

# Factors Affecting the Effectivity of High School Teachers in the Junior Highschool Students of Northwestern Agusan Colleges

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**Abstract:** *The aim of this research is to investigate the effectiveness of teachers in facilitating student learning and academic achievement at Northwestern Agusan Colleges. This study explores the various factors that contribute to teacher effectiveness, including teaching methodologies, classroom management, communication skills, and the use of instructional technology. Additionally, the research examines the impact of teacher-student relationships, student engagement, and the learning environment on student outcomes. A mixed-methods approach will be employed, combining qualitative interviews with teachers and students, as well as quantitative analysis of academic performance data. The findings of this research will provide valuable insights into the factors that contribute to effective teaching practices at Northwestern Agusan Colleges and inform strategies for enhancing teacher-student interactions and improving student success.*

**Keywords—Teachers Effectiveness, Junior High School, Teacher Factor, Student Learning**

## Introduction (Statement of the Problem)

Several academic endeavors in the Philippines have been undertaken over the years that have been committed to ensuring that the curriculum is current and relevant and meet the increasing requirements of the period. The K-12 program is one example. The country's curricular innovation to ascertain ensure the graduates receive high-quality education in line with international standards. This is notably addressed in Republic Act No.10533, was authorized in 2013, adding Grades 11 which added a 13-year program. Yearly improvements to the basic education system. The Philippines had previously was the only Asian country and one of three in

globe (Angola and Djibouti were the others) with a 10-year basic education program. It includes the expectation and apprehensions, experiences and coping strategies, attitude and aspiration.

Any new teacher wishes to be prepared for anything at the outset of their career. Teaching is a profession. Knowing what to teach and how to educate can make a difference. It makes their job a lot simpler. Prior to getting employed, they had a variety of experiences. Participants in the research discussed their experiences as High School instructors. aspirations and apprehensions regarding teaching. These are the expectations originate from a sense of confidence and preparedness to take charge of their lives Classroom management, resource availability, and active student

participation are all important factors. Apprehensions, on the other hand, are related to their worries and fears. Concerns about their teaching abilities, self-efficacy, and effectiveness pedagogy. Their encounters were not always pleasant, but they were able to witness the precise reason they picked their career. Significant alterations to make things work, sacrifices have to be made alongside their purposeful effort. It all began with accepting reality and reacting accordingly to it.

In addition to becoming subject-matter specialists, instructors aim to become examples of good attitudes and challenges-taking as chances rather as signs of impending doom and sorrow. The last motif attitudes and behaviors come from the respondents' speech. Aspirations. This relates to the perspectives and expectations of the teachers the alteration in the curriculum and how they felt about the whole thing. Their attitudes on the events they have are referred to as their teachers at HS. This expresses both unfavorable and favorable emotions. On however, aspiration is what these educators want to occur or succeed as SHS instructors in the future. According to studies, an optimistic view is fostered by a positive mindset in life (Woods, 2019; Cherry, 2019). It aids in overcoming the obstacles in daily life and creating solutions to any problems and struggles that being a high school teacher may face.

A excellent teacher must possess more than along with subject-matter expertise, teachers also need practical and technical know-how to the efficiency of teachers. The secret to success in any field is the capacity to learn from experience. practically all fields, including education. Being able to take away knowledge from 'Tacit knowledge' is acquired via experience. The term tacit knowledge has gained popularity. Practical Intelligence is a concept developed by Sternberg. Knowledge represents the world as it is. Practical capacity to draw lessons from experience and use those insights to pursue goals that you personally value (Sternberg, 1997). A highly knowledgeable teacher typically regarded as a knowledgeable teacher. However, in some cases, a superior instructor not provide a student with a quality education. Several teachers are accustomed to teaching in the junior high school. transferred to HS, despite the fact that initially, individuals who arrive from various schools The subject would be taught by industries that specialize in the various tracks. This results in a shift in "what to teach," according to Fullan (2001). that achieving educational transformation takes careful planning; Otherwise, it will create more issues than possibilities.

**1. METHODOLOGY**

**1.1 Research Question**

In this section it discusses the things that the researchers will be finding out and give answers to the questions that should be answered in this study.

- 1.What is the significance of high school teacher and the students?
- 2.What is the contribution and effectiveness of teaching using visual aids to the high school students?
- 3.How can the high school teachers improve their teaching styles to have a better tutelage to the students

QUESTIONS	NO	SOMETIMES	Y
1. Clearly explains the topic, requirements and grading system of the subject			
2. Explains assignments clearly.			
3. Sets high standards and expectations for everyone.			
4. Makes class interesting and fun.			
5. Uses class time effectively.			
6. Gives me advice.			
7. Presents material in a variety of ways (hands-on, group, written, orally, etc)			
8. Provides a different ways to measure what I learned (tests, projects, discussions, etc.).			
9. Recognizes and acknowledges effort.			
10. Keeps me informed of my progress.			
11. Is approachable and willing to help me.			
12. Encourages and accepts different opinions.			
13. Manages a classroom that allows me to work and learn.			
14. Has the respect of the students.			
15. Conduct rules fairly and consistently.			
16. Encourages cooperation and participation.			
17. Provides opportunities for student choice.			
18. Communicates with my parents.			
19. Is supportive to any activities we participate.			
20. Encourages me to think for myself			

**1.2 Research Design**

In order to examine the instructors' lived experiences throughout their first two years of senior high school teaching, this study used a descriptive phenomenological technique. To describe the distinctive meanings of what it is like to teach in a High school and how these meanings form and are shaped by awareness, the high school teachers approach was used. In this method, the instructors' awareness and reflection on their experiences were developed so they could "clearly notice" and discuss the critical concepts, procedures, and events related to their work. Such as strategy is appropriate for the investigation of intentionality and the inward reflection of the to share their distinctive experiences as teachers (Gutland, 2018)

**1.3 Participant of the Study:**

Grade Level	Gender	
	Male	Female
Grade 7	25	30
Grade 8	27	35

Grade 9	29	29
Grade 10	127	142

**1.4 Statistical Tool:**

The researcher will explain how the research topic was derived from the participants' experiences teaching in high school. To help the participants provide richer and more vivid descriptions of their experiences, prompts and probing questions will be used. In order to gain the desired in-depth description of the phenomenon under study, (Leech, 2002). The focus was on comprehending and describing the substance of high school instruction, which was made clear by the open-ended questions. A statistical test called the binomial test is employed in research data analysis when there are two alternative outcomes from an experiment, such as success or failure. It is employed to ascertain whether there is a substantial deviation between the observed test results and the anticipated outcomes given a specific success probability.

**1.5 Data Gathering Procedure**

In this research study, the researchers will be collecting data through a Closed- ended questionnaire to the students and Likert-scale to the teachers. The questionnaire consists of a set of carefully designed questions that aim to gather information from the respondents. These questions have been developed based on the research objectives and are intended to provide valuable insights into the topic under investigation. The respondents will be asked to provide their honest and accurate responses to the questions, which will be treated with utmost confidentiality and used solely for the purpose of this research.

**1.6 Data Analysis:**

To assess the effectiveness of teachers in the environment, a binomial test was conducted on the data collected from teachers at Northwestern Agusan Colleges. The analysis focused on a series of closed-ended and Likert scale questions. The binomial test was used to determine the significance of each question's effectiveness, measured by the calculated p-value. Firstly, the success rate for each question was calculated by defining specific criteria for success, such as considering certain Likert scale ratings as successes. The proportion of successes for each question was then determined. Next, a hypothesized success rate was established for each question. This hypothesized rate served as a baseline for comparison. The resulting p-value indicated the likelihood of obtaining the observed results by chance alone. A small p-value suggested a significant difference between the observed and hypothesized success rates, implying a significant effect. The results of the binomial test revealed the significance of each question's effectiveness. Questions with p-values below a predetermined threshold were considered statistically significant. The interpretation of these significant findings provided insights into the impact of teachers on

student outcomes in the given environment. In conclusion, the data analysis using the binomial test shed light on the effectiveness of teachers in the environment. The p-values obtained from the test allowed for the identification of significant differences between the observed and hypothesized success rates for each question. These findings contribute to the understanding of teacher effectiveness and have implications for educational practices in similar contexts.

**2. RESULT AND DISCUSSION**

**2.1**

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.1	0	3	269	0.011	< .001
	1	62	269	0.230	< .001
	2	204	269	0.758	< .001

*Note.* Proportions tested against value: 0.5.

In this table it shows the significance of the teachers Clearly explaining the topic, requirements and grading system of the subject to the students as the result which has a p-value of 0.001 which means it contributed on the improvement of the students. Many of us in education forget that we have 'edu-speak' that we include into policies that are not always parent or student friendly. It is critical to consult with kids, teachers, administrators, counselors, and parents so that everyone may study the policy, analyze the language, and ask questions before it is presented to the board."(Bault,2021)

**2.2**

*Binomial Test*

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001

	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.2	0	1	269	0.004	< .001
	1	78	269	0.290	< .001
	2	190	269	0.706	< .001

Note. Proportions tested against value: 0.5.

Note. Proportions tested against value: 0.5.

In this table it shows the significance of teachers explaining the assignments clearly to the students. With the p-value of 0.001 it's really important to the students to understand the assignments clearly. And through the teachers guidance. Teachers are frequently astonished to learn how much offering precise instructions to students can improve their success in class. When students are given clear guidelines, they may better interact with the material and have more productive experiences. Teachers should first use clear and precise language, repeat directions, explain the purpose of the task, use an appropriate tone, describe specifics, provide examples, and break tasks into manageable chunks. (Barile, n.d)

2.3

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.3	0	23	269	0.086	< .001
	1	106	269	0.394	< .001
	2	140	269	0.520	0.542

In this table it shows the significance of teachers setting high standards and expectations for everyone. As the result which has a p-value of 0.001 and 0.542 which means that students can feel the standard and expectation of their teacher. It's also a good idea to set high expectations at the start of new tasks or topics, so pupils don't have any preconceived negative assumptions about how they'll perform. High teacher expectations will benefit some pupils, but not all. According to research, pupils benefit from teachers encouraging them to have high expectations of themselves as well as high parental

expectations. It's also vital to distinguish between goals and expectations. Aspirations are a desire to improve, whereas expectations are a belief in one's ability to succeed. While raising expectations has been shown to improve performance, raising ambitions has not. (Busch, 2017)

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.4	0	8	269	0.030	< .001
	1	133	269	0.494	0.903
	2	128	269	0.476	0.464

Note. Proportions tested against value: 0.5.

2.4

In this table it shows the significance of teachers making the class interesting and fun. As the result which has a p-value of 0.001 which means it gives enjoyment to the students while the p-value 0.903 and 0.464 means that it should be limited and still have the essence of being serious in the topic. As many teachers would recognise, pupils differ greatly in their participation during lessons (Biggs Citation 2012; Wang and Peck Citation 2013). Some students are extremely engaged (paying attention or putting out effort in tasks), whereas others are not engaged at all (Biggs Citation 2012). Considering the importance of student engagement for students' current and future success, fostering student engagement is essential (Quin Citation 2017) and how teachers interact with students on a day-to-day basis could be of influence (Jang, Kim, and Reeve Citation 2016; Nguyen, Cannata, and Miller Citation 2018; Quin Citation 2017). Engaging pupils, however, while simultaneously teaching a subject and maintaining classroom control, is a difficult and challenging undertaking, to say the least.

2.5

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001

Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.5	0	11	269	0.041	< .001
	1	147	269	0.546	0.143
	2	111	269	0.413	0.005

Note. Proportions tested against value: 0.5.

In this table it shows the significance of teachers using class time effectively. As the result which has a p-value of 0.143 and 0.005 which means that the teacher arrive at the exact class time. And also it shows that some of the teachers are late to arrived. Learning was enhanced by efficient time management. Teachers who were competent time managers reduced social interactions and spent more time preparing. They also saw an improvement in student performance. Among other things, it was suggested that teachers take their jobs more seriously and that they should be fairly compensated in order to help them manage their time more effectively. Teachers should also minimize their social interactions.(Onuka,2008)

2.6

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.6	0	10	269	0.037	< .001
	1	99	269	0.368	< .001
	2	160	269	0.595	0.002

Note. Proportions tested against value: 0.5.

In this table it shows the significance of teachers giving their student advice. With the p-value of 0.001 and 0.002. It is

also part of teachers job to guide their students by giving them advise that they need. In order to prevent students from entering new tasks or topics with low expectations, it's also a good idea to set high standards for them beforehand. High standards set by teachers will benefit some kids, but not all of them. Research indicates that there are additional advantages when educators support adolescents in having high expectations for both themselves and their parents. It's critical to make the distinction between expectations and aspirations. Expectations express a notion about the possibility of success, whereas aspirations are about desiring to be better. Raising expectations has been shown to improve performance, but ambitions don't work the same way.(Zarin,2022)

2.7

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.7	0	32	269	0.119	< .001
	1	109	269	0.405	0.002
	2	128	269	0.476	0.464

In this table it shows the significance of teachers presenting material in a variety of ways such as hands-on, groupings, written, orally, etc. As the result which has a p-value of 0.001 which means it is effective. The most effective learning occurs when teachers provide students with multiple methods to engage with the material. Hence, inclusive educators incorporate a variety of teaching modalities—from analogies to stories to concrete examples—into their lessons and activities. Bob Kegan makes it clear to his pupils that while they may not find all of his teaching strategies interesting, others may find his less interesting strategies to be quite important. Through a variety of delivery methods, he extends an invitation to all students, not just those who pick up on his natural teaching style, to participate in the course. According to Kegan, "I think my evolution is really having more and more respect for the very different ways that people learn," not just in terms of what I do technically but also in terms of how I have improved as a teacher.(Kegan,n.d.)

2.8



<b>Binomial Test</b>	2	167	269	0.621	< .001
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Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.8	0	4	269	0.015	< .001
	1	67	269	0.249	< .001
	2	198	269	0.736	< .001

In this table it shows the significance of teachers providing a different ways to measure what their students learned using tests, projects, discussions, etc. As the result which has a p-value of 0.001 which means it gives the teacher a idea of what part of the lesson their students understand. The instructor should be able to respond to inquiries about "How do I know the required learning has taken place?" with the use of assessment methods. What aspects of the course would I need to change in order to best assist students' learning? Both direct and indirect methods can be used to evaluate data regarding student learning. Assignments, tests, quizzes, reports, essays, research projects, case study analysis, and performance evaluation forms for oral and other presentations are examples of direct measures. Course evaluations, student surveys, course enrollment data, major retention, alumni surveys, and graduate school placement rates are a few examples of indirect metrics. (teaching.cornell.edu, n.d.)

2.9

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.9	0	12	269	0.045	< .001
	1	90	269	0.335	< .001

Note. Proportions tested against value: 0.5.

In this table it shows the significance of teachers recognizing and acknowledging their students effort. As the result which has a p-value of 0.001 which means the teacher has seen the hard work and appreciate their students effort. Examining the ways in which teachers might encourage student involvement during lessons is crucial, considering the significance of student engagement for both present and future achievement. This study used observations from the classroom to explain how teachers implemented (de)motivating teaching behaviors that are connected to Self-Determination Theory (SDT) in order to increase student engagement. During activities in lessons when students shown the highest levels of engagement, the most notable aspect of the utilization of motivating teaching behaviors was the increased degrees of relatedness support and guiding. (Boonstra, et.al., 2020)

2.10

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.10	0	15	269	0.056	< .001
	1	133	269	0.494	0.903
	2	121	269	0.450	0.113

Note. Proportions tested against value: 0.5.

In this table it shows the significance of teachers keeping their students informed of their own progress. As the result which has a p-value of 0.001 which means the teachers are keeping the students aware of their progress. Teachers have an impact on kids' test scores even though research shows that a wide variety of attitudes and actions are just as crucial to their long-term success. Along with improving test scores, excellent instructors are also expected to control classroom conduct, provide emotionally safe spaces for kids to grow socially and emotionally, teach correct material, and foster critical thinking. (Blazart, 2016)

2.11

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.11	0	4	269	0.015	< .001
	1	79	269	0.294	< .001
	2	186	269	0.691	< .001

*Note.* Proportions tested against value: 0.5.

In this table it shows the significance of teachers being approachable and willing to their student. As the result which has a p-value of 0.001 which means it makes the students comfortable to talk to their teacher. It is often known that students are more likely to approach their teachers outside of class with academic or personal issues. However, little study has been done on the factors that contribute to this willingness, especially in post-secondary education. Studies that looked at the larger dynamics of the student-teacher interaction were the first to comment on a student's rationale for approaching or not approaching a teacher in a post-secondary setting. Being approachable has just lately, and in limited instances, emerged as a distinct area of study, with only a few of research specifically focusing on the phenomena of being approachable. (Sabir et al., n.d.)

**2.12**

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.12	0	8	269	0.030	< .001
	1	109	269	0.405	0.002
	2	152	269	0.565	0.038

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
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*Note.* Proportions tested against value: 0.5.

In this table it shows the significance of teachers being encouraging and fully accept opinions from their students. As the result which has a p-value of 0.001 which means that the teachers are open of any opinions and suggestions that comes from their students. While the p-value 0.002 and 0.038 shows that it doesn't. To uncover the mechanisms by which feedback influences students' learning and accomplishment, researchers must explore the links between teacher feedback, student feedback beliefs, student motivation, feedback interpretation, and student responses. Poulos and Mahony (Citation2008) state that "while effective feedback has frequently been identified as a key strategy in learning and teaching, little known research has focused on students' perceptions of feedback" (p. 143)

**2.13**

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.13	0	8	268	0.030	< .001
	1	60	268	0.224	< .001
	2	200	268	0.746	< .001

In this table it shows the significance of teachers manage a classroom that allows students to work and learn. As the result which has a p-value of 0.001 which means it gives the student to have peaceful surrounding that help them to focus on their studies. Teaching is about collaborating with kids to learn, grow, and succeed together, rather than dominating them. By developing excellent student-teacher interactions with pupils, the classroom will be a space for each member to express their feelings and work together. Academic success is dependent on the intimate relationships and supervision that teachers and students have with one another. Classroom management seeks to build student self-control by encouraging positive student achievement and behavior.

Thus, academic achievement, teacher efficacy, and teacher and student behavior are all inextricably tied to the concept of classroom management. Educators have consistently identified discipline as one of the most important barriers to supporting effective teaching. Proper classroom management results in better class control and a more favorable teaching and learning environment.(Chandra,2015)

2.14

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.14	0	4	269	0.015	< .001
	1	41	269	0.152	< .001
	2	224	269	0.833	< .001

Note. Proportions tested against value: 0.5.

In this table it shows the significance of teachers has the respect of their students. As the result which has a p-value of 0.001 which means it makes the student to be respectful with one another and develop a friendly environment. Teachers who treat students with respect, fairness, kindness, compassion, patience, understanding, commitment, and trustworthiness, as well as who establish and maintain caring, warm, and supportive teacher-student relationships, demonstrate significant ethical principles and virtues that are embedded in the professional ethics of teaching (Campbell Citation2003). Those who are compassionate, fair, and sensitive to students' opinions and needs, as well as those who participate in trusting, collaborative, and respectful teacher-student relationships, exhibit a teaching style consistent with the UN Convention on the Rights of the Child (Urinboyev, Wickenberg, and Leo Citation2016).

2.15

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.15	0	4	269	0.015	< .001
	1	91	269	0.338	< .001
	2	174	269	0.647	< .001

In this table it shows the significance of the teachers conducting rules fairly and consistently to the students. As the result which has a p-value of 0.001 which means it gives fairness and equality inside the classroom. Classroom rules are emphasized as an important aspect of good classroom management since they are very straightforward to adopt and focus on preventing difficult behaviors before they arise. Classroom management textbooks and practitioner-oriented journal articles advocate a variety of features that make classroom rules effective; however, these recommendations are not consistent.(Haydon,2017)

2.16

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.16	0	10	269	0.037	< .001
	1	83	269	0.309	< .001
	2	176	269	0.654	< .001

Note. Proportions tested against value: 0.5.

In this table it shows the significance of the teachers encouraging the students to cooperate and participate to the activities. As the result which has a p-value of 0.001 which means it makes the students more active and attentive. The demand for competence refers to feeling capable of



2.17

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.17	0	16	269	0.059	< .001
	1	103	269	0.383	< .001
	2	150	269	0.558	0.067

In this table it shows the significance of the teachers providing opportunities for the students to their choice. As the result which has a p-value of 0.001 and 0.067 which means it gives freedom to the students to express their thoughts and ideas as well as it should have balance and limitations. Giving students a choice can be an effective way to encourage student participation. However, not all option opportunities result in increased student participation. Teachers can raise the possibility that children will respect choice by examining how they correlate feelings of autonomy, competence, and relatedness with the options available to them. To demonstrate, the authors provide three examples of teachers giving their students choices and explain the resulting student participation in terms of these major student emotions. (Parker et. al., 2017)

2.18

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.18	0	61	269	0.227	< .001
	1	88	269	0.327	< .001
	2	120	269	0.446	0.088

In this table it shows the significance of the teachers having communication with students parents. As the result which has

a p-value of 0.001 and 0.088 which means it gives the parents awareness of the performance of their child inside the school and also should have limitations of the information they give to the parents. Hornby and Blackwell (2018) found that parental involvement in teaching improves academic success, teacher-parent relationships, school atmosphere, and parental self-esteem and satisfaction. While most parents want to be more involved in education (Grant 2011), effective communication between parents and teachers can be challenging in practice. For example, fewer than one in every four parents could cite an educational milestone completed by their child in the previous year (Kraft & Rogers 2014).

2.19

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.19	0	7	269	0.026	< .001
	1	66	269	0.245	< .001
	2	196	269	0.729	< .001

In this table it shows the significance of the teachers being supportive to any activities that their students participate. As the result which has a p-value of 0.001 which means makes the students more motivated and inspired by the support that they receiving from their teachers. teacher assistance a critical factor to improve student learning and growth. As a result, the purpose of this review was to investigate students' perceptions of receiving teacher assistance, as well as teachers' perspectives of providing such help to their students. The emphasis on felt support differs from observed support and is based on students' and teachers' self-reports. Our study incorporates multiple related ideas of support and seeks to provide an overview of the varied impacts of teacher support in order to identify trends, strengths, and gaps in the research. A comprehensive understanding of how teacher assistance contributes to student learning and school adaptation is required. (Botellero et.al,2023)

2.20

**Binomial Test**

Variable	Level	Counts	Total	Proportion	p
Grade level	1	55	269	0.204	< .001
	2	53	269	0.197	< .001
	3	56	269	0.208	< .001
	4	105	269	0.390	< .001
Gender	0	147	269	0.546	0.143
	1	122	269	0.454	0.143
Age	1	100	269	0.372	< .001
	2	136	269	0.506	0.903
	3	33	269	0.123	< .001
1.20	0	14	269	0.052	< .001
	1	79	269	0.294	< .001
	2	176	269	0.654	< .001

Note. Proportions tested against value: 0.5.

In this table it shows the significance of the teachers encouraging the students to think for themselves. As the result which has a p-value of 0.001 which means it gives the students awareness for themselves. Psychologists and educators commonly use the term "self-awareness" to characterize one's ability to think about, discuss, and identify feelings, ideas, and/or behaviors. Although many academics, psychologists, and other social scientists have investigated the significance of the self and its cognitive, affective, and behavioral implications, they have yet to establish an agreement on a single definition of 'self'. They have quite different perspectives on how the self should be defined and measured. These distinctions in definitions become especially relevant when considering concerns such as who defines 'self', what the aim of the definition is, and who should be examined using these definitions. The intricacy influences both the definition and research on self-awareness. (Flavian n.d.)

**3. CONCLUSION**

After the researchers get a thorough understanding of the gathered data from the students they conclude that the significance of the effectivity of the teachers clearly explains the topic, requirements and grading system of the subject to the students since it shows that the p-value is 0.001. In table 1.2 it discuss the significance of the effectivity of the teachers explains assignments clearly to the students since it shows that the p-value is 0.001. In table 1.3 it discuss the significance of the effectivity of the teachers sets high standards and expectations to the students since it shows that the p-value is 0.001. In table 1.4 it discuss the significance of the effectivity of the teachers makes class interesting and fun to the students since it shows that the p-value is 0.001. In table 1.5 it discuss the significance of the effectivity of the teachers that uses class time effectively since it shows that the p-value is 0.001. In table 1.6 it discuss the significance of the effectivity of the

teachers that gives advice to the students since it shows that the p-value is 0.001. In table 1.7 it discuss the significance of the effectivity of the teachers presents material in a variety of ways (hands-on, group, written, orally, etc) to the students since it shows that the p-value is 0.001. In table 1.8 it discuss the significance of the effectivity of the teachers that provides a different ways to measure what they learned (tests, projects, discussions, etc.) since it shows that the p-value is 0.001. In table 1.9 it discuss the significance of the effectivity of the teachers that recognizes and acknowledges efforts of the students since it shows that the p-value is 0.001. In table 1.10 it discuss the significance of the effectivity of the teachers that keeps the students informed of my progress since it shows that the p-value is 0.001. In table 1.11 it discuss the significance of the effectivity of the teachers of being approachable and willing to help to the students since it shows that the p-value is 0.001. In table 1.12 it discuss the significance of the effectivity of the teachers that encourages and accepts different opinions from the students since it shows that the p-value is 0.001. In table 1.13 it discuss the significance of the effectivity of the teachers that manages a classroom that allows them to work and learn since it shows that the p-value is 0.001. In table 1.14 it discuss the significance of the effectivity of the teachers that has the respect of the students since it shows that the p-value is 0.00. In table 1.15 it discuss the significance of the effectivity of the teachers that conduct rules fairly and consistently to the students since it shows that the p-value is 0.001. In table 1.16 it discuss the significance of the effectivity of the teachers that encourages cooperation and participation to the students since it shows that the p-value is 0.001. In table 1.17 it discuss the significance of the effectivity of the teachers that provides opportunities for student choice since it shows that the p-value is 0.001. In table 1.18 it discuss the significance of the effectivity of the teachers that communicates with my parents to the students since it shows that the p-value is 0.001. In table 1.19 it discuss the significance of the effectivity of the teachers that are supportive to any activities that the students participate since it shows that the p-value is 0.001. In table 1.20 it discuss the significance of the effectivity of the teachers that encourages them to think for themselves since it shows that the p-value is 0.001.

**4. RECOMMENDATION**

In this section shows the recommendation that the researchers found in this study and the following are what the researchers recommend.

1. The importance of finding connections that foster motivation, knowledge building, and integration of information between students and teachers. Making these connections helps bridge the gap between the real world and academic learning, enhancing the effectiveness of teaching.
2. Positive teacher-student relationships fulfill students' needs for social connection and support their academic efforts. Teachers who establish personal and caring relationships and

foster positive social interactions create an environment where students feel valued and motivated to learn.

3. Building effective connections between teachers and students is essential for creating a supportive and engaging learning environment. It fosters motivation, improves academic outcomes, and contributes to students' overall well-being.

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