Personal and professional characteristics of teachers in relation to the academic performance of students in San Jose National Agricultural and Industrial High School

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Abstract

The purpose of this research was to investigate how the personal and professional characteristics of teachers at San Jose National Agricultural and Industrial High School (SJNAIHS) affect both the teaching performance of teachers and the academic achievement of their students. In order to achieve this objective, the researcher surveyed a total of 533 students which are randomly selected and 88 teachers. Throughout the entirety of the mixed-methods study, the primary method for data collection was comprised of the researcher's self-constructed questionnaire. In the qualitative part, interview questions were used and asked for the personal characteristics of teachers that may affect the academic performance of students, it was found that diligence, optimism, compassion, flexibility, and enthusiasm were the characteristics most likely to have an impact on a student's academic performance. Among the five (5) identified personal characteristics of the teachers, compassion got the highest mean, which means that teachers' cognitive role taking aspect of compassion and the standards of learning. Furthermore, when it comes to professional characteristics that may affect students' academic performance, factors such as length of service, highest educational attainment, trainings or seminar attended, and education degree are the factors that have the most impact on the students' academic performance. It was discovered that a substantial relationship exists between a teacher's personal and professional characteristics and the effectiveness of their classroom instruction. Therefore, another study related to this research is recommended to be conducted to consider separating data on the teaching performance of teacher education graduates from non-education graduates.

Keywords: personal and professional characteristics, academic performance, teaching performance, compassion, mixed method

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1. Introduction

Over the past few years, our country has gone through a lot of changes and growth. The process went on for a long time and had a big effect on the lives of millions of Filipinos. We have gotten some good things out of the changes, but there have also been some bad things that have hurt many people. There are a lot of questions about the issues and problems in the Philippine Education System and how to solve them in the best way possible so that we can get the kind of quality education we have been looking for and wanting (Ulla, 2018). Our society is built on the foundation of public schools. They can be thought of as our most important tools. As the researcher read different things, he or she started to wonder what solutions could be used to fix problems with the quality of education and other problems that are related in some way. Studies have also shown that schools that put a high priority on teacher development are more likely to do a good job of helping students learn and be healthy. Even though this point has been studied for decades, not many teachers have regular access to good ways to learn. (Barret et al., 2019). They tend to see professional development as random, shallow, and unrelated to issues that come up in practice. The study by Darling- Hammond et al., (2017) shows that teachers have opportunities for professional development, their level of engagement goes up, and they feel more important and motivated to learn new things about their jobs. Teacher is a professional who gets better as they learn and work for years. Any teacher who feels better about themselves will be able to set rules for the classroom (Abarro, 2018). Students get involved when a teacher plans and uses certain strategies with care. Engagement is without a doubt one of the most important parts of good teaching. Teachers' credentials, skills, and environments can affect how they teach and how well their students learn (Üstüner, 2017). Also, most people know that teachers' values and beliefs affect how they see and judge things and can affect how they act in the classroom. Also, most people think that teachers' skills and confidence in their own abilities are different. These things about teachers have an effect on how well students learn. Learners' performance will be affected if their teachers don't have the knowledge, skills, and confidence in their own abilities that are needed to help them learn. How teachers facilitate and carry out the learning style and learning acquisition may have an effect on how well students do in school. The way students do in school also depends on how well teachers teach and how they approach the way students learn.

Most of the time, a student's performance is most affected by the results of teaching, the qualities of the teacher, situational and contextual factors, and the way the teacher teaches (Kurgat & Gordon, 2014). Some of the results are better test scores, more interest in school, better social skills, and better critical thinking skills, better problem-solving skills, and more knowledge. So, if teachers don't know what they're doing and aren't skilled, the students' performance will go down. The possible result that teacher hopes for would not happen.

Statement of the Problem - The teaching profession, being one of the noble professions is not free of any issues and problems. One of these is the pressured influence of the teacher's personal and professional characteristics on the student's performance. The question of whether there is truth needs verification. It is along this premise that this study was conceptualized. Specifically, the researcher sought to answer the following questions: (1) What personal characteristics of teachers may affect the students' academic performance in San Jose National Agricultural and Industrial High School? (2) What professional characteristics of teachers may affect the students' academic performance at San Jose National Agricultural and Industrial High School? (3) What is the extent of the personal characteristics of teachers in terms of: diligence, optimism, compassion, flexibility, and enthusiasm? (4) What are the professional characteristics of teachers as regards to: highest educational attainment, length of service, trainings and seminars attended, four-year education degree holder? (5) What is the level of teaching performance of High School teachers in San Jose Agricultural and Industrial High School? (6) What is the level of the academic performance of high school students in San Jose Agricultural and

Industrial High School? (7) Is the teaching performance significantly related to the teacher's personal and professional characteristics? (8) Is the teaching performance significantly related to the academic performance of students in San Jose Agricultural and Industrial High School?

Significance of the Study - This research study would be significant for the following: First to the students, it would allow them to assess their performances and therefore find ways how to improve them and become better learners. Second to the teachers, as to its practical significance, it is hoped that this study would generate information that may help improve the teaching-learning process. Third, to the San Jose National Agricultural and Industrial High School, as an institution, they will become aware and knowledgeable on the professional and personal background of their personnel. They can design possible programs that will be a contributory factor to improve the capabilities of the teachers which in turn generate proficiency and allow the school to be a reliable and unfailing institution. Fourth, to the community, this research is beneficial to the community, once SJNAIHS produced competent and skillful teachers, they will be useful citizens too. Hence, a galore of experienced and proficient people is expected to bring the community glory and grandeur. Fifth, to the school administrators, through ensuring that the learning competency and proficiency needed by the learners are significantly acquired through the best methodologies and techniques imparted and instructed by the teachers of their entrusted institution. Lastly, to the future researchers, results of this study will serve as a relevant reference for the researchers.

Scope and Delimitation of the Study - This research covered variables such as personal characteristics which are diligence, optimism, compassion, flexibility, and enthusiasm. Length of service, highest educational attainment, trainings and seminars attended, and four-year education degree holder are all under the professional characteristics of a teacher. For the qualitative part of the study, guide questions were used, while in the quantitative part of the study, the researcher developed structured survey questionnaire in gathering the data. Validity and reliability tests were done on the instrument to see if it can measure the variables to be investigated. No other variables aside from those mentioned above are included in this study. Only the students and teachers from San Jose National Agricultural and Industrial High School were included as respondents.

2. Methodology

Research Design - In this study, both qualitative and quantitative methods were utilized. Using a qualitative method, the professional and personal characteristics that affect how well students do in school at San Jose National Agricultural and Industrial High School were clearly discovered. But a quantitative study design was utilized to figure out if there was a link between academic success and how good a teacher was. The way the research was set up made it possible to find answers to the research questions. After the qualitative data was collected and looked at, the quantitative data was collected and looked at. The purpose of this design is to develop an evaluation tool and a way to group variables (Berman, 2017). In the quantitative method, surveys were employed, but in the qualitative method, guide questions were used.

Sampling Procedure - Using complete enumeration, the researcher included all selected SJNAIHS teachers and students as participants in the study. Hence, this study consisted of 88 teachers and 533 students from SJNAIHS during the School Year 2021-2022.

Respondents of the Study - For qualitative study, the respondents of the study were randomly chosen 15 members of the faculty of SJNAIHS-San Isidro Extension who were not included in the final administration of the questionnaire. And for quantitative study, the researcher got the sample size for the selected faculty members to answer the survey questionnaires. The researcher gathered the final grades of students last school year 2021-2022 as data for the quantitative part of the study. The researcher used simple random sampling and randomly selected a subset of student-respondents from the total population of each grade level. There are 2,144 total students' population in this study and the sample size was 533, taken from RAOSOFT with 5% margin of error and 95% confidence level while the total respondents for Teacher-respondents were 88 wherein it covers

the 100% of the total population of the Teachers.

For the profile of the teachers, this study revealed that most of the teachers interviewed had a bachelor's degree in education. This comprises of 81.8 percent of the total number of teacher-respondents. This data revealed that SJNAIHS teaching force is dominated by teachers with bachelor's degree only. Studies by Queroda (2017) show that graduate education may make teachers more effective and raise the status of the teaching profession. This may also have an effect on how well students do in school (Smith and Katzenbach, 2015). In addition, almost half of the Teachers are teaching at San Jose National Agricultural and Industrial High School for 11-20 years already. It was found that the longest length of service was 31-40 years and 41-50 years which were discovered are 34% of the teacher-respondents. It can be noticed that many were new in the teaching profession which was 1-10 years only. A study by Lazarides et al. (2020) showed that teachers with a lot of experience were able to put the learner-centered principles into practice well. This is because they have a lot of the knowledge, techniques, and activities that they have used in their classes and activities over time, which may affect how well their students do in school.

Furthermore, most of the teachers (43.2%) had experienced attending to national level of seminars or trainings. It is also worth mentioning that considerable numbers of them had attended international conference (10.2%). However, there is a big discrepancy between the school level and district level because more teachers (33%) attended district level, while only 13.6% had attended school level. Hervie and Winful (2018) said that the training of a teacher is linked to middle and high school students being more productive and doing better in school. The majority, 57 or 64.8% are graduates of four-year education courses, while 31 or 35.2% only had achieved degrees outside education. It is very clear that SJNAIHS is dominated by faculty members who are not included in this number and are holding non-education courses, and many have been eligible for the teaching profession because of taking Education units and passing the Licensure Examination for Teachers. Moreover, Chu et al. (2015) additionally demonstrates that a teacher's degree is one of many factors that affect how well a student does in school.

Research Instrument - The data for the study was obtained from an interview guide and a self-constructed questionnaire and it is the main research instrument for gathering of data. It was specifically designed for the purpose patterned from the relevant and related literature of this study. For qualitative research method, it consists of two (2) item interview guide for identifying the different personal characteristics of teachers that may affect the academic performance of students. For quantitative research method it consists of the questionnaire which dealt with the respondents' own evaluation of their personal characteristics and Part III consists of their professional characteristics profile. The DWCSJ graduate school professors were consulted by the researcher to ensure the validity of the questionnaires. The comments and suggestions given by the experts were considered for the finalization of the questionnaires.

Table 1

Reliability Results of the Instruments

Personal Characteristics	Reliability Coefficients	Interpretation
Diligent	0.67	Moderate Reliability
Optimistic	0.88	High Reliability
Compassionate	0.70	High Reliability
Flexible	0.81	High Reliability
Enthusiastic	0.86	High Reliability

Five components of the teachers' personal characteristics having eight indicators each were tested for the item reliability using the split-half method. The questionnaire was administered to 15 teachers from SJNAIHS Annex School. They were excluded in the final set of teachers who participated in the study. The Spearman-Brown coefficients were computer generated to establish the quantitative measure of the internal consistency of the instrument. Table 1 shows a generally high reliability of the items on the personal characteristics. The questionnaire can be administered to the final group of teacher-respondents.

Data Gathering Procedure - The researcher prepared a letter of request in order to administer the survey. It was signed by the thesis adviser, and with the letter of approval from the principal of San Jose National Agricultural and Industrial High School. To get the complete data needed for the research, a letter of introduction and request were given to the teacher-respondents and the school principal respectively. The researcher interviewed fifteen (15) teachers to identify their personal and professional characteristics that may affect the academic performance of their students. The researcher also gathered the grades of students to measure the academic performance. Upon completion of the data, these were encoded, tabulated, analyzed and interpreted.

Statistical Treatment of the Data - The qualitative method of thematic analysis was utilized to learn about teachers' personal and professional characteristics. It was used to identify the codes and themes based on the result of the interview questions (Galay, 2019) about the teachers' personal and professional characteristics. For quantitative study, the software WARP PLS version 5.0 was utilized with the structural equation modeling method. The structural model shows the hypothesized link between latent variables including teachers' personal (PERSCHAR) and professional (PROFCHAR) traits, their teaching performance (TCHGPERF), and their students' academic achievement (ACADPERF). People expected that personal and professional variables would have a direct effect on the moderating variable, which is tied to how well pupils did in school and is teacher performance. There are 8 indicators in the personal characteristic's variable, and there are 4 profiles in the professional qualities variable. The model also shows the beta-coefficients (β) with two decimal places removed and the p-values that go with them. These are the results of structural equation modeling with the partial least squares method. The statistical software Warp PLS version 7.0 gave us these results. All of the results were set at a significance level, or p-value, of 0.05, which illustrates how strong the association between the latent variables is.

Ethical Considerations - The right to carry out the study was carefully maintained by obtaining the consent of every person who was potentially affected by it. Face-to-face interaction, following the correct protocol for health, was utilized in the orientation of the participants. During the orientation, questions and worries were answered, and consent forms for participation in the study were signed. Participants were given the guarantee that any and all information received during the study would be held in strict confidence.
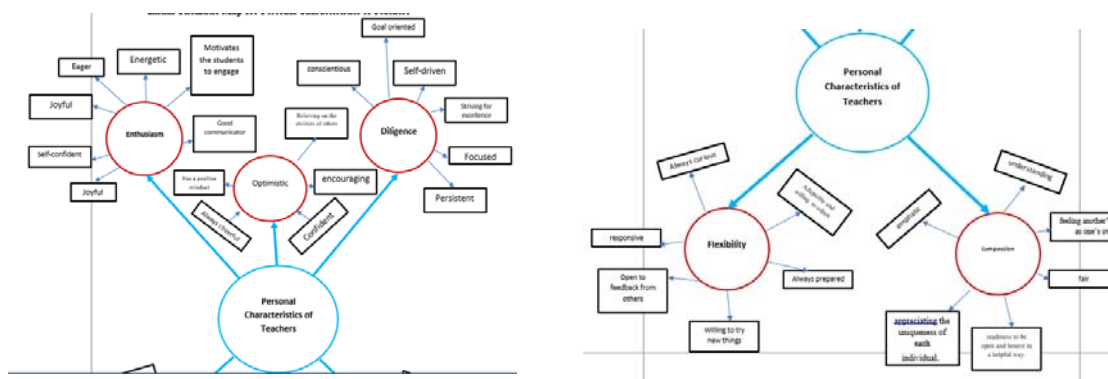
3. Results and Discussion

Figure 1. Thematic Map for Personal Characteristics of Teachers

The researcher through qualitative method, interviewed teachers. They were asked what characteristics they have that may affect the academic performance of their students. Their answers were analyzed and familiarized. The common answers were transcribed and coded. The coded transcripts will then be themes. This study revealed that there were five (5) personal characteristics that may affect the academic performance of students, namely diligence, optimism, compassion, flexibility and enthusiasm. It is supported by Francisco (2020) that the personal characteristics of teachers can affect students' academic performance.
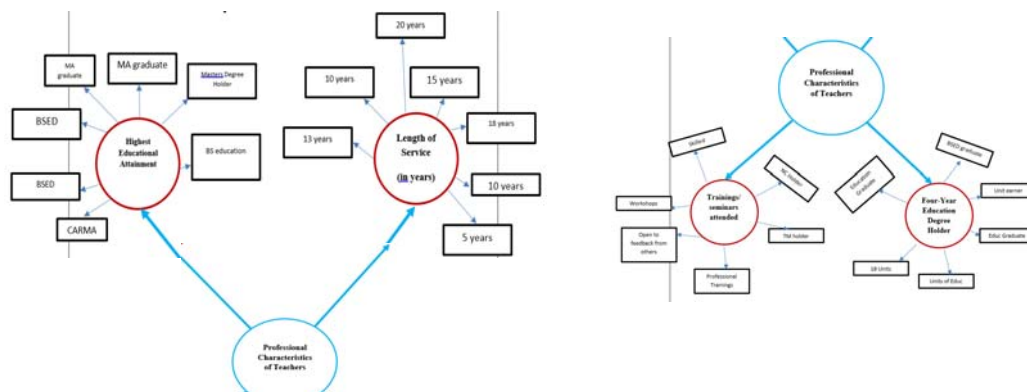
Figure 2. Thematic Map for Professional Characteristics of Teachers

The professional characteristics of teachers at San Jose National Agricultural and Industrial High School that may have an impact on students' academic performance were developed using thematic map analysis based on the findings of interviews with 15 teachers. According to this study, there are five professional characteristics, Educational Attainment, Length of Service, Trainings and Seminar Attended, and Four-Year Education Degree Holder—that may have an impact on students' academic performance.

Table 2

Summary table of the personal characteristics of teachers

Personal Characteristics of Teachers	Mean	Verbal Description
Diligence	4.62	Very High Extent
Optimism	4.63	Very High Extent
Compassion	4.71	Very High Extent
Flexibility	4.69	Very High Extent
Enthusiasm	4.70	Very High Extent

Legend: 4.50-5.00- Very High Extent; 3.50-4.49- High Extent; 2.50-3.49- Moderate Extent; 1.50-2.49 – Low Extent; 1.00-1.49- Very Low Extent

Table 2 shows the general extent of personal characteristics of teachers in terms of diligence, optimism, compassion, flexibility and enthusiasm, with an overall mean of 4.62, 4.63, 4.71, 4.69 and 4.70 respectively with a verbal description of very high extent. Based on the result of this study, it was found that they have very high level of diligence as revealed by the composite mean equal to 4.62. This can be gleaned from their answer to the statement, "I am a self-driven individual." As a good teacher, you need to participate in the teaching and learning process, take responsibility for your own teaching and learning, and do many good things on your own time (Smith & Katzenbach, 2015). In addition, the teachers were found to be highly optimistic. This was revealed by the composite mean 4.63. According to Phung (2021), optimism has really a great impact on the academic performance of the students.

In terms of being compassionate, they were found to be having high level of compassion to their students. This is shown by the composite mean 4.71. Being emphatic is a good indicator of compassion. However, in this study, it got the lowest rating from the teacher-respondents. The result is supported by Bostic (2021), that there is a relationship between teachers' cognitive role taking aspect of compassion and the standards of learning. Flexibility is another positive personal characteristic of teachers. This indicates their ability to adjust to situations and is able to produce positive outputs. In this study, it was discovered that the teachers in SJNAIHS have very high level of flexibility because of the composite mean 4.69. This means that the teachers are very aware of what their students need and are able to make changes to meet those needs. Barron et al. (2021) agrees with this, saying that a good teacher should be able to work in an environment that is always changing and change the way they teach.

When teachers were asked about their enthusiasm, it was found that it had a very high level. This is shown by the composite mean 4.70. It is quite interesting to note that statements written, "I embrace teaching with joy in my heart." and "I ensure that my students listen attentively to my class discussion." got the same highest weighted mean 4.78, respectively. The two statements obviously support each other. It is true and proven by the study of Mese and Sevilen (2021) that when there is joy in teaching, the students will be motivated to listen attentively to class discussions.

Table 3

Frequency and Percent Distribution of High School Teachers Teaching Performance

Teaching Performance	Frequency	Percent
Satisfactory	5	5.7
Very Satisfactory	45	51.1
Outstanding	38	43.2
Total	88	100.0

The majority (51.1%) of the respondents had very satisfactory teaching performance as revealed by the RPMS-IPCRF Rating for the year 2021-2022. It is quite encouraging that 38 (43.2%) landed in the "outstanding" category and only a very small cluster, 5 or 5.7% were in the "satisfactory" category. In this manner, teaching performance is one of many things that affect how well students do in school. Even though students' grades are not the only way to judge how good a teacher is, researchers have looked for other, more fair ways to judge how good a teacher is. Students, administrators, other teachers, and the teachers themselves have all been used to judge how well teachers do their jobs (Akiri, 2013).

Table 4

Frequency and Percent Distribution of Students' Academic Performance

Grading Scale	Descriptor	Frequency	Percent
75-79	Passing	11	2.1
80-84	Fairly Satisfactory	117	22.0
85-89	Satisfactory	215	40.3
90-95	Very Satisfactory	38	28.0
96-100	Outstanding	41	7.7
	Total	533	100.0

It can be seen in Table 4 that most students (40.3%) had grades within the range of 85-89 interpreted as satisfactory, followed by those with very satisfactory levels of academic performance (28.0%). With grades within the range of 90-95. Forty-one (7.7%) were outstanding in their academic performance and a very small number, 11 or 2.1% had grades falling within the range of 75-79 described as passing. One hundred-seventeen (22.0%) had grades described as fairly satisfactory. Data implies that most students had high performance although low in terms of percentage. Almost 36% were above the mid-point average while 24% were in the lower bracket. The findings were supported by Olubukola (2018) about students' academic performance. And that were made that teachers should adopt effective verbal communication attitudes, classroom management attitudes and pedagogical attitudes because it can directly affect the academic performance of students.

Presented in the structural model as shown in Figure 2 is the hypothesized relationship among the latent variables, namely: personal (PERSCHAR) and professional characteristics (PROFCHAR) of teachers, teaching performance (TCHGPERF) and the academic performance (ACADPERF) of students. Personal and professional characteristics were hypothesized to directly affect the moderating variable, teaching performance which is also connected to students' academic performance. The personal characteristics variable is comprised of eight indicators each and professional characteristics is represented by four profiles. Also displayed in the model are the beta-coefficients (β) rounded off to two decimal places and the corresponding p-values as the result of the structural equation modelling using the partial least squares method that was provided by the statistical software, WarpPLS version 7.0. All results were set at the 0.05 p-values or significance levels that signify the magnitude of the relationship between the latent variables.
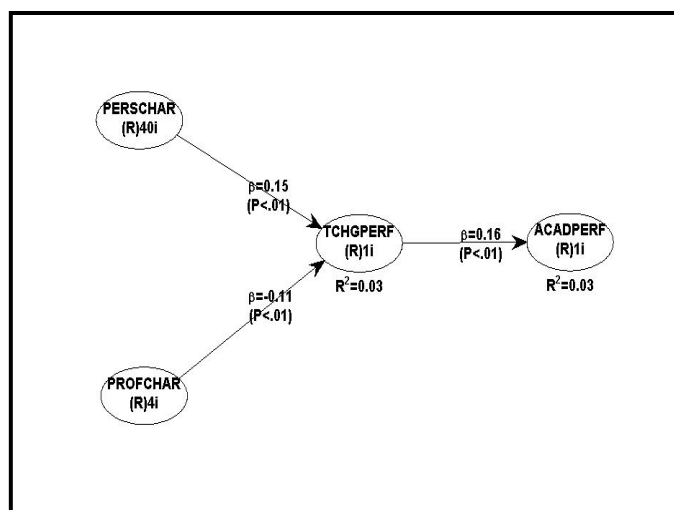
Figure 2. Structural Model

Table 5

Path Coefficients, P-values and Effect Sizes

Paths	Beta Coefficients (β)	p-values	Effect Size**	Standard Error	Interpretation*
PERSCHAR→TCHGPERF	0.145	<0.001	0.022	0.043	Significant
PROFCHAR→TCHGPERF	-0.106	0.007	0.012	0.043	Significant
TCHGPERF→ACADPERF	0.164	<0.001	0.027	0.042	Significant

*Significant at p<0.05; Effect size coefficient **: 0.02 – small, 0.15 – medium, 0.30 – large

The statistical results as disclosed in Table 5 show the direct and significant relationship of the teachers' personal and professional characteristics with the level of their teaching performance. The Beta coefficients of 0.145 and -0.106 could attest to this. It is surprising that a negative coefficient is yielded. This means that for every unit increase in the professional characteristic variable, the level of teaching performance decreases by the 0.106 beta coefficient value. The significant effect of these characteristics on the teaching performance is supported by the low p-values, <0.001 and 0.007. Considering the effect, sizes of 0.022 and 0.012 are small, still, these denote significance. Moreover, the probability of error is also very low with 0.043 for predicting teaching performance. The structural model also shows a small percentage ($R2=0.034$ or 3.4%) of the variability in the level of teaching performance that can be accounted for by the variability in their personal and professional characteristics. Meanwhile, the rest of the variability, approximately 97% can be contributed by other possible factors not included in the study. The aforementioned findings lead to the rejection of the null hypothesis that teaching performance is not significantly related to the teacher's personal and professional characteristics. These findings imply that indeed personal and professional characteristics when combined are related to the teaching performance of teachers. This finding is positively supported by the study of Ekperi (2018) who found a significant relationship between teachers' knowledge, characteristics, teaching methods, and academic performance.

The statistical analysis result also proves the rejection of the null hypothesis of no significant relationship between the level of teaching performance and the student's academic performance. The beta coefficient of 0.164 as well as the effect of 0.027 although low, indicate a significant moderating effect as attested by <0.001. The standard error of the path coefficient is too low as well. Again, the null hypothesis is rejected. In fact, teaching performance is moderating for personal and professional characteristics to the academic performance of students. Results indicated that how well teachers teach affects how well their students do in school. These results make it clear that teaching will help students do better in school if teachers do a better job. Asl (2021)

finding that students' academic performance is linked to teachers' performance adds to the strength of this finding (Tadese et al., 2022) and found that the level of students' academic achievement was just fair and didn't affect the academic performance of Grade 5 students. They also said that this could be because the students don't study enough, don't have enough time to study, or don't get enough help from their parents, which could be true because the students are still young.

4. Conclusions and Recommendations

Based on the findings, the following conclusions were formulated: The personal characteristics that affect students' academic performance are diligent, optimistic, compassionate, flexible, and enthusiastic. The professional characteristics that affect students' academic performance are the length of service, highest educational attainment, trainings and seminars attended, and education degree are the characteristics that affect the students' academic performance. All the personal characteristics signified a very high extent rating. Most experienced teachers have bachelor's degrees, 43% attend national seminars regularly, and almost one-third are graduates of four-year degree in education. Performance of the teachers are very satisfactory. Academic performance of the students is satisfactory. Professional and personal characteristics of teachers are significantly related to the students' academic performance. Teaching performance is significantly related to academic performance of students.

In the light of the findings of the study, the following are hereby recommended. Progress that would motivate teachers who are still new in the teaching profession to stay in service are highly suggested to be undertaken since almost 50% of the teachers are already nearing retirement. Teachers are encouraged to attend in school-trainings and seminars. Encourage teachers who had the lowest performance rating to find time in improving their teaching performance. It is recommended that initiatives that would improve students' academic performance be taken into consideration. Another study related to this research is recommended to be conducted to consider separating data on the teaching performance of teacher education graduates from non-education graduates. This will answer the query of how these two groups perform in their teaching profession.

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