



Teaching Efficiency of Teachers and Academic Performance of Students

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Abstract

The effect of the teaching efficiency of teachers on the academic performance of students in Goa District, Goa Camarines Sur for the School Year 2023-2024 were examined using descriptive-correlational method and employed a survey questionnaire administered on-site to collect data from the respondents. Instructional leaders, Senior High School teachers and students in Goa District, Department of Education-Division of Camarines Sur participated in the study. Findings indicated that significant relationships were shown between the teaching efficiency of teachers and students' academic performance in terms of classroom environment, professional responsibilities, and planning preparation, the students possessed a very satisfactory level of academic performance. Moreover, teaching efficiency of teachers had no significant relationships with students' academic performance. Statistical analysis revealed that teaching efficiency of teachers had a very weak influence on student's academic performance emphasizing the proposed intervention strategy would continuously develop the teaching efficiency of teachers and improve the student's academic performance. Results further recommended that teachers may continuously improve their efficiency in teaching by engaging in different seminars, workshops, or training aligned with classroom management and teaching pedagogies.

Keywords: teaching efficiency, students' academic performance, classroom environment, professional responsibilities, and planning preparation.

Introduction

The role of the teachers has been viewed as key to large-scale sustainable education reform. This educational reform brings dynamic changes in education that have led to increased accountability pressures on teachers considering their effectiveness and efficiency in handling their classroom instructional job to ensure students' learning. Effective teachers are guided by and convey defined sets of personal principles, and educational principles. In addition, teachers served as facilitators of learning. It simply means that teachers are the ones who manage the students to acquire top-notch quality of education. Teachers are deemed significant in the teaching and learning process because they provide a conducive learning environment, and a variety of instructional materials that align with students' needs. Hence providing a quality education.

Moreover, the Department of Education (DepEd) recognizes the pivotal role of teachers and has issued various legal provisions and memoranda that underscore the standard competencies of teachers along with different domains that include content knowledge and pedagogy, diversity of learners, community linkages, assessment and reporting, and others. This action made by the DepEd emphasized the importance of teachers' performance and professional growth because it acknowledges the crucial role that teachers play in raising the performance of the students toward learning development. The DepEd Order 42, s. 2017 provides that: The DepEd recognizes the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. It is committed to supporting teachers and taking cognizance of unequivocal evidence that good teachers are vital to raising student achievement. Quality learning is contingent upon quality teaching. Hence, enhancing teacher quality becomes of utmost importance for long term and sustainable nation building.

This provision underscored that DepEd would provide support to teachers in making continuous efforts to improve themselves by assessing their performance, and by identifying their needs and gaps which is vital to raise students' achievement. With this, teachers can ensure triumph in their profession by giving quality education to the students through classroom-quality teaching which is rooted in their teaching efficiency.

Students' academic performance shows their cumulative knowledge, skills, and competencies inside the classroom and how they have met learning objectives and standards set by the teachers. It displays students' time, effort, and dedication in doing their learning tasks and measures their learning achievement. And, it shows academic progress and areas needing improvement. Teachers should adjust their instruction based on the needs of the students and their diversity. The teaching competency of teachers really affects the student's academic performance. It was supported by the study of Sultan and Shafi (2015) and Manigbas (2020) who opined that when teachers teach the students effectively, they can ensure the students' learning throughout the teaching and learning process.

In the classroom context, it was evident that not all but most of the students possessed lower academic performance because of different reasons including truancy, difficulty of subjects and insufficiency of teaching strategies. This scenario was observed by the teachers in Goa District, Goa Camarines Sur. Besides, this decline on the academic performance of the students showed on their summative test results and other graded performance tasks. This learning gap was alarming and need to give prompt responses. It simply means that teachers' teaching efficiency and its influence on student's academic performance must be given the utmost attention.

Teaching Efficiency

Teaching efficiency is vital in providing better education experiences and good outcomes to the students. It embodies teachers' content knowledge in planning and preparation, teaching strategies, classroom management, and professional responsibilities that maximize students learning engagement and experiences. As evidence to this claim, Bhadoriya and Gupta (2015), conducted a study to analyze the teaching efficiency of secondary teachers.

On the other hand, Hollingsworth and Heard (2018) stressed that efficient teachers contribute important information to the parents about the status of the student's performance. The teachers should know how to properly communicate and report learners' progress. Also, teachers should have sufficient strategies to give feedback to the students to improve their learning. Hence, in communicating learners' progress, teachers must be efficient enough to assist student's learning.

However, teachers limited proficiency in teaching affects their teaching efficiency. It limits their instructional skills and classroom management skills and leads to poor knowledge of the students hence, affecting students' learning. The study by Padagas (2018) underscored the lack of knowledge of teachers, a wide range of teaching duties, and others were the reasons for teachers who had limited proficiency. It means that teachers' subject-matter expertise is crucial to enhancing their teaching skills to properly manage their instructional delivery.

Likewise, the study of Bold et al. (2017) emphasized that teachers had limited teaching strategies and possessed poor comprehension of managing their students inside the classroom. This finding is alarming and needs prompt attention from the teachers. Teachers should demonstrate competency to teach their students effectively because effectively teaching the students manifests in their academic performance. Hence, enhancing teachers' teaching efficiency have a positive and direct relationship with student's academic performance, of course by using appropriate assessment tools and practices.

With all the insights provided, teaching efficiency has a pivotal role in the teaching and learning process. When teachers are efficient in all aspects of teaching such as delivery of instructions, varied teaching strategies, and employing assessment methods, providing feedback, and others, they can assure the learning of the students. Also,

they can give wide opportunities to them. Hence, they can provide lifelong learning and holistic educational experiences to the students.

Student's Academic Performance

Students' academic performance pertains to the collective effort, dedication, and commitment of the students inside the classroom. Also, it is the measurement of their knowledge, skills, and competencies. Basically, the academic performance of the students was given by the teachers based on their learning achievement. Teachers should be careful in computing the academic grades of the students because it is the basis for identifying gaps and issues in the academic progress of the students. Hence, teachers who manage classroom instructions should be aware of this because their delivery of instructions may have a direct relationship with students' performance.

It was supported by Brew, Nketiah & Koranteng (2021) who emphasized that maintaining the good academic performance of the students is important in every educational system. But, there are many factors, positive and negative factors, that affect the academic performance of the students. These factors include student absenteeism, involvement of the parents, and availability of and accessibility of learning resources.

However, the study of Shahjahan et al. (2021) identified the causes of students' poor academic performance. Key findings of the study showed the correlation between the students' low academic performance and their usage of social media, parents' educational backgrounds, and absenteeism. It is recommended that to enhance the students' subpar academic performance, appropriate guidance, assistance and support from the teachers and parents must be provided.

Matalaka and Dwakat (2022) highlighted the different challenges as factors that influence the academic performance of the students that may affect their scholarship grants. He emphasized the major factors that affected the students were financial and social. It was concluded that these factors had a significant impact on students' academic performance. Hence, this study suggests that parents and teachers should support students throughout their academic journey to bridge their gaps financially and socially.

With all of the information offered, it was evident that assessing students' academic progress is a crucial component of the teaching and learning process. To improve their academic performance, teachers need to deliver their instruction with proficiency. Also, participation in academic activities is necessary to build composure and strength for the students to augment their academic performance. It is recommended that students engage in all aspects of the teaching and learning process to improve their academic performance.

Methodology

This study utilized descriptive-correlational research methods. The descriptive method was used to determine the level of teachers' teaching efficiency in terms of planning and preparation, classroom management, and professional responsibilities for the School Year 2023-2024. Universal sampling was used in this study. A total enumeration of 45 instructional leaders, 110 teachers and 2,968 students were participants in this study. The data collected from the survey was treated statistically using Mean, Weighted Mean, Standard Deviation, Pearson Product-moment correlation coefficient, and Coefficient Determination (r^2).

Results and Discussion

Table 2A presents the level of teachers' efficiency in planning and preparation. The data reveals that among instructional leaders, planning and organizing learning activities that foster camaraderie among the learning as well as preparing instructional resources ahead of time for classroom teaching both ranked first with a weighted mean of 3.93, interpreted as very highly efficient; while promptly submitting all the reports pertaining on learners' achievement needed in the office for feedback and enhancement ranked the last with a weighted mean of 3.80 interpreted as very highly efficient. The average weighted mean was 3.89 interpreted as very highly efficient. The results of the study implies that instructional perceived that the teachers are efficient in facilitating students ensuring the quality learning. Thus, teachers can provide authentic learning experiences to the students.

Table 2B reveals that teachers were very highly efficient in managing the classroom environment of the learners. It means that teachers prioritize the classroom environment of the learners. In other words, they ensure that the learning environments of the learners at all times are conducive, collaborative, participative, safe, secure, student-friendly, well-disciplined, and culturally responsive to foster and nurture students' learning. The findings implies that by providing a favorable learning environment, teachers would enable the students to actively engage and participate in the lessons. Also, teachers can give assistance and support the learning of the students ensuring that they can appreciate and understand the lessons for quality.

Table 2C reveals that, as observed by the instructional leaders, teachers were very highly efficient in performing their professional responsibilities by providing holistic learning development to the students by being resourceful and creative; however, teachers still need to expand their research-based knowledge to enrich their research experiences.

These findings imply that teachers should demonstrate their professional responsibilities because it is very important in dispensing their teaching professions. Teachers must keep on improving themselves by participating and engaging in collaborative work with their colleagues in professions as well as on their professional studies.

Table 2D shows the summary table on the teachers' level of competency in terms of classroom environment, planning and preparation, and professional responsibilities is shown in Considering the combined ratings of the two groups of respondents, the data further showed that teachers were very highly efficient in all aspects.

These findings imply that teachers put a premium on the planning and preparation of their lessons, learning resources, and other educational tools needed in the delivery of their instructions. Also, it can be noted that teachers also provide good learning conditions to the students. They give wide avenues and opportunities where students can showcase their abilities and skills in the classroom. The findings further signified that teacher managed their instructional delivery through proper planning and preparation. And they are doing their professional responsibilities that benefit them and their students.

Table 3 shows the level of students' academic performance in all school respondents. The data showed that students acquired the required knowledge, and skills in different learning areas. They possessed adequate competencies aligned with the most essential learning competencies (MELCS) of all subject areas. Also, it shows that students are provided by their teachers with meaningful learning experiences that boost their academic achievements. It was corroborated by the study of Mappadang et al. (2022) that students' academic performance was directly related to their academic interests, learning quality, and learning attitude of the students. Their academic performance was a direct result of their educational experiences. Hence, teachers should improve the interests of the students in their lessons to enhance their academic performance.

Table 4 shows the result of the test for the significant relationships between teachers' teaching efficiency and students' academic performance. The data shows that the test of significant relationships between teachers' teaching efficiency and academic performance revealed no significant relationships in terms of classroom environment indicated by an r-value of 0.01 interpreted as a negligible correlation and a p-value of 0.981 interpreted as not significant; on planning and preparation which gathered an r-value of -0.04 interpreted as negligible correlation and a p-value of 0.910 interpreted as not significant; while on professional responsibilities it obtained an r-value of 0.00 interpreted as negligible correlation and a p-value of 0.993 interpreted as not significant. Therefore, accepting the null hypothesis that there is no significant relationship between teachers' teaching efficiency and academic performance.

The findings signify that the aspects of teachers' teaching efficiency such as classroom environment, planning preparation, and professional responsibilities did not flag significant relationships. These results demonstrated that teachers' efficiency has no relationship to the student's academic achievement. Hence, even if teachers augment their instructional delivery by utilizing new strategies it does not guarantee an improvement in the academic performance of the students.

Table 5 shows the influence of teachers' teaching efficiency and the academic performance of the students. The data revealed that in terms of classroom environment, the r-value is 0.01, and r^2 value of 0.00, interpreted as very weak

influence; along with planning and preparation, the computed r-value is -0.04 and r^2 value of 0.00 interpreted as very weak influence; while the professional responsibilities, the computed r-value is 0.00 and r^2 value of 0.00 interpreted as very weak influence. The findings of the study revealed that all aspects of teachers' teaching efficiency have a very weak influence on students' academic performance. It means that teachers' teaching efficiency does not affect students' academic performance.

Table 2A. Teacher's Level of Efficiency in terms of Planning and Preparation

Indicators	IL	T	AWm	Int	Rk
Plans and organizes learning activities that foster camaraderie among the learning.	3.93	3.98	3.95	VHE	1
Prepares instructional resources ahead of time to be used in my classroom teaching.	3.93	3.93	3.93	VHE	2
Prepares classroom environment such as tables, chairs and other needed things to ensure that my classroom is conducive for learning.	3.91	3.93	3.92	VHE	3
Makes lesson plans in all of my assigned subjects or learning areas ahead of time and submitted it to the Principal for approval.	3.90	3.87	3.89	VHE	4
Prepares assessment tasks on time to monitor the performance of the students.	3.85	3.91	3.88	VHE	5
Plans and systematically arranged the seating arrangements of students as part of my classroom management to ensure students' learning.	3.89	3.85	3.87	VHE	6
Sticks from pre-planned learning activities to avoid confusion.	3.85	3.87	3.86	VHE	7
Promptly submits all the reports pertaining on learners' achievements needed in the office for feedback and enhancement.	3.80	3.80	3.80	VHE	8
Overall AWm	3.88	3.89	3.89		
Interpretation	VHE	VHE	Very Highly Efficient		
Rank	2	1			

Table 2B. Teacher's Level of Efficiency in terms of Classroom Environment

Indicators	IL	T	AWm	Int	Rk
Encourages positive social values during teaching and learning process (e.g. helping, sharing and being patient) to ensure positive classroom environment.	3.89	3.94	3.91	VHE	1
Learns about the different types of students' personal and social needs to assure student- friendly classroom environment.	3.87	3.91	3.89	VHE	2
Fosters whole class interaction to ensure a structured classroom environment.	3.82	3.91	3.86	VHE	3
Provides constructive feedback to the students to support their learning achievements inside the classroom.	3.72	3.88	3.80	VHE	4
Encourages collaborative learning (i.e. group works) to ensure students' participation to create participative classroom environment.	3.71	3.83	3.77	VHE	5.5
Interacts with the students regularly to know their personal interest and to encourage their self-expressions inside the classroom to maintain responsive classroom environment	3.60	3.93	3.77	VHE	5.5
Makes sure that the learning goals are clearly stated for students to understand them before the start of the class to ensure classroom interaction and cooperative learning environment.	3.51	3.83	3.67	VHE	7
Imposes positive discipline to the students to foster safe and disciplined classroom environment.	3.01	3.95	3.48	VHE	8
Overall AWm	3.63	3.91	3.77		
Interpretation	VHE	VHE	Very Highly Efficient		
Rank	2	1			

Table 2C. Teacher's Level of Efficiency in terms of Professional Responsibilities

Indicators	IL	T	AMw	Int	Rk
Being resourceful, creative and has initiative to ensure students holistic learning development.	3.96	3.87	3.92	VHE	1
Maintains fairness and impartiality inside the classroom.	3.95	3.79	3.87	VHE	2.5
Being open to suggestions and criticisms from the Principal, students, parents and stakeholders to foster professional learning,	3.92	3.81	3.87	VHE	2.5
Collaborates with my colleagues to expand my knowledge and skills in teaching for professional development.	3.91	3.67	3.79	VHE	4.5

Engages myself in research activities to promote research-based knowledge to augment the teaching and learning process in my class as part of my professional responsibilities.	3.93	3.65	3.79	VHE	4.5
Participates in different trainings, seminars and other learning and development activities in local, national and international level to expand my professional networks and linkages.	3.90	3.58	3.74	VHE	6
Works together with my colleagues in the conduct and application of research to enrich my knowledge of content and pedagogy to improve the teaching and learning process.	3.83	3.51	3.67	VHE	7
Enrolls in graduate studies to expand my knowledge as part of my professional growth.	3.83	3.01	3.42	VHE	8
Overall AWm	3.90	3.61	3.76		
Interpretation	VHE	VHE	Very Highly Efficient		
Rank	1	2			

Table 2D. Summary Table on the Teacher's Level of Efficiency

Aspects	IL	T	AWm	Int.	Rank
Planning and Preparation	3.88	3.89	3.89	VHE	1
Classroom Environment	3.63	3.91	3.77	VHE	2
Professional Responsibilities	3.90	3.61	3.76	VHE	3
Overall AWm	3.917	3.817	3.813		
Interpretation	VHE	VHE	Very Highly Efficient		
Rank	2	1			

Table 3. Level of Students' Academic Performance

Schools	Average	Int	Rank
A	89.17	VS	2
B	86.78	VS	5
C	87.55	VS	4
D	82.97	S	8
E	91.69	O	1
F	86.37	VS	6
G	86.11	VS	7
H	88.44	VS	3
Overall Average	87.38	Very Satisfactory	

Table 4. Relationship Between the Level of Teachers' Teaching Efficiency and Students' Academic Performance

Aspects		R	Int	P	Significance
Classroom Environment	Academic Performance	0.01	Negligible	0.981	Not Significant
Planning and Preparation		-0.04	Negligible	0.910	Not Significant
Professional Responsibilities		0.00	Negligible	0.993	Not Significant

Table 5. Influence of the Level of Teachers' Teaching Efficiency to Students' Academic Performance

Aspects		R	r ² -value	Interpretation
Classroom Environment	Academic Performance	0.01	0.00	Very Weak
Planning and Preparation		-0.04	0.00	Very Weak
Professional Responsibilities		0.00	0.00	Very Weak

Conclusions

Overall, the level of teachers' teaching efficiency was very high in terms of planning and preparation, classroom environment and Professional responsibilities. Teachers possessed sufficient skills and competencies to manage their classroom instruction throughout the teaching and learning process. However, the level of teachers' teaching efficiency does not influence the student's academic performance in terms of planning and preparation, classroom environment, and professional responsibilities. Furthermore, the intervention strategies crafted would improve teaching efficiency of teachers and academic performance of students. These findings indicate that a well-designed development plan takes a comprehensive and authentic approach to enhance teachers' teaching efficiency to manage the learning of the students.

Recommendations

To enhance the academic performance of the students in Goa District, Camarines Sur teachers may continuously improve their efficiency in teaching by engaging in different seminars, workshops, or training at different levels aligned with classroom management and teaching pedagogies to acquire new sets of skills and knowledge and to continuously enhance teaching efficiency as well as to improve the learning environment of the students where learning is fostered and nurtured. Teachers may empower themselves to perform very well during their classroom instruction to influence the students and encourage them to actively engage in all learning activities implemented in

the classroom. Furthermore, teachers may collaborate to share their best practices during Learning Action Cell (LAC) sessions and School-based in-service training programs. Moreover, teachers should provide support and expose students in all learning opportunities possible for authentic and meaningful learning experiences.

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