4.1, and 4.1 respectively. The four indicators have descriptive rating of high, indicators are often manifested. However, item number 3 receives a mean rating of 3.0 with moderate descriptive rating. This further suggests that teachers performed their duties as facilitators of learning wherein they linked the current content with past and future lesson. Furthermore the weighted mean obtained is 4.2 which is interpreted as high. Teachers are well-versed of what they are going to discuss with the students. Since all these teachers have been teaching the subjects so it is expected that they already mastered the topics they are teaching. According to Alos et al. (2015) that teachers should use varied strategies so as to improve the academic performance of the learners; teachers should undergo seminars on teaching strategies to improve classroom instruction; the researcher suggests a research specifying a subject in determining the factors affecting the academic performance of student and adding respondents from level one to level three. This was also reiterated by Ladd, et al. (2015) that knowledgeable teachers are the noble teachers who know what they are doing not only on the subject but they should know the needs of their students. Truly, teachers are aware of their competencies in the areas of their work that require attention if they are to reach the level of performance that will produce maximum learning. Furthermore, good teaching requires the teacher 's active involvement in designing, redesigning and evaluation of the learning experiences of the students. The image of a good teacher is one who is constantly reflecting about how best to help learners to learn. The teacher is an active agent engaged in the higher level thinking about how to help students learn (Experiential Learning Courses Handbook, 2009).

Assessment Strategies. Table 3 presents the level of teaching skills in terms of assessment strategies



Table 3
Assessment Strategies

Indicator	Mean	Descriptive Equivalent
1. Uses different assessment techniques such as observation, rating, scale, peer appraisal and check list for assessing student.	4.0	High
2. Adopt authentic assessments to address the needs of the students.	3.8	High
3. Does not recognize multiple intelligences of learners when providing assessment or evaluation.	2.9	Moderate
4. Provides appropriate learning tasks and projects that support good study habits of students..	4.0	High
5. Writes some remarkable remarks on the result of tests, quizzes and drills/exercises.	3.7	High
Weighted Mean	3.7	High

Table 3 shows that all of the indicators obtained weighted average of 3.7 which is described as high, indicators are often manifested. However, item no. 3 obtained an average rating of 2.9, moderate which corresponds to high, since the indicator is stated in a negative form which means that teachers recognized multiple intelligences of the learners when providing assessment or evaluation. To provide appropriate learning tasks and use variety of assessment strategies can help the learners improve their performance level. The result is a good indicator that teachers recognize the multiple intelligences of the students by using varied assessment practices in relation to the intelligences of the students. Tayona (2010) considered evaluation as "the process of delineating, obtaining and providing useful intimation alternatives". It refers to the agreement between performance and objectives. He explained further, evaluation permits the critical question to be asked and answered: have the goals and objectives of new curriculum have been met? It assesses individual achievement to satisfy external 37 requirements, and provides information that be used to improved curriculum, and to document accomplishments or failures. Evaluation can provide feedback and motivation for continued improvement for learners, faculty, and innovative curriculum developers. To ensure that important questions are answered and relevant needs met, it is necessary to be methodical in designing a process of evaluation.

Teaching Strategies. Table 4 presents the level of teaching skills in term of teaching strategies.

Table 4
Teaching Strategies

The teacher...	Mean	Descriptive Equivalent
1. Uses individual and cooperative learning activities to improve capacities of learners for higher learning.	4.2	High
2. Encourages the learners to ask question.	4.1	High
3. Does not use a variety of teaching approaches and techniques appropriate to the subject matter and the learners.	2.8	Moderate
4. Uses materials which fit the learner's learning style, goals and culture.	3.8	High
5. Align with lesson objectives the teaching methods, learning activities and instructional or resources appropriate to learners.	3.9	High
Weighted Mean	3.8	High



It is presented in Table 4 the level of competence of teachers in terms of the teaching strategies. It was revealed that indicator no. one has gotten a mean of 4.2 which is described as high, the indicator is often manifested. This is followed by indicator no. 2, encourages the learners to ask question with a mean of 4.1. While indicators nos. 4 and 5 obtained mean ratings of 3.8 and 3.9 respectively. But, indicator no. 3 which is stated in a negative form received a mean rating of 2.8 which is equivalent to a descriptive rating of moderate. Generally, the overall competence of the teachers in using different strategies is rated as 3.8 with a descriptive equivalent of high. This would mean that teachers are using varied teaching strategies for their students to learn more about the topic. Teachers are expected to employ instructional procedures that would maximize student "s participation and strategies that would make lessons interesting, understandable and meaningful (Gulane 2008). Furthermore he said that instructional strategies contributed a lot in promoting pupils learning as well as increases motives of positive responses toward academic achievement. Teachers use instructional productively by using colorful instructional materials, various techniques and interesting approaches to make the lesson interesting and clear understanding on the topic taught. The lesson is clearly presented everyday and academic performance of the students also increases. Recent research has also found that teachers" represents the most significant resource schools that contribute to the academic achievement, a finding that has sharpen the policy makers" focus on teachers" effectiveness (Hanushek and Rivkin, 2006). Rowe (2006) further stated that since the teachers are the most valuable resource available in school, an investment in teacher professionalism is vital in ensuring that they are equipped with an evidenced based repertoire of pedagogical skills that are effective in meeting the developmental learning needs of all students.

Classroom Management. Table 5 presents the level of teaching skills in term of classroom management

Table 5
Classroom Management

The teacher...	Mean	Descriptive Equivalent
1. Uses the time efficiently when preparing the students or pair or group discussion.	4.0	High
2. Checks the papers of the students and utilizes the results in improving classroom instructions.	4.0	High
3. Does not monitor the learning activities of pupils in the classroom by checking and collecting the exercises.	2.6	Moderate
4. Helps students gain self-discipline in the learning process.	4.1	High
5. Motivates the students to cooperate and practice selfdiscipline.	4.2	High
Weighted Mean	3.8	High

It is shown in Table 5 that indicators no. 1, 2, 4 and 5 obtained mean ratings of 4.0, 4.0, 4.1, and 4.2 respectively with descriptive equivalent of high. While indicator no. 3 received a mean rating of 2.6, moderate which means that this indicator is seldom manifested. The weighted average for classroom management is 3.8, high, which suggests that this variable is often manifested. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention (Abbott 2014). Evidence suggests that strong classroom management is associated with student academic and behavioral outcomes (Vernon-Feagans, 2017). 40 Furthermore, there are two fundamental attributes of class environment: teacher warmth and classroom order, which have been recognized as especially vital in increasing student performance. The classroom social atmosphere is formed by student- teacher relationship and classroom order. It encourages student assurance, increment enthusiasm toward educational subjects, and to enhance the performance and accomplishment (Sultan 2014).

Attitude and Behavior. Table 6 presents the level of teacher skills in term of attitude and behavior



Table 6
Attitude and Behavior

The teacher...	Mean	Descriptive Equivalent
1. Shows respect for the students' ideas and opinions.	3.9.	High
2. Maintains a learning environment and courtesy and respect for different learners (ability, culture and gender).	3.8	High
3. Does not provide culture-fair opportunities for learning.	3.0	Moderate
4. Is careful about the effect of one's behavior on students.	3.7	High
5. Manifesting personal qualities such as enthusiasm, flexibility and caring.	3.6	High
6. Is consistent with his/her values and beliefs.	3.7	High
7. Is prepared to support his/her students with core values.	3.8	High
8. Is open-minded to listen to the opinion of others.	3.8	Moderate
9. Demonstrates punctuality.	3.7	High
10. Handles the students with fairness and equality.	3.8	High
Weighted Mean	3.7	High

Table 7 shows that indicators no. 1, 2, 4, 5, 6, 7, 8, 9 and 10 the teachers have high competence in showing respect for the students' ideas and opinions; 41 maintains a learning environment and courtesy and respect for different learners (ability, culture and gender); manifesting personal qualities such as enthusiasm, flexibility and caring; is consistent with his/her values and beliefs; is prepared to support his/her students with core values; is open-minded to listen to the opinion of others; demonstrates punctuality; and handles the students with fairness and equality. The teachers often manifest these indicators. But moderate in indicator item no. 3, does not provide culture-fair opportunities for learning. The weighted mean rating obtained is 3.8 which is interpreted as high. Attitude and behavior of teacher are big factors for the students to learn the lessons and inspire to participate in class discussions because teachers possess the good and right attitude. According to Amr, et. al (2016) teachers are known for being the agents of the education system; their knowledge, attitudes and experiences are all major factors contributing to the effectiveness of the educational process in schools. The success of the inclusion of senior students is, as the literature shows, attributed to whether teachers have the expected knowledge and attitudes to work with senior students or not. Therefore, the current study explored whether teachers have enough knowledge and positive attitudes toward inclusion and what are the barriers they perceived to hinder the process of inclusion.

Summary Table on the Competencies of Senior High School

Teachers Table 7 shows the evaluations of the students on the competencies of senior high school teachers

Table 7
Summary Table on the Competencies of Senior High School Teachers

The teacher...	Mean	Descriptive Equivalent
Knowledge and Mastery of the subject matter	3.9	High
Assessment Strategies	3.7	High
Teaching Strategies	3.8	High
Classroom Management	3.8	High
Behavior and Attitude	3.7	High
Weighted Mean	3.8	High



Shown in Table 7 is the summary of the results of the evaluation of the students on their teachers' competencies with the following indicators: knowledge of the subject matter, assessment practices, teaching strategies, classroom management, and behavior and attitude. The overall result reveals that the weighted mean is 3.8 which described as high, meaning the indicators are often manifested. In view of all that has been mentioned in the table, it only simply shows that teachers are qualified to teach. Balicoco (2006) stressed that the quality of instruction is very much dependent upon the quality of teachers. Essentially, quality input emanates from quality output. Moreover, she added that teachers with master 's degree are a significant determiner in teaching. The best way to guarantee education for our students is by making sure that our educators themselves are recipient of quality education because the single most determinant of how students achieve is their teacher 's qualification. Continuing education program ensures quality of teachers through equipping them with professional skills and competence. 43 Also, Acero et. al. (2000) asserted that teachers are the most important part of the learner 's educational environment. Without them, the other elements of educational environment would be ineffective, for they guide, direct and stimulate youth in their goal seeking. Similarly, Shulman (1997) stressed that the most important aspect of a teacher 's competency is pedagogical content knowledge. The complex amalgam is described as "the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interest and abilities of learners, and presented for instruction. Teachers" competence is one of the most important factors in learning, thus the quality of education that the institution dispenses is directly related on the quality and competence of the teachers. Students are more likely to be engaged in instruction when they are cooperating. They are more likely to cooperate when the classroom teacher influence over them. This influence is gained when students perceive the teacher as providing quality service and being competent (Brooks, 2010).

Academic Performance of Students

Students' Academic Performance and Corresponding Teachers. Table 8 shows the academic performance of senior high school students with their corresponding teachers.

Table 8
Students' Academic Performance and Corresponding Teachers

The teacher...	Weighted Average	Descriptive Equivalent
Teacher A	91.05	Outstanding
Teacher B	81.03	Satisfactory
Teacher C	78.03	Fairly Satisfactory
Teacher D	83.73	Satisfactory
Teacher E	81.41	Satisfactory
Teacher F	86.13	Very satisfactory
Teacher G	87.94	Very Satisfactory
Teacher H	86.36	Very Satisfactory
Teacher I	79.02	Fairly Satisfactory
Teacher J	83.19	Satisfactory
Teacher K	86.00	Very Satisfactory
Teacher L	85.44	Very Satisfactory
Overall Weighted Average	84.11	Satisfactory

Table 8 shows the students' academic performance with an overall weighted average of 84.11 which is described as satisfactory and based on DepEd Order No. 8 series of 2015. This means that the students were able to achieve the desired outcomes or criteria set by the teachers in their respective subjects. The satisfactory performance of the students could mean that the performance of student is high and this is a good sign that the teachers of New Bataan District are competent, but there are two teachers whose students have the average grades of 78.03 and 79.02. The results signify that there is a need for these teachers to improve their teaching skills and to be more knowledgeable about the topics and must possess pedagogical skills. 45 Teachers" competence is one of the most important factors in learning, thus the quality of education that the institution dispenses is directly related on the quality and competence of the teachers. Students are more likely to be engaged in instruction when they are cooperating. They



are more likely to cooperate when the classroom teacher influence over them. This influence is gained when students perceive the teacher as providing quality service and being competent (Brooks, 2010).

Significant relationship between the teachers' competencies and the academic performance of the students.

Relationship between Teachers' Competencies and the Academic Performance of the Students. Table 9 shows the relationship between the teachers' competencies and the academic performance of the students.

Table 9
Relationship between Teachers' Competence and The Academic Performance of the Students

		Teacher Competencies	Academic Performance
	Pearson Correlation	1	.155
Teacher Competencies	Sig. (2-tailed)		.630
	N	12	12
	Pearson Correlation	.155	1
Academic Performance	Sig. (2-tailed)	.630	
	N	12	12

Looking into the result presented in Table 9, when the teachers' competencies and the students' academic performance were tested using Pearson r at .05 significant level, it appeared that they are not significantly related. The null hypothesis is, therefore, accepted and that there is no significant relationship between the teachers' competencies and students' academic performance. 46 The result is a clear indication that the students are not very much affected by the performance of their teachers. Whether the teachers are performing better or not the students will perform the same. This would mean that they are responsible students and have the initiative to study their lessons. Contrary to the statement of Stoll and Finks (1996) that the ultimate outcomes of the educational process must be students' progress, development and achievement, a crucial contributor to student learning is teacher learning. When teachers are professionally fulfilled, demonstrate job satisfaction, skills and knowledge, and have a strong feeling of efficacy around their practice, they are more likely to motivate students to learn.

Conclusion

Based on the findings, it was found out that there is no significant relationship between the competencies of the teachers and the academic performance of the learners. The competencies did not show any significant relationship with the students' academic performance.

Recommendation

From the findings, the researcher has come up with the following recommendations:

1. The teacher must use authentic assessments to cater the multiple intelligences of the students
2. The teacher must always use variety of approaches, methods and strategies to answer the diverse needs of the students.
3. Further research is encouraged to examine the relationship between teachers' competencies and the academic performance of the students closely.

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