A Descriptive Quantitative Study between Teachers' Performance and Student Learning Outcomes among Grade 11 Students

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ABSTRACT

This study dealt with the influence of teachers' performance and student learning outcomes among Grade 11 students in Lorenzo S. Sarmiento Sr. National High School. The primary goal of this study was to determine the level of teachers' performance and student learning outcomes in terms of their indicators, the significant difference between teachers' performance and student learning outcomes, and what domains of teachers' performance substantially influence student learning outcomes. Also, this study utilized a quantitative-correlational design with 202 respondents among Grade 11 students in Lorenzo S. Sarmiento Sr. National High School. The average weighted mean, Pearson R, and multiple regression analysis were the statistical tools used in this study. Along with this, the results showed a high level of teachers' performance among Grade 11 students in terms of lesson planning, delivery, and evaluation of pupils' performance. Likewise, the results showed a high level of student learning outcomes in the Grade 11 students regarding teaching, assessment, and generic skills and learning experience. In addition, there was a high correlation and a significant relationship between teachers' performance and student learning outcomes. Hence, this led to the rejection of the null hypothesis. Also, there are two domains of teachers' performance that showed a high level of ratings as perceived by the students. Thus, the teacher could continue with their performance for teaching to see good student learning outcomes by providing their needs with new activities to develop their listening skills, public speaking, and writing inside the classroom, and the students may also engage and participate in the teachers' discussion to make better progress and improve their academic performances.

Keywords: CSS, Teachers' Performance, Student Learning Outcomes, Philippines

INTRODUCTION

The learning crisis and the student learning outcomes in other countries are increasing, it is found that in other countries like Cambodia, Ecuador, Guatemala, Honduras, Paraguay, Senegal, and Zambia examine inequality in learning outcomes at the global country (Martina et al., 2021). A systematic review of reviews on education funding and learning outcomes in Sub-Saharan Africa to explore this, relying on fourteen review articles published between 2000 and 2019 found that interventions directly influencing a student's daily experience in school such as improvements in infrastructure, improved teacher capacity, increased use of teaching and performance-based with improved student performance (Hassan, 2022). The more activity and learning outcomes the higher the success rate in the economic learning process that integrates with character education (Makatita, 2019).

In the Philippines, particularly in the Cordillera, a study conducted by Haramain (2018) exposed that the performance of teachers is indispensable in considering the leading performance of the teachers who are the front-liners in educating the minds, souls, and hearts of students' resources who are the hope in combatting the challenges for their future. Learning to teach reflectively is a lifelong process that is strengthened through the active engagement of varied professional development activities for teachers who have achieved mastery in instructional planning, instructional delivery, knowledge of the subject matter, rapport with students, and classroom management (Padillo et al., 2021). Student learning outcomes appear to be linked with connecting with teachers' performance preferred delivery and communication styles, the more like their teachers the students are, the better their performance, reinforcing new knowledge and skills was recognized as an important component of training (Gilbert, 2019).

In Region XI, a range of pressing issues affect student learning outcomes, reports from the Department of Education (DepEd, 2023) and local educational researchers indicate that low test scores, particularly in rural areas, pose a significant challenge to access to quality education can be limited in remote areas, leading to resource deficiencies a lack of qualified teachers, and teacher performance. Furthermore, it was observed that some senior high school students in Lorenzo S Sarmiento Sr. National High School experienced several challenges that influenced their student learning outcomes. Hence, the researchers were interested in enhancing the teachers' performance to improve the student learning outcome.

Research Objectives

This study was conducted to determine the influence of teacher performance on student learning outcomes among Grade 11 students in Lorenzo S. Sarmiento Sr. National High School. The researchers observed that there is a studyaimed at seeking answers to the following questions:

1.To assess the level of teacher's performance in terms of:
1.1 lesson planning;
1.2 delivery; and
1.3 evaluation of pupils' performance.
2.To find out the level of student learning outcomes in terms of:
2.1 teaching;
2.2 assessment; and
2.3 generic skills and learning experiences.
3.To determine the significant relationship between teacher's performance and student learning outcomes.
4.To determine which domains in teacher's performance significantly influence the student learning outcomes.

Hypotheses

The hypotheses of the study were tested at 0.05 level of significance stating that there was no significant relationship between teacher's performance and student learning outcomes, and there was no domain in teacher's performance that significantly influences the student learning outcomes.

Theoretical Framework

This study is anchored to the main theory of Dickinson (1990), which claims that it requires a teacher to implement teaching and learning activities, good coordination between students and teachers will support the creation of supportive learning outcomes so that school goals will be achieved properly and get maximum learning outcomes.

METHODOLOGY

This study used a quantitative, descriptive research design utilizing a correlational technique. This method was used when the objective would describe the status of the situation as it exists at the time of the study to explore the cause of a particular phenomenon. In correlational study, involves collecting data to determine the degree of a relationship between two more quantifiable variables (Gay et al., 2006).

This survey dealt with quantitative data about the phenomenon. The quantitative aspect will be an appropriate schedule for gathering the data designed for the target respondents to answer the questions. The process of gathering the data was based on the use of a questionnaire. The focus of the study was to determine the level of teachers' performance and student learning outcomes among Senior High School in Lorenzo S. Sarmiento Sr. National High School.

Population and Sample

Simple random sampling was used in the selection of the respondent. The subject of the study was the 423 Grade 11 students in Lorenzo S. Sarmiento Sr. National High School, which implies that 59.4% of the student learning outcomes of Grade 11 students are influenced by the teacher's performance, while the 40.6% remaining were not covered by the study and influenced by other factors. Moreover, the study employed stratified random sampling which enabled the researcher to obtain a sample population that best represents the entire population being studied. They are ideal respondent of this study which is they are inclined to the new strategies and the performance of the teachers. The sample size was computed using the Raosoft sample size calculator (Raosoft,

2004). Shown in Table 1 are the respondents of the study which are the Grade 11 students in Lorenzo S. Sarmiento Sr. National High School in Mawab District, Davao de Oro, Philippines for the school Year 2023-2024.

Statistical Tool

The following statistical tools were utilized for the data analysis and interpretation.

Mean. This statistical tool was used to determine the level of teachers' performance and student learning outcomes among senior high school students in Lorenzo S. Sarmiento Sr. National High School.

Pearson (r). This statistical tool was used to determine the significance of teachers' performance and student learning outcomes among senior high school students in Lorenzo S. Sarmiento Sr. National High School.

Multiple Regression Analysis. This statistical tool was used to determine the influence of the teacher's performance and student learning outcomes among senior high school students in Lorenzo S. Sarmiento Sr. National High School.

RESULTS

Level of Teachers' Performance

Shown in Table 2 are the mean scores for the indicators of teachers' performance among grade 11 students in Lorenzo S. Sarmiento Sr. National High School with an overall mean of 3.94 and described as high with a standard deviation of 0.65. The high level could be attributed to the very high rating given by the respondent in all indicators. This means that the respondents' responses to the level of teachers' performance are often manifested in terms of lesson planning, delivery, and evaluation of pupils' performance.

Moreover, the cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.03 or high level for lesson planning with the standard deviation of 0.56; 3.94 or high level for evaluation of student's performance with the standard deviation of 0.58; and 3.86 or high level for delivery with the standard deviation of 0.81.

Table 2. Level of teachers' performance

Indicators	Mean	SD	Descriptive Equivalent
Lesson planning	4.03	0.56	High
Delivery	3.86	0.81	High
Evaluation of pupils' performance	3.94	0.58	High
Overall	3.94	0.65	High

Level of Student Learning Outcomes

Shown in Table 3 are the mean scores for the indicators of student learning outcomes among grade 11 students in Lorenzo S. Sarmiento Sr. National High School with an overall mean of 3.98 and described as high with a standard deviation of 0.63. The high could be attributed to the high rating of the respondents in all indicators. This means that the respondent's responses to the level of teacher's performance are often manifested in terms of teaching, assessment, and generic skills and learning experience.

Furthermore, the cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.03 or high level for teaching with the standard deviation of 0.62; 4.01 or high level for generic skills and learning experience with the standard deviation of 0.64; and 3.89 or high level for assessment with the standard deviation of 0.63.

Table 3. Level of Student Learning Outcomes

Indicators	Mean	SD	Descriptive Equivalent
Teaching	4.03	0.62	High
Assessment	3.89	0.63	High
Generic skillsand learning experience	4.01	0.64	High
Overall	3.98	0.63	High

Significant Relationship between Teachers' Performanceand Student Learning

One crucial purpose of this study is to determine whether teachers' performance has a significant relationship with student learning outcomes among grade 11 students in Lorenzo S. Sarmiento Sr. National High School. Pearson r was used to determine the correlation between the two variables.

Likewise, the result revealed that teachers' performance and student learning outcomes have a significant relationship. This result is due to a p-value of $<.001$ which is less than the 0.05 p-value. Hence this leads to the decision that the null hypothesis which states that there is no significant relationship between teachers' performance and student learning outcomes among grade 11 students in Lorenzo S. Sarmiento Sr. National High School is rejected. Moreover, Pearson's R-value, which is 0.737, further means that there is a high correlation between teachers' performance and student learning outcomes.

Multiple Regression Analysis on the Influence of Teachers' Performance towards Student Learning Outcomes

Using the Multiple Regression Analysis, the data revealed that the influence of teachers' performance and student learning outcomes has an f-value of 96.609 and a corresponding significance p-value of $<.001$ which was significant.Consistently, this means that the usage of teachers' performance influences the student learning outcomes of grade 11 students since the probability is less than 0.05. The R square of 0.594 implies that 59.4% of the student learning outcomes of grade 11 students in Lorenzo S. Sarmiento Sr. National High School are influenced by the teachers' performance, while 40.6% remaining were not covered by the study and influenced by other factors.

DISCUSSIONS

Level of Teachers' Performance

 The respondents' level of teacher's performance of grade 11 students in Lorenzo S. Sarmiento Sr. National High School is high. This means that the teacher's performance of grade 11 students in Lorenzo S. Sarmiento Sr. National High School was often manifested. This further means that the student learning outcomes of grade 11 students in Lorenzo S. Sarmiento Sr. National High School often manifested, a positive teachers' performance in which the students could freely express their thoughts about lesson planning, which refers to the teachers who are responsible for making good feedback to the student, teaching methods, effective communication and motivation and inspiration to the student; delivery wherein teacher give clarity of the discussion in the subject matter, give more examples to avoid confusions of the students, and questioning strategies where helps stimulate critical thinking and encourages students to participate; and evaluation of teachers performance refers to the assessing students' knowledge, skills, and abilities in a particular subject. The goal of evaluation of student's performance is to measure their academic progress and provide feedback to the students.

Moreover, this result is about the proposition of Merlo (2022) which stated that what a teacher does or does not do in the classroom impacts hugely how effectively students advance in their learning process, therefore we cannot stress enough the immense influence that a teacher's performance has on students' academic success or failure. Furthermore, the level students receive from their teachers provides students with informational, instrumental, emotional, and appraisal support, teachers can provide instruction and create an environment conducive to student learning (Ansong et al., 2024). This conforms to the statement of Kanya (2021) which stated that the factors affecting teachers' performance are professional development, responsibility, behavior, motivational level, and attitude.

Level of Student Learning Outcomes

 The respondents' level of student learning outcomes among grade 11 students in Lorenzo S. Sarmiento Sr. National High School is high. This means that different kinds of student learning outcomes were often manifested among students. This also elicits the fact that students learn to consider themselves to stay more focused in school and give more time to study. This result is symmetrical with the work of Yu et al (2022) who argue that identifying factors associated with student learning outcomes is the key to continuous quality improvement. This study is conjectured by Sumyadi (2020) states that receiving their learning experiences, observed, and measured in the form of knowledge, attitudes, skills, and learning outcomes are often used as a measure to determine how far a person has mastered the material that has been taught.

Equally, as evidenced by the high level of teaching, the level of student learning outcomes was often manifested. This signifies that the teachers have consideration for their students in terms of learning. This is

congruent to the study of Terada (2019) wherein every teacher knows, they teach not just content, but a range of skills students will need to be successful as adults, and teachers who help students improve their learning, raise their grades, and likelihood of graduating from high school more than teachers who help them improve their standardized test scores do. As a result of that, both effective teaching practice and high student engagement have been independently linked to improved academic achievement (Western, 2022). This study is cognate to the study of Francis (2021) which reveals that every good educator knows that teaching is a two-way street, students give as much to teachers as teachers give to students, and for all that, it is common for a school to focus on student learning outcomes as the perimeter of success for both teachers and students.

Significant Relationship Between Teachers' Performance and Student Learning Outcomes

The present study reveals a significant relationship between teachers' performance and student learning outcomes among grade 11 students in Lorenzo S. Sarmiento Sr. National High School. This implies that teachers' performance influences and student learning outcomes of grade 11 students have a significant relationship which can be seen in the data. This confirms the main anchored theory of Dickinson (1990) which claims it requires a teacher to implement teaching and learning activities good coordination between students and teachers will support the creation of supportive learning outcomes so that school goals will be achieved properly and get maximum learning outcomes. This agitates the other gleaned proposition in this study, the proposition of Perez et al (2018) which teacher performance standards become a valuable reference for the work carried out in the classroom, they determine their activities and the way to do it while transmitting knowledge to students, which becomes a reference for reflection and continuous improvement of their work the lack of adequate pedagogical support will prevent evidence of the achievements and progress of learning in the students, as well as analyzing and identifying the origin of the learning that was not achieved to make relevant changes. These attributes of teachers' performance can influence student learning outcomes in a classroom setting.

Multiple Regression Analysis on the Influence of the Influence of Teachers' Performance Towards Student Learning Outcomes

The regression coefficient is to test the significant influence of overall teachers' performance and student learning outcomes among grade 11 students in Lorenzo S. Sarmiento Sr. National High School. Using the Multiple Regression in JASP Software, the data revealed that the teachers' performance and student learning outcomes among grade 11 students have a significant influence. The overall result of the teachers' performance predicts student learning outcomes in grade 11 students. Therefore, the significance level of the hypothesis of teachers' performance and student learning outcomes among grade 11 students is rejected.

Correspondingly, the study of Rege et al (2022) supports that there is not only substantial variation in teacher quality, as measured by students' learning outcomes conditional on past achievement, but also in teacher relationship skills, by relying on as-good-as random assignment of students to classes, we show that teacher relationship skills affect student learning outcomes. Moreover, the perspective of Kwabena (2020) stated that students form and maintain relations with peers and teachers in school and the former has been demonstrated to be related to student learning outcomes, while factors influencing academic performance are multifaceted, recent literature alludes that teacher quality and teaching quality influence student learning outcomes. To boot, according to the attestation of Emiru (2019), between teachers' approaches to teaching and students' approaches to learning and learning outcomes, strategies are designed to mediate those variables that affect students' learning outcomes.

CONCLUSION

Conclusions are drawn based on the results of the study. The Study concludes that the level of influence of teachers' performance among grade 11 students in Lorenzo S. Sarmiento Sr. National High School was high as well as its indicators namely lesson planning, delivery, and evaluation of pupils' performance. Furthermore, the overall level of student learning outcomes among grade 11 students in Lorenzo S. Sarmiento Sr. National High School was high, as well as the 3 domains namely teaching, assessment, generic skills, and learning experience. Moreover, the findings opposed the theoretical assumption of no significant relationship between the influence of teachers' performance and student learning outcomes among Grade 11 students.

The external factors of this research are DepEd, school administrators, teachers, students, and parents. Moreover, DepEd officials may introduce and promote different kinds of activities such as workshops, and conducting seminars as an effective setting for both learners and educators. School administrator may impose programs that will hone the teacher's performance to properly manage student learning outcomes. The teachers

and students may generate mutual understanding to have a good coordination in guiding the learners who are the main beneficiaries of this study.For instance, parents willhave a good impact on their child when teachers effectively engage students in learning activities and employ innovative teaching methods, parents may feel reassured about the quality of education their child is receiving. Seeing their child's progress, such as improved grades or increased enthusiasm for learning, can instill confidence in both the teacher and the educational system as a whole.

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