
Influence of Teachers' Behavior in the Academic Performance as Perceived by the Students of Commonwealth High School

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Abstract:

Teachers are viewed as the main influencers. With the teachers' help the student becomes equipped with the right behaviors which will help them learn and create meaning from their own experiences and develop deep interest for whatever they are learning as well as becoming productive members of society. Majority of the respondents were fourth year students with a percentage rating of 31% in which 40 were male and 60 were female. While the first year students' percentage rating is 26% consisting of 37 male and 63 female. On the other hand, third year students got a 24% rating in which 43 were male and 57 were female. Minority of the sample were second year students with percentage of 19%. 46 of second year students were male and 54 were female. In terms of gender in the whole sample, 59 were female and 41 were male. In terms of General Weighted Average, majority of the respondents has 110 or 28.57% and have a General Weighted Average (GWA) of 83 to 86. The study measured the teacher's behavior based on several measurements which are divided into five aspects namely:

physical, intellectual, emotional, social and moral. The total weighted mean of the physical factor of teachers behavior has a weighted mean of 4.51, the intellectual factor has a total mean of 4.47, the emotional factor which has a weighted mean of 4.37, the social factor has a total mean of 4.40, and moral factor has a total weighted mean of 4.35 which are all interpreted as Very Great Extent. Also, there are three (3) teacher behaviors that resulted with significant relationships in relation to academic performance of students. These are the Physical, Emotional and Social aspects which has a significant value of 0.005, 0.001, and 0.000 respectively at 0.05 level of significance using Pearson's r. Another statistical treatment used was the multiple linear regressions which show that there are two (2) factors that affect the academic performance of students. It is the Physical and Social factors which has a p-value of 0.05 and 0.007 respectively at 0.05 level of significance. This study has one main thought and that is, the teacher is a key influencer that should be someone that embodies exemplary behavior to themselves and their students. It is also important to note that students respond and perform better when treated with respect in accordance with professional behavior from teachers whom they can relate with especially those who project a picture of good health, empathic, and practice proper conduct towards their colleagues and co-workers.

Key words: Pearson's r, Multiple Linear Regressions, Academic Performance, Behavior, Influence

1. INTRODUCTION

Education is one of the most essential things a man must have. It develops and molds a man to learn skills, and gain knowledge and understanding about the world and themselves by means of a variety of learning experiences and approaches. Through it, man acquires information about life along with its broad components and its underlying principles.

Through skills, knowledge and values, man becomes a productive member of society and provide a comfortable life for himself. As stated by Martin King Jr., education must prepare man to become more efficient, to achieve with increasing facility the legitimate goals of his life. [1]

The role of the teachers is very essential in order to attain the purpose of education on man's life. They guide the students, and help them equip or attain the necessary abilities, traits, attitudes, behavior and skills to be a productive member of society. While learning is constant in man's life, what a man learns and the way he acquires it must be greatly considered by the educators. These factors affecting the learning of the students' educational development are affected by the extent and level of influence the teacher has. The environment, methodologies, and characteristics of the teacher and are the most common and prominent factors affecting the learning process of student.

Providing an appealing teaching and learning environment is the teacher's critical role. Aside from parents, no other individual has more potent and far-reaching influence in the lives of the students than the teacher. Therefore, the teacher's responsibility is of great importance.

Teachers must also guide and aid their students with precision and clarity to master different skills such as literacy and numeracy and to help them build good moral values, character, decency, and virtue. It will be by way of this that they will be able reaching their full potential. [2] Teachers must have the integrity to be able to practice what they preach.

Today, teachers' behaviors, attitudes, and traits are given more importance than the subject itself. They are important figures inside the classroom and the personal qualities they embody inside the class may affect the students' learning. These facts and observations motivated the researchers to study the teachers' personal qualities, its effects

on students' academic performance and how students perceive it. [3]

The study is conducted in Commonwealth High School a duly recognized national secondary school of the Division of City Schools, Quezon City. Since 1986, it has served at least four barangays, providing equal opportunities to quality education to its clientele.

Its colorful history began on July 14, 1986, when the first and only public secondary school in Barangay Commonwealth was inaugurated. It was a dream-come-true for the members of Sama-Sama, a non-government organization based in Commonwealth and Fr. Joel Tabora, then parish priest of Kristong Hari Chapel. Classes were held in improvised rooms or cubicles in the chapel with a student population of over 800.

As enrolment continued to dramatically rise, finding a new site for San Francisco High School Commonwealth HS Annex (as it was then called) had become the quest for Ms. Flor Sandoval, the first Head Teacher-In-Charge, Fr. Tabora and the Sama-Sama organization. Then on June 20, 1991, SFHS-Commonwealth Annex was finally granted its wish and was moved to a 1.7 hectare lot located along Ecols St., Commonwealth, Quezon City. During the term of then principal, Dr. Josefina Perlado's initiative the school gained its independence from its mother school and was finally named COMMONWEALTH HIGH SCHOOL.

To date, Commonwealth High School is being run by Mrs. Sheridan G. Evangelista. The school has seen a number of changes and improvements in terms of facilities. It boasts of a 4-storey Mathay Building, 3-storey Simon building, a 2-storey Special Education and Disability Policy (SEDP) building. The old building was dismantled to give way to another 4-storey Sonny Belmonte Building. Another construction is also being

undertaken for a new Susano covered court in addition to the Liban covered court.

With the exception of the new 4-storey building, CHS has a total of 140 classrooms. It also houses a Science laboratory, Teacher Education and Professional Development (TEPD) laboratory, main and e-library, guidance office, clinic, administrative office, Technology and Livelihood Education (TLE) practice house, property room computer laboratories and faculty rooms.

1.1. Theoretical Framework

According to Eggen and Kauchak, [4] learning is influenced by environmental factors and one of those factors is the instructional practices. Learning does not occur in a vacuum. Teachers play a major interactive role with both the learner and the learning environment. Students' beliefs about themselves as learners and the nature of learning have marked influence on teachers' personal qualities. As students develop, there are different opportunities for learning as it is most effective when differential development within and across physical, intellectual, emotional, social and moral aspects are taken into account.

Eggen and Kauchak demonstrated that students' learning and development are greatly influenced by how a teacher acts and performs inside the classroom. Teachers' personal qualities, particularly their physical, intellectual, emotional, social and moral characteristics may create an impact on the students' academic performance. Students learn best when the personal qualities of a teacher are appropriate to their development level and are presented in a pleasing and enjoyable way. The general sensitivity and efficiency with which these personal qualities are acted out are likely to produce strong effects on the students' academic performance. Students' classroom performance is better when the teacher

arrives on time to his/her class, properly dressed and well groomed, had prepared the lesson thoroughly and planned the teaching strategies thoughtfully. For instance, students perform better when teachers use all available opportunities to praise good behavior or at least show signs of appreciation.

In the theory of Costa, [5] it was demonstrated that the teachers' experiences and trainings have significant bearings on students' performance. Teachers play an important role to enhance the ability of the students and their learning process. Teachers must have enough knowledge and skills in his or her specialization that he or she is teaching. The knowledge that teachers have on their subject, their experiences in handling classes and expectation in terms of students are variables associated with improved students learning.

Osborne and Cranny's theory about the elements that contributes to the success of students has been considered that the high administrative support, specialized faculty, closely monitored classroom, and academic advisement office were the most important elements. [6] It makes obvious that improvement on the learning environment relates directly in the development of students' learning.

1.2. Conceptual Framework

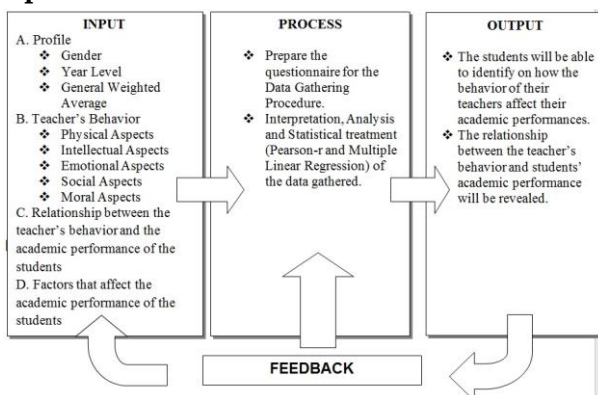


Figure 1: Research Paradigm

Figure 1 illustrates the different teachers' personal qualities that affect the students' learning. These personal qualities include physical, emotional, intellectual, social and moral aspects may be considered as factors that will motivate and inspire students to learn, make students feel loved and a sense of belonging with their peers, keep them active and lively, help them to develop self-confidence and security, encourage students' desire to progress and experience success, develop them to cooperate with other students, enhance students' participation in classroom activities and give them the chance to show their talents and abilities and increase their achievement. The study will also look for the relationship between the teacher's behavior and the academic performance of the students and how these factors affect the academic performance of the student. Pearson R and Multiple Linear Regression are used to obtain the significant factors that can affect the dependent variable.

1.3. Statement of the Problem

This study was conducted to determine the influence of teachers' behavior in the academic performance as perceived by the students of Commonwealth High School. Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1) Gender;
 - 1.2) Year level and section;
 - 1.3) General Weighted Average of Grade

2. What is the behavior that affects the academic performance of students in terms of:
 - 2.1) Physical Aspects;
 - 2.2) Intellectual Aspects;
 - 2.3) Emotional Aspects;

2.4) Social Aspects; and

2.5) Moral Aspects

3. What is the relationship between the teacher's behavior and the academic performance of the students?

4. What are the factors that affect the academic performance of the students?

1.4. Significance of the Study

To further explain the importance of this study, the following benefits may be acquired from the findings of this study:

To the *school administrators*, the results will help the administrators in Commonwealth High school to be aware of the teacher's behavior inside the classroom and its influence on the academic performance of the students. Hence, they will be able to provide seminars and trainings that will supply the needs to improve teacher's behavior.

To the *Department of Education*, the results will give a notion on the significance of the teacher's behavior in relation to the students' performance. The results will help the said section on revising the policy regarding the teachers' behavior towards teaching.

To the *teachers*, the obtained information and findings will guide them to resume attaining distinction in the teaching-learning process. This will pursue the teachers to identify and assess their own behavior, at the same time motivate them to become role models to their students. Accordingly, they may assess their personal qualities on different aspect at the time they handled their students. This study is considered beneficial for them because they may be informed and be aware of the factors, usually non-observable ones that may influence the academic performance of their students, which can contribute in the development of students' behavior and performance.

To the *students*, this study will help the students to figure out and be aware of the behaviors of their teachers, assess their own and compare it with their teachers' behavior and be encouraged to improve their academic performance.

To the *future researchers*, the result of this study will be used as basis for future studies which are in line with the researchers' topic. Future researchers may be inspired and challenged to investigate another type of study parallel to this research work to be able to offer and even more complex but similarly beneficial research project.

To the *future educators*, this will inspire them to possess excellent personal behavior and traits so that they will become a competent, effective and efficient teacher in the field of learning.

1.5. Scope and Limitations

This research focuses mainly to teacher's behaviors in junior high school level of COMMONWEALTH HIGH SCHOOL in Quezon City, Philippines. It also focuses on the knowledge, attitude on how the teacher interacts with his students. The researcher had no intention to know the behavior of teachers on other schools or educational institutions.

2. REVIEW OF RELATED LITERATURES AND STUDIES

2.1. Foreign Studies and Literature

Schools and classrooms give children the opportunity to develop by forming important relationships with teachers. Within an academic year, teachers have an important role to play in the child's ongoing development. Teachers require strong public skills that aid the development of the children's social, academic and formation of morality/moral outlooks. Thus, teaching is an activity geared towards the child's well-being, growth, knowledge, skills, values as well as opinions on society,

family, school and self. Teaching also requires the teacher to be responsible for their actions especially since they are caring for students, which include nurturing and empathizing. [7]

It is through the help of a teacher that aid in the students' development, both academic and social. Understanding modern education helps the child's intellectual and character development as it falls solely on the shoulders of the teacher. This is only possible through the teachers' ability to develop healthy personality values themselves as well as build healthy relationships with students to cultivate their personality freely. [8]

Emotions are at the heart of what teachers do. Teachers dream of giving disadvantaged children, the chance to have a better future. Social and emotional competencies are critical to avoid burnout and increase teacher well-being. Emotional intelligence is also required to have a harmonious relationship with the world them and for inner peace. [9]

It is a fact that the positive attitudes of teachers have a high impact on the performance and personality development of a student. On the other, negative attitudes have the opposite effect. This shows that the teacher goes beyond the classroom in terms of their duties to their students. Teachers are only second to parents when it comes to the development of students. It is known that children take on role models while learning which is affected by the behavior and attitude of teachers. It could even spell the success of a child. Teachers being good role models should go beyond classes because their views on life and behavior greatly affect the student. [10]

It is implied that chemistry in senior secondary schools are better absorbed when teachers have better rapport with their students and shows positivity and joy. Thus students are encouraged to view chemistry as a very promising and fun subject when teaching the subject which then leads to better academic performance with chemistry. [11]

Studies show that out that physical appearance and how it is presented have different impacts with different groups of students. It says that well dressed and attractive teachers are most liked by students dressing sense and attractive looks of teachers have different impact on different groups of students. That is why great care should be taken when dressing to improve rapport with students and present an image of professionalism. [12]

According to the study of Syed Shafqat Ali Shah, there is relationship between the teacher's behaviour and corresponding academic achievement of the students revealed that there was highly positive significant correlation between the behaviors of teachers with the academic achievements of students. The higher positive behavior of teachers towards their students led to the higher academic achievement of the students. [13]

According to the study of Jehangir Shah, there is highly significance relationship teacher classroom behavior have impact on learning process. The study result showed that teachers did not focus upon academics in the classrooms. So, the teachers must focus upon the academics in the classrooms. [14]

The impact of teacher's behaviour plays an important role in the academic achievement of students. Behaviour is a description of the observable outcome of teacher and student performance in different activities of institutions. Behaviour may be positive or negative and effective or ineffective. The main purpose of this study was to investigate the impact of teachers' behaviour on the academic achievement of university students.

2.2. Local Studies and Literature

Enriquez suggests that becoming an efficient and effective teacher requires a good grasp on the kind of personality that befits a teacher. The physical, intellectual, social and emotional

traits should also be encompassed to have a well-rounded personality to build confidence and show competency one must strive to be competent. One should possess the personal traits essential for good quality education. These traits are physical, intellectual, social, and emotional. A teacher must be fit into all these aspects. [15]

Francisco Zulueta quotes Dean Donald Morrison of Artmouth College, and Zenaida Sevilla (2012), “a good teacher solves this problem by showing the continuing relevance by constant hard work. He is always alert for illustrations that may excite the interest of a student.” Teachers must use the environment and its resources to their advantage to enrich the lives of their students. Therefore, it through the students' hearts and minds that “Good teaching” is measured through their experiences that the students and how they are able to better have problem skills because of it. The teacher should simulate and act as a guide for students. This is to help the child mature and be able to work by themselves. [16]

Based on the Code of Ethics for Professional Teacher with a resolution number 435, series 1997, as quoted by Dr. Violeta Vega, in article 11 title The Teacher as a Person, (1) A teacher shall live with dignity in all places and at all times. (2) A teacher shall place premium upon self-respect, (3) a teacher shall maintain at all times a dignified personality which could serve as model worthy of emulation by learners, peers and others (4) a teacher shall always recognize the Almighty God or Supreme Being as guide of his own destiny and of the destinies of men and nations. [17]

According to Yang Xue, there is a significant relationship existed between students' academic performance in Mathematics, Chemistry, Physics, English and Chinese language subjects and teachers' personal traits and instructional skills in the following schools:

In School No. 44 Students' academic performance in Mathematics, Chemistry, and English subjects was found to be significantly correlated with Mathematics teachers' personal traits and instructional skills. Chinese teachers' personal traits were found to be significantly correlated with students' academic performance only.

In School No. 69, students' academic performance was found to be significantly correlated with Mathematics teachers' personal skills and English and Chinese Language teachers' instructional skills.

In School No. 2, students' academic performance was found to be significantly correlated with Mathematics teachers' instructional skills only.

As a whole, students' academic was found to be significantly correlated with Mathematics and Chemistry teachers' personal traits and instructional skills of English teachers.

He also recommends that the following teaching skills, processes and strategies among its faculty should be strengthened: (1) Use of varied methods like audio-visual aids/illustrations and multimedia in teaching/to explain the lesson (2) Develop higher levels of thinking in students (3) Maximize the time for laboratory work.

In continuation, encourage school administrators to enhance personal traits, values and philosophies of faculty through information and formal interchange by conducting faculty development programs like in-service trainings, seminars and conferences.

Next, focus faculty development programs in empowering teachers with commendable personal traits and excellent instructional skills to achieve the goals of education. Teachers with exemplary personal traits, attributes and teaching practices have inspired a great expanse of knowledge in various specializations.

More intensive investigations of teachers' personal traits and instructional skills are needed to address issues that were left untapped in this research and replication of this study can be done to validate the general ability of its findings to other curriculum levels and in other geographical settings. [18]

According to Dr. Evelyn M. Matchete's dissertation entitled "Classroom leadership, attitude towards teaching science, and other correlates of teaching competence of science teachers of Department of Education Science high schools in the National Capital Region", that, both "is one whom I respect" and "is confident when he/she teaches" with the weighted mean 4.68 and 4.61 respectively, which means both behaviors are frequently observed by the students. Teachers are models, if they respect students; they are also respected, in return. Competent teachers, exude confidence in teaching, inspire students to learn the subject matter. The verbal interpretation for 'frequently' denotes at very satisfactory classroom leadership.

Level of classroom leadership of science teachers as assessed by the students in terms of the following scales: intrinsic motivation for learning the subject got the highest grand weighted mean (4.28) followed by engaging inspiration about what learning should be and student intellectual inquiry towards diversity which both got a weighted mean of 4.25. In learner-oriented consideration for varying ability level (grand weighted mean = 4.10) item "Knows when I need help in my work" got the lowest weighted mean of 3.91. This result indicates that extrinsic reinforcement for learning the subject got a grand weighted mean of 4.01. These five classroom leadership behaviors were observed by the students fairly often. The classroom leadership of science teachers, as assessed by the students got a weighted mean of 4.16 with the verbal interpretation "Fairly Often" which means that science teachers have satisfactory classroom leadership.

Attitudes towards teaching science of science teachers as assessed by themselves in terms of the following scales: General scientific method got the highest weighted mean (4.78) followed by investigative, student-centered science (4.66); theoretically grounded science teaching (4.63); In in-service improvement scale, item "Takes in-service courses on science subject knowledge" got the highest weighted mean of 4.79. The teachers consider in-service training essential in effective science teaching. The grand weighted mean of in-service improvement is 4.60. Testing got a weighted mean of 4.57. In classroom management science scale, item "Teaches the class as a whole" got the second highest weighted mean of 4.69 which is considered by the respondents as very important characteristic of a science teacher. The grand weighted mean is 4.47 with verbal interpretation "Moderately Important/Moderately Relevant". Attitude of science teachers towards teaching science, as assessed by them got a weighted mean of 4.6286 with the verbal interpretation "Essential/Very Important/Very Relevant" which means that science have highly favorable attitude towards teaching science.

She also recommends that as classroom leaders, science teachers must motivate the students to do well in the subject by guiding them on how to learn and by tapping their talents and skills; give more attention to the individual needs of students; and give students tangible rewards for performance. Classroom leadership of science teachers must be raised to a higher level which is very satisfactory, that is, classroom leadership behavior must be frequently observed by the students and not just fairly often. [19]

3. METHODOLOGY

This section of the paper presents the methods used by the researchers in conducting the study. It includes the statistical

tools and the statistical treatments applied in order to come up with the expected outputs.

3.1. Statistical Tools

The descriptive research method was adopted in this study. Descriptive method of research is a fact-finding study with adequate and accurate interpretation of the findings. This type of research is concerned with conditions or relationships that exist, practices that prevail, beliefs, points of view or attitudes that are held, processes that are going on, effects that are being felt or trends that are developing. The present study or investigation was concerned with the present relationship of teacher's behavior on the academic performance of students of Commonwealth High School. In view of the problems posed in this study, the use of descriptive type of research methodology is considered appropriate.

3.2. Research Locale

This study was conducted in Commonwealth High School, one of the largest schools in Quezon City in terms of population. The study covered the high school students of Commonwealth High School in all year levels.

3.3. Population Frame and Sample Scheme

The Commonwealth High School has the total population of 9630 high school students. The sample size was determined based on the Slovin's formula. Slovin's formula is used to calculate the sample size (n) given the population size (N) and a margin of error (e). [20]

$$n \geq \frac{N}{1 + Ne^2}$$

$$n \geq \frac{9,630}{1 + (9,630)(0.05)^2}$$

$$n \geq \frac{9,630}{1 + 24.075}$$

$$n \geq 384.05 \text{ or } 385$$

Where:

- n = sample size
- N = total population
- e = 0.05 or the margin of error

Based on the population of 9630 students, a sample of 385 was considered appropriate to obtain the desired precision at 0.05 margin of error. The number of respondents is proportionately distributed in each year level and gender using percentage.

$$P = \frac{n}{N} * 100$$

Where:

- P = percentage
- n = sample population
- N = total population

3.4. Sampling Procedure

In the selection of the desired number of the respondents from each year level, the stratified random sampling was used. The researcher used the percentage to determine the proportion of the respondents to each year level. It is done by dividing the total population of each year level by the total high school population then multiplying the result by 100%.

Stratified random sampling is used when your population is divided into strata (characteristics like male and female or education level), and you want to include the stratum when taking the sample. [21] The stratified random sampling therefore was utilized to give equal chances to all members of the population to be selected as sample in the study.

3.5. Description of the Respondents

The focus of the study was the students of Commonwealth High school. The total population of students is 9630. This is composed of 2,393 first years, 2,448 second years 2,406 third years, and 2,383 fourth years.

Table 1: Distribution of Respondent According to their Gender

Year Level	Frequency		Percentage		TOTAL
	Male	Female	Male	Female	
First Year	37	63	0.37	0.63	100
Second Year	33	39	0.46	0.54	72
Third Year	40	52	0.43	0.57	92
Fourth Year	49	72	0.40	0.60	121
TOTAL	159	241	1.66	2.34	385

3.6. Instrumentation

The questionnaire consisted of the teacher's behavior under the aspects namely: intellectual, professional, emotional, moral and social. However, the researchers modified the original checklist to suit the study. The questionnaire consisting of teacher's behavior now falls under five aspects namely: physical, intellectual, emotional, social and moral.

The study uses a Likert scale which is a psychological measurement device that is used to gauge attitudes, values, and opinions. It functions by having a person complete a questionnaire that requires them to indicate the extent to which they agree or disagree with a series of statements. [22] The questionnaire is in a Likert scale form where the respondents will rate the teacher's behavior according to each category. In each time, the respondents were asked to check the appropriate column to determine the extent to which the behavior to teachers is observed. The mean score in each personality indicator was obtained and was interpreted based on the five-point rating scale given as follows:

Ranges of Values and Interpretation

Value	Interpretation
4.21-5.00	Very great extent
3.41-4.20	Great extent
2.61-3.40	Moderate extent
1.81-2.60	Low extent
1.00-1.80	Very low extent

3.7. Data Gathering Procedure

The method of collecting data used was the normative survey. Normative survey is used to describe established standards through the study of what is prevalent and made to ascertain the normal or typical practice or condition which is compared to the local results. [23] This is concerned with looking into the commonality of some elements. Since the present research is a relationship study, the normative survey was the most appropriate method to use in gathering data.

The instrument used to collect data was the questionnaire. This was because it gathers data faster than any other method. Besides, the respondents were high school students and so they are literate. They could read and answer the questionnaire with ease.

The copies of the questionnaire were then distributed personally by the researchers to the respondents. After a few minutes, all the copies distributed were retrieved, also personally, by the researchers.

In order to measure the academic performance of students, the researchers also asked a copy of class record from the adviser to get the general weighted average of the students. This is then used to evaluate the respondents.

3.8. Statistical Treatment of the Data

The following statistical tools were used in the analysis and interpretation of data gathered in the study. Since this study is

about the relationship of teacher's behavior the data gathered was analyzed using the following statistical tools and measure: means, range, multiple linear regression, correlation and coefficient.

3.8.1. Percentage

Percentage was used to know the proportion of the sample in each year level and gender. Weighted Mean and Ranking was used to measure the level of occurrence of teachers' behaviors in each item and respondents' year level and gender.

The weighted mean was computed as the summation of the frequency divided by the number of cases.

$$WM = \frac{\sum fx}{n}$$

Where:

WM = weighted mean

Σ = summation

f = frequency

x = class mark

n = number of cases

3.8.2. Pearson Product- Correlation

To know if there is any correlation between sets of data is a measure of how well they are related. The most common measure of correlation in stats is the Pearson Correlation. The full name is the Pearson Product Moment Correlation or PPMC. It shows the linear relationship between two sets of data. [24]

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Where:

r_{xy} = Coefficient of Correlation between variables X and Y

$\sum XY$ = the sum of the cross products of XY

$\sum X$ = the sum of values belonging to X

$\sum Y$ = the sum of values belonging to Y

$\sum X^2$ = the sum of squared values of X

$\sum Y^2$ = the sum of squared values of Y

The qualitative interpretation of the degree of linear relationship existing is shown in the following range of values.

RANGES OF VALUES AND INTERPRETATION

Interpretation	Range of Values
Perfect positive or negative correlation	$\pm 0.91 - \pm 0.99$
Very high positive or negative correlation	$\pm 0.71 - \pm 0.90$
High positive or negative correlation	$\pm 0.51 - \pm 0.70$
Moderate positive or negative correlation	$\pm 0.31 - \pm 0.50$
Low positive or negative correlation	$\pm 0.01 - \pm 0.30$
No correlation	0.00

3.8.3. Interpretation of T-Test in terms of r

H_0 : There is no significant relationship between teachers' behaviour and academic performance of students in Commonwealth High School.

H_a : There is significant relationship between teachers' behaviour and academic performance of students in Commonwealth High School.

$$t = r \sqrt{\frac{n - 2}{1 - r^2}}$$

3.8.4. Multiple Linear Regressions

Multiple linear regression (MLR) is a statistical technique that uses several explanatory variables to predict the outcome of a

response variable. The goal of multiple linear regression (MLR) is to model the relationship between the explanatory and response variables. [25]

To know if there is any relationship between one continuous dependent variable from two or more independent variables, this study used the multiple linear regression analysis. The formula is:

$$\hat{y} = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \dots + \beta_px_p$$

Where:

- \hat{y} =predicted values of the dependent variable
- X_1 to X_p = independent variables
- β_0 to β_p = regression coefficients.

4. RESULTS AND DISCUSSION

4.1. Profile of the Respondents:

4.1.1. Gender of the Respondents

The first objective of the research is to identify the profile of the respondents in respect to their gender and year level. There were three hundred and eighty-five (385) student-respondents involved in the study. Three hundred and eighty-five or 100% were retrieved.

Table 2: Distribution of Students in Terms of Gender

Categories	Frequency	Percentage
Male	159	41
Female	226	59

Table 2 shows the frequency and percentage distribution of the respondents according to their year level and gender.

It could be noted that 226 or 59% of the respondents are Female and 159 or 41% of them are Male. In the lower portion of the table presentation, it exhibits the distribution of the respondents according to their year level.

4.1.2. Year Level of the Respondents

Table 3: Distribution of Students in Terms of Year Level

Categories	Frequency	Percentage
First (1 st) Year	100	26
Second (2 nd) Year	72	19
Third (3 rd) Year	92	24
Fourth (4 th) Year	121	31

It could be renowned that 121 or 31% of the respondents belong to the 4th Year level, followed by 100 or 26% selected student-respondents coming from the 1st Year level; next is the 3rd year level, registered 92 or 24% of the total number of respondents. Lastly, 72 or 19% respondents from the 1st year level completed the needed sample-population.

The distribution of the respondents shows that there are representatives from all the year levels of Commonwealth High School. Moreover, the proportion of representatives per year level is well distributed.

4.1.3. Respondent's General Weighted Average of Grade

Table 4: Distribution of Students According to General Weighted Average of Grade

GRADE SCALE	Frequency	Percentage
95-100	0	0

90-94	18	4.68
85-89	149	38.70
80-84	129	33.51
75-79	80	20.78
74 and below	9	2.34
TOTAL	385	100.00

Table 4 shows the frequency and percentage distribution of the respondents according to their general weighted average in the whole sample.

The table shows that 110 or 28.57% of the respondents have an average grade ranging from 83-86, followed by, 99 or 25.71% respondents with an average grade ranging from 79-82; after that 91 or 23.64% of the respondents has an average grade of 87-90; followed by 62 or 16.10% of the respondents with an average grade ranging from 75-78; then 14 or 3.64% of the respondents has an average grade of 91-94; followed by 7 or 1.82% of the respondents of respondents has an average of 71-74. Lastly, 2 respondents or 0.52 has an average grade of 70 and below.

4.2. Students' Response with the Teacher's Behavior

Table 5: Students' Response in Terms of Physical Aspect of Teacher's Behavior

Physical Aspects	5 Very Great Extent	4 Great Extent	3 Moderately Extent	2 Low Extent	1 Very Low Extent	Weighted Mean	Verbal Interpretation
1. Dresses neatly and appropriately.	266	95	21	1	2	4.60	Very great extent
2. Pictures a good health.	272	87	23	2	1	4.63	Very great extent
3. Has pleasing personality even with physical impairments.	205	130	41	4	5	4.36	Very great extent
4. Is properly groomed at all times.	227	111	40	4	3	4.44	Very great extent
TOTAL WEIGHTED MEAN						4.51	Very great extent

Table 5 show the response of the whole sample in regards with the physical aspect of the teacher's behavior. All of the items in the physical aspects has resulted a *very great extent*. It could be inferred that majority of the respondents with a weighted mean of 4.63, determine that the picture of a good health of a teacher has a *very great extent* as factor in affecting the academic performance for the students. While the *pleasing personality with physical impairments* aspect has the least gathered response with a weighted mean of 4.36. Overall, the total weighted mean of 4.51 of the teacher's physical aspects yields a *very great extent*.

Table 6: Students' Response in Terms of Intellectual Aspect of Teacher's Behavior

Intellectual Aspects	5 Very Great Extent	4 Great Extent	3 Moderately Extent	2 Low Extent	1 Very Low Extent	Weighted Mean	Verbal Interpretation
1. Mastery of the subject he/she teaches.	271	93	15	4	2	4.59	Very great extent
2. Communicates well using English or Filipino language.	286	81	16	2	0	4.65	Very great extent
3. Uses methods or strategies that are appropriate to the subject he/she teaches.	248	102	28	6	1	4.53	Very great extent
4. Able to share information even if it is outside of his/her specialization.	209	128	39	7	2	4.34	Very great extent
5. Accepts or rejects ideas after thinking it over carefully.	186	126	57	15	1	4.26	Very great extent
TOTAL WEIGHTED MEAN						4.47	Very great extent

Table 6 show the response of the whole sample in regards with the intellectual aspect of the teacher's behavior. All of the items in the intellectual aspects has resulted a *very great extent*. It could be inferred that majority of the respondents determined that teachers who communicate well using English or Filipino language has a *very great extent* in terms of affecting the academic performance of the students, with a weighted mean of 4.65. While the *accepting and rejecting of ideas after thinking it over carefully* has the least gathered response with a weighted

mean of 4.26. In total, the total weighted mean of 4.47 of teacher's intellectual aspects yields a *very great extent*.

Table 7: Students' Response in Terms of Emotional Aspect of Teacher's Behavior

Emotional Aspects	5 Very Great Extent	4 Great Extent	3 Moderately Extent	2 Low Extent	1 Very Low Extent	Weighted Mean	Verbal Interpretation
1. Controls his/her actions and speech when angry	183	127	62	8	5	4.20	Great extent
2. Is always objective in grading his/her student's academic performance.	203	133	42	4	3	4.37	Very great extent
3. Manifest pleasing emotion like happiness at all times	248	102	28	6	1	4.35	Very great extent
4. Shows the right feeling and emotion at the given situation.	212	118	39	6	10	4.55	Very great extent
TOTAL WEIGHTED MEAN						4.37	Very great extent

Table 7 show the response of the whole sample in regards with the emotional aspect of the teacher's behavior. Most of the items in the intellectual aspects have yields a *very great extent* result, while the first item, the teacher's control his/her actions and speech when angry resulted a *great extent*. It could be inferred that majority of the respondents determined that the teacher's behavior that shows the right feeling an emotion at the given has a *very great extent* in terms of affecting the academic performance of the students, with a weighted mean of 4.55. While the teacher's control his/her actions and speech when angry yields a great extent has the least gathered response with a weighted mean of 4.26. Generally, the total weighted mean with 4.37, of teacher's emotional aspects yields a *very great extent*.

Table 8: Students' Response in Terms of Social Aspect of Teacher's Behavior

Social Aspects	5 Very Great Extent	4 Great Extent	3 Moderately Extent	2 Low Extent	1 Very Low Extent	Weighted Mean	Verbal Interpretation
1. Greets school official, co-teachers, and students in a proper manner.	247	106	2	7	3	4.57	Very great extent
2. Uses polite language in	222	99	42	20	2	4.35	Very great extent

order not to hurt the feelings of others.							
3. Practices and teaches the Golden Rule and other philosophies concerning human relations.	232	100	39	11	3	4.41	Very great extent
4. Avoids getting involved in any kind of gossip inside or outside the school.	187	123	40	17	18	4.27	Very great extent
TOTAL WEIGHTED MEAN						4.40	Very great extent

Table 8 show the response of the whole sample in regards with the social aspect of the teacher's behavior. All of the items in the intellectual aspects have yields a *very great extent* result. It could be inferred that majority of the respondents determined that the teacher's behavior when greeting school official, co-teachers, and students in a proper manner has a *very great extent* in terms of affecting the academic performance of the students, with a weighted mean of 4.57. While the teacher's behavior of avoiding getting involved in any kind of gossip inside or outside the school yields a great extent has the least gathered a weighted mean of 4.27. In total, the weighted mean of teacher's social aspects yields a *very great extent*, with a total weighted mean of 4.40.

Table 9: Students' Response in Terms of Moral Aspect of Teacher's Behavior

Moral Aspects	5 Very Great Extent	4 Great Extent	3 Moderately Extent	2 Low Extent	1 Very Low Extent	Weighted Mean	Verbal Interpretation
1. Starts the class with a prayer.	174	93	65	17	36	3.99	Great extent
2. Does not mention the name of the Lord in vain.	286	81	16	2	0	3.99	Great extent
3. Follows God's word of love.	270	71	36	6	2	4.58	Very great extent
4. Teaches the students to be Godly.	259	79	37	7	3	4.53	Very great extent
5. Practices good values such as honesty and integrity	300	62	16	5	2	4.68	Very great extent
TOTAL WEIGHTED MEAN						4.35	Very great extent

Table 9 show the response of the whole sample in regards with the social aspect of the teacher's behavior. Most of the items in the intellectual aspects have yields a *very great extent* result. It could be inferred that majority of the respondents determined

that the teacher's practice of good values such as honesty and integrity has a *very great extent* in terms of affecting the academic performance of the students, with a weighted mean of 4.68. Further, the teachers' behavior of starting the class with a prayer yields a great extent has the least gathered a weighted mean of 4.27. Overall, the teacher's moral aspects yield a *very great extent*, with a total weighted mean of 4.35.

4.3. Relationship of Teacher's Behavior to the Academic Performance of Students

Table 10: Relationship of Teacher's Behavior to the Academic Performance of Students

Teacher's Behaviors	Computed r	p-value	Decision	Verbal Interpretation
Physical	.144	.005	Reject Ho	Significant
Intellectual	0.61	.230	Fail to Reject Ho	Insignificant
Emotional	.162	.001	Reject Ho	Significant
Social	.200	.000	Reject Ho	Significant
Moral	0.62	.235	Fail to Reject Ho	Insignificant

Table 10 shows the relationship of the teacher's behavior to the academic performance of students in the whole sample. It could be interpreted that the physical, emotional, and social aspects of the teacher's yield a significant relationship to the academic performance as per perceived by the whole sample.

Scatter Plot of Teacher's Behavior in Relation with the General Weighted Average of the Respondents Grade

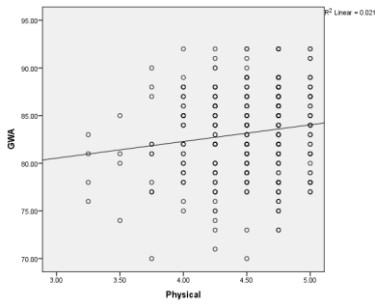


Figure 2: Physical Aspect of Teacher's Behavior in Relation with G.W.A. of Students' Grade.

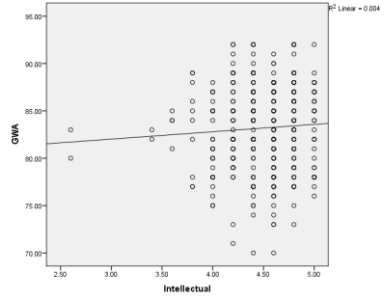


Figure 3: Intellectual Aspect of Teacher's Behavior in Relation with G.W.A. of Students' Grade.

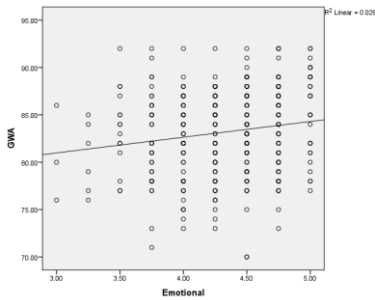


Figure 4: Emotional Aspect of Teacher's Behavior in Relation with G.W.A. of Students' Grade.

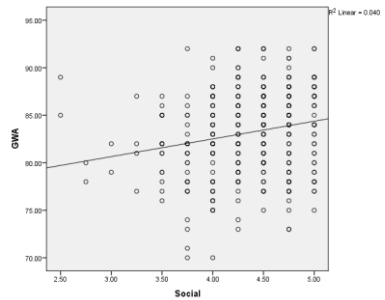


Figure 5: Social Aspect of Teacher's Behavior in Relation with G.W.A. of Students' Grade.

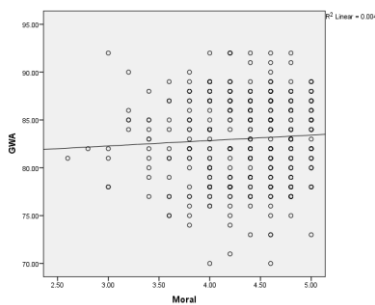


Figure 6: Moral Aspect of Teacher's Behavior in Relation with G.W.A. of Students' Grade.

4.4. Mathematical Model and Factors Affecting Student's Academic Response in Terms of Teacher's Behaviors

From the given results run through SPSS, the researchers have generated a mathematical model that predicts the factors that affect the academic performance of the students in terms of the teacher's behavior.

$$\hat{y} = 65.286 + 1.334x_1 + 0.63x_2 + 1.018x_3 + 1.427x_4 + 0.62x_5$$

Table 11: Factors that Affect the Academic Performance of Students in the Whole Sample

Teacher's Behaviors	Regression Coefficient	p-value	Decision	Verbal Interpretation
Physical (x_1)	1.334	.05	Reject Ho	Significant
Intellectual(x_2)	0.63	.938	Fail to Reject Ho	Insignificant
Emotional(x_3)	1.018	.074	Fail to Reject Ho	Insignificant
Social(x_4)	1.427	.007	Reject Ho	Significant
Moral(x_5)	.062	.898	Fail to Reject Ho	Insignificant

Table 11 shows the regression coefficient and p-value of the aspect of teachers' behavior that could predict the academic performance of Commonwealth High School students. It could be inferred that from the given p-value of the *physical and social* aspects, it yields to be a predictor that could affect the academic performance of the students. Hence, this rejects the null hypothesis that there is no significant relationship of teachers' behavior as factors in affecting the academic performance of the respondents.

5. SUMMARY

The purpose of this study is to evaluate the teachers' behaviors that influence the Commonwealth High School students' academic performance. To achieve this purpose, this study sets

out to determine the students profile in terms of gender and year level and different aspects which are the physical, intellectual, social, emotional, and moral aspects. The general weighted average of the student-respondent is indicated as a basis for the students' academic performance.

In order to answer the aforementioned questions, a questionnaire was used to gather data. The data that was collected from 385 Commonwealth High School students used the stratified random sampling applied to the 1st – 4th year high school. The descriptive measures were used to report the various frequencies, total weighted mean and percentage distribution to answer and present the Research Questions 1, 2, 3 and 4. A correlation methodology was used to answer the research question 3. Lastly, multiple linear regressions were used to answer the research question 4.

5.1. Findings

The major findings of the study were presented below:

5.1.1. Profile

Majority of the respondents were fourth year with percentage rating of 31% in which 49 were male and 72 were female. Next to fourth year were first year students with percentage rating of 26% constituted of 37 male and 63 female. On the other hand, third year students got 24% percentage rating in which 40 male and 52 female. Minority of the sample were second year students with percentage of 19%. 33 of second years were male and 39 were female. In terms of gender in the whole sample, 59 were female and 41 were male. In terms of General Weighted Average, majority of the respondents has 110 or 28.57% and have a General Weighted Average (GWA) of 83 to 86.

5.1.2. Teachers' Behavior

This study measured the teacher's behavior based on the total weighted mean which were divided into five aspects namely: physical, intellectual, emotional, social and moral. The physical aspect has a total weighted mean of 4.51 across all levels which are interpreted as *Very Great Extent*. The intellectual aspect has a total weighted mean of 4.47 encompasses all level which are interpreted as *Very Great Extent*. Likewise, the emotional aspect has a total weighted mean of 4.37 across all level which is interpreted as *Very Great Extent*. Another, the social aspect has a total weighted mean of 4.40 encompasses all level which are interpreted as *Very Great Extent*. Lastly, the moral aspect has a total weighted mean of 4.35 across all level which is interpreted as *Very Great Extent*. This means that all of them are the level of *Very Great Extent*.

5.1.3. Relationship between Teacher's Behaviors and Students' Academic Performance

There are three (3) teacher behaviors that resulted with a significant relationship in relation to academic performance of students. These are the Physical, Emotional and Social aspects which has a significant value of 0.005, 0.001, and 0.000 respectively at 0.05 level of significance using *Pearson's r*.

5.1.4. Factors that Affect the Academic Performance of Students

The Statistical treatment used was the multiple linear regressions show that there are two (2) factors that affect the academic performance of students. It is the Physical and Social factors which has a p-value of 0.05 and 0.007 respectively at 0.05 level of significance.

5.2. Conclusion and Recommendations

Most student-respondents were female fourth year students. Among the five aspects of the teachers' behavior, all of them were ranked with a *very great extent* rating. This may take into account the Code of Ethics for Professional Teachers which imposes on how teachers should behave and conduct themselves. There is a positive correlation and significant relationship between the teachers' behavior and the academic performance of the students in terms of Physical, Emotional and Social factors. Thus, the behavior of a teacher must be considered greatly. Based on the researchers output using the SPSS (Statistical Package for the Social Sciences) software, the factors that highly influence the academic performance of the Commonwealth High School students' are Physical, Emotional and Social factors of a teacher. Further, based on the outcome of this study, the Physical and Social aspect of the Teachers' behavior serves as great factors that predicts the students' academic performance.

In conclusion, teachers are seen as the main influencers, it is through the teachers' aid that a student becomes equipped with the right behaviors which will help them learn and create meaning from their own experiences and develop deep interest for whatever they are learning as well as becoming productive members of society.

Educators are tasked to teach our youth to always strive to achieve greatness, to be unafraid to learn, to keep trying new things, to also learn from the past, live in the present and plan for the future. They have to be teachers who can fully understand their students and where they are coming from to help them realize their full potential. It then becomes the teachers' responsibility to also understand all the aspects that affect not just their students but themselves as well. That is why it is important that teachers be very competent with the subjects that they teach and communicate it well and exude

confidence while doing so. Another factor that is of significance is their appearance and how they carry themselves in and outside of the classroom. This is due to the fact that studies show that there is a direct association between teachers who are very competent with the subjects that they teach and are able to deliver instructions clearly and confidently and the improved academic performance of their students.

This study has one main thought and that is, the teacher is a key influencer that should be someone that embodies exemplary behavior to themselves and their students. It is also important to note that students respond and perform better when treated with respect in accordance with professional behavior from teachers whom they can relate with especially those who look healthy, are empathic and practices proper conduct towards their colleagues and co-workers.

From the findings and conclusions drawn, the recommendations proposed by the researchers are the following: (1) School administrators and the faculty members should have a "Regular Program" where the teachers' personality and behaviors are being observed. It must be done for the teachers to grow and develop personally and professionally through workshops, seminars or even training. Also, to monitor the stability of the "Very Satisfactory" performance of the said teachers, (2) teachers should also be aware of their attitude even if the result of the research is very satisfactory, for as, if there is another observation or even evaluation to be conducted regarding their behavior and effectiveness, they are confident that the result of the study is better or either "Excellent" or even an "Outstanding" rating. (3) Another study should be conducted focusing on the "Student's Behavior" based on how the teacher's behavior is being affected by their students. (4) Results of the study could be used for other purposes such as reference for other research, or the

improvement of education as a plan, guide and basis for different developments in teaching processes.

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