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Delving into the physical education teachers' teaching performance as a factor of students' academic achievement: A pre-pandemic correlational study

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Abstract--The success of teaching is largely dependent on teachers' performance. It defines and shapes the success of a school and determines the quality of services and outputs of the school can provide and produce. This is the reason that school principals promote and maintain high level of teaching performance among their teachers (Garton, et al., 2000). In the teaching – learning process, the teacher and student are the important figures. The interactions of these individuals in the classroom complete the education process in a given time. In other words, the link is evident between the teacher and the student – the amount of efforts a teacher exerts will tantamount to the student learning. This study focused on the performance in the National Achievement Test (NAT) of selected Physical Education teachers of the secondary schools in the Division of Zamboanga City where their teaching performance was gauged using the survey questionnaires while the academic performance of the 372 students was analyzed through the result of their National Achievement Test. The data revealed that the Physical Education teachers in public secondary schools have a very satisfactory performance in lesson planning, assessment, management of time and learning environment, learners' achievement, school – home and home involvement. Although it's sad to note, the students manifested no mastery of the concepts in all subject areas covered in National Achievement Test. It means that the K to 12 Program will produce the same quality of students since the very high ratings of teachers do not significantly influence students' performance. The result could be used as basis to look into the technological advancement that will maintain the high competence of the Physical Education teachers.

Keywords---Physical Education, National Achievement Test (NAT), teaching performance, significant relationship, academic Performance, technological advancement.

Introduction

Teachers are on the forefront of the teaching - learning process. They are the key persons that set the objectives of the lessons, create the classroom atmosphere and facilitate the learning process. Without their presence, learning in the classroom will not be possible.

The success of teaching is largely dependent on teachers' performance. Abramis (2004) defines it as an effective execution of tasks or job and useful contribution to social work environment. It is regarded as almost any behavior, which is directed towards task or goal accomplishment. Good performance has many implications such as high motivation among employees' understanding, beliefs, good organizational climate and infrastructure, executing leadership that can sustain rapport, productivity and good relationship among staff. Teaching performance defines and shapes the success of a school. It determines the quality of services and outputs of the school can provide and produce. This is the reason that school principals promote and maintain high level of teaching performance among their teachers (Garton, et al., 2000).

Research evidence indicates that teaching performance is positively related to academic achievement (Olaleye, 2011). It is construed that when teachers have high level of teaching performance, students tend to have better achievement in academics. Inversely, when teachers display poor teaching performance, their students would have poor academic achievement level.

One of the various assessments on the students' academic performance is by looking into their scores in the examination given. In the Philippines, the National Achievement Test (NAT) administered by the Department of Education (DepEd) is a set of standardized tests addressing the major subjects taught in school. These tests are given to Grade 3 where students are assessed in both English and Filipino and Math and Science. A different set of tests is given to Grade 6 pupils where each of the following 5 subjects is assigned 40 items: (Science, Math, English, Filipino and Social Studies). Another set is administered to fourth year high school students. The scores in these examinations are reported as percentage of items correctly answered. A mean percentage score (MPS) of 75 percent is currently set as the goal of the DepEd (De Dios, 2014).

The main objective of the National Achievement Test (NAT) is to assess the learning of learners throughout the years and calibrate the same vis - a - vis the set goals and objectives reflected through the Philippine Elementary Learning Competencies (PELC) and Philippine Secondary School Learning Competencies (PSSLC) (Guzman, 2013). It is also crafted to finally address the weaknesses of the learners and sustain those that they have in terms of learning. However, teachers, parents and other stakeholders have varied observations and arguments about the NAT. Some stakeholders contend that NAT be abolished immediately since it does not measure what it should measure among learner competencies. Others comment that NAT validity and reliability are not well exhausted because of some encumbrances on administration. Above all these comments and observations, the Secretary Armin Luistro of the Department of

Education issued a Memorandum No. 228, s. 2012 which basically appraising all concerned as regard the NAT.

However, despite the tireless effort of the teachers, the National Achievement Test (NAT) performance of the students and pupils has been low since the first of administration in 1996. Reports showed that elementary pupils registered a mean score of less than 50 percent in the 2010 National Achievement Test (NAT) (Gonzales, 2011; Barsaga, 2011). Moreover, this poor performance is replicated in the 2011 High School Readiness Test (HSRT) where only 0.64 percent of the 1.4 million fourth year students obtained a score of 75 percent and above. It has been reported that the performance of the pupils and students in the National Achievement Test is far from the set goal of the Department of Education of 75%. In 2011 – 2012, the overall mean of the elementary was 68.75, 60.18 in 2011 – 2012 and 65.32 in 2012 – 2013. Similar performance was observed in secondary where the students obtained an overall score of 40.83 in 2010 – 2011, 43.45 in 2011 – 2012 and 47.03 in 2012 – 2013. These figures explain that pupils and students have not attained the desired competency level and are ill – equipped to perform academic tasks in the next educational ladder. The Education Commission (2006) attributed this poor performance to government's investments in the educational system. Similarly, Barsaga (2004) disclosed that school factors such as quality of teachers and instructional materials and facilities account for this poor performance of the students.

The attainment of quality education has long been the ultimate goal and obsession of the Department of Education officials, school principals, teachers and parents as well. The school through the school principal and teachers and the home through the parents have been closely engaged in collaborative efforts to provide meaningful learning to students. Over and above this effort, the teacher plays a crucial role in the teaching – learning process. He takes center stage on the various educational opportunities for students to acquire and learn knowledge for their development.

In the teaching – learning process, the teacher and student are the important figures. The interactions of these individuals in the classroom complete the education process in a given time. The teacher facilitates learning and the student carries out the activity. In other words, the link is evident between the teacher and the student – the amount of efforts a teacher exerts will tantamount to the student learning. The study's result could serve as a cornerstone to the technological advancement of the Physical education teachers.

Along this line the researcher desires to gather data to delve into the Physical Education teachers' teaching performance as a factor of students' academic achievement which could be an underpinning for teacher's technological advancement.

Research Questions

Basically, this study investigated on the level of the Physical Education Teachers' teaching performance as a factor in the students' academic achievement. This also sought to answer the following research questions:

1. What is the level of Physical Education Teachers' performance in public secondary schools as perceived by their students?
2. What is the performance level of the students in the National Achievement Test (NAT)?
3. Is there a significant relationship between the performance of Physical Education Teachers' as perceived by their students and the performance of the students in the National Achievement Test (NAT)?

Related Literature and Studies

The implementation of the K to 12 curriculum in the Philippines has made significant shifts in the various practices in teaching and learning. The Department of Education has continuously looking into that educational elements that needs to be refined in order to be abreast with the current trend in education in the world.

Job performance is defined as a member's effective execution of tasks or job and useful contribution to social work environment (Abramis, 2004). Rue (2006 cited in Rehman, 2009) defined performance as the degree to which an employee accomplished the tasks that made his or her job. Performance is the extent to which an individual is carrying out assignment or task. It refers to the degree of accomplishment of the task that makes up an employee's job (Cascio, 2006 cited in Ojo, 2009). It is the net effect of an employee's effort as modified by abilities and roles or task perceptions (Jones, 2003 cited in Ojo, 2009). Similarly, it is defined as to the effectiveness of individual behaviors that contribute to organizational objectives (Motowidlo, 2003 cited in Grant, 2008).

Performance can be regarded as almost any behavior, which is directed towards task or goal accomplishment. Good performance among employees in an organization has many implications such as high motivation among employees' understanding, beliefs, good organizational climate and infrastructure, executing leadership that can sustain rapport and productivity and good relationship among staff. Arya et al. (1998 cited in Sandika, 2006) pointed out that job performance is dependent not only on the person's present skill and abilities but also on organizational climate and job satisfaction. Sharma (2002 cited in Sandika, 2006) explained that performance is of two things (i) it is the results that people get on the job and (ii) it is whatever they do that affects these results. Performance is the outcome of actions on the job and it is also the actions that produce that outcome.

Ojo (2009) stresses that continuous improvement, improve employees' style of performing job and development of quality awareness of the subordinates are dependent on the culture of the organization. Krivanek (1999) cite some factors that affect employee performance, such as ability, standards, knowledge and skills, feedback, environment, and motivation. These are crucial to an employee's success on the job; however, only one factor – knowledge and skills - can be actually improved.

Donata (2011) suggested some effective ways of improving job performance like effective communication, good organizational skills and good time management skills. (Taylor, 2008), added the adequate training and education, setting performance goals, promoting teamwork, and boosting employees' morale would also improve job performance.

In order to know/determine whether such task is being accomplished, Rehman (2009) suggests some indicators or measures needed to assist in tracking, measuring and managing this job performance. In an effort to track and measure job performance, outputs and behavior, organizations make use of key performance indicators (KPIs).

Clear and specific performance standards or measures assist in ensuring that employees know what he or she was required to perform, and to what benchmark this required to be completed. Meyer and Donaho, (1979) studied that employees further serve future purposes in aiding the ease of performance assessment, guiding counseling interviews, and defining the parameters for performance discipline.

Meyer and Donaho (1979 cited in Rehman, 2009) shared additional five benefits of establishing performance measures which includes: a) Employee and their supervisors were aware of the requisite level of performance; b) Employee was able to constantly evaluate his / her own performance; c) Employees experience greater comfort in the job, knowing what was required of them; d) Better relations between the employee, peers and supervisor were likely as each of the parties knows what was expected. Communication and the absence of anxiety about performance requirements were more likely; e) Employees were more likely to discuss their performance and seek assistance and direction from their supervisors when performance standards were known. Good performance among teachers in the school has many implications such as high motivation among teachers' understanding, beliefs, good organizational climate and infrastructure, executing leadership that can sustain rapport and productivity and good relationship among staff.

Buchanan (2003) stressed that individual teacher performance is generally determined by three factors, such as motivation, the desire to do the job, the capability to do the job and the work environment which includes the tools, materials and information needed to do the job. If the teacher lacks the ability, the school principal can provide training to the teacher. If there is an environmental problem, the school principal can also usually make adjustments to promote higher performance. However, if motivation is the problem, the school principal's tasks are more challenging. Individual behavior is a complex phenomenon and the school principal may not be able to figure out why the teacher is not motivated and how to change behavior. Thus, motivation plays a vital role since it might influence negatively performance.

Migro (2003) exposed that the most important point that affects teachers' performance is the degree of relationship between them and their school administrator. Effectiveness in performance greatly depends upon certain desirable relationship and also on school principal's constructive and compelling

leadership. Thus, school principal must consider the relationship between him and the teacher integral component of their work.

Garton et al (2000) examined the relationships between students, learning styles, instructor's teaching performance, and student achievement in an introductory animal science course. The Group Embedded Figures Test (GEFT) was used to assess students, preferred learning styles. Four instructors with GEFT scores ranging from 6 to 18 taught the course. Students rated each instructor's teaching performance using a standard university evaluation. The mean GEFT score (13.4) was significantly higher than the national mean. Negligible to low correlation coefficients were found between students' GEFT scores and teaching evaluation scores for all four instructors regardless of the instructor's GEFT score. Students, advising group status accounted for 30% of the variance in their achievement in the course.

Guangdon, Lichery and Xiangling (2011) investigated the impact of teachers' teaching quality to students' academic performance using teaching information. As students' data nested in teachers' data and it had the structure with two layers of data, the study used Hierarchical Linear Models. The results showed that the effects of the four dimensions of teaching quality on academic performance and learning motivation were significant. The learning motivation was a partial mediator among the teaching quality and academic performance. It showed that the differences in students' academic performance attributed in part to the levels of teachers' teaching quality.

Akiri and Ugborugbo (2009) determined the influence of teachers' classroom effectiveness on students' academic performance in public secondary schools in Delta State, Nigeria. It was a descriptive research involving nature and involved 979 teachers, made up of 450 males and 519 females, drawn from 72 out of the total of 361 public secondary schools in the State by stratified random sampling technique. Academic performance records of 50 students per teacher, which is 48,950 students' scores were also used. Two questionnaires and a rating scale were used to collect data for the study. Cronbach's alpha value of 0.98 and 0.79 respectively were obtained from the two questionnaires used for the study. Four hypotheses were tested at the 0.05 level of significance using correlation, simple regression, t-test, and single factor analysis of variance. The results showed that effective teachers produced better performing students. However, the observed differences in students' performance were statistically not significant. This could be due to the influence of student and school environment related factors which were not included in this study. It was concluded that teachers' effect is not the only determinant on students' academic achievement.

Asikhia (2010) examined the perceptions of students and teachers on the causes of poor academic performance among secondary school students in Ogun State, Nigeria. The respondents were one hundred and thirty-five (135) students and fifty (50) teachers randomly drawn from five secondary schools in Odogbolu Local Government Area of Ogun State. Questionnaire was used to collect relevant data for the study. Percentages and chi-square were used to analyze the research questions. Responses of teachers showed that teachers' qualification and students' environment do not influence students' poor performance but teachers'

methods of teaching influence poor academic performance. Students' response on the other hand showed that while teachers' qualification and students' environment influence students' poor performance, teachers' method of teaching and learning materials do not.

Olaleye (2011) investigated the perceptions of students on teacher's characteristics in relation to students' academic performance. The study was carried out in Osun State Senior Secondary Schools. A population of 1600 purposively selected SSS III students from 16 rural and urban schools were used for the study. Questionnaire tagged teacher's characteristics and students academic performance (TCSAP) was used to elicit information from the students. Data collected were analyzed using simple percentage, Pearson Product Moment Correlation and chi-square to test the hypotheses generated in the study. The findings showed that there was a significant relationship between teacher's characteristics on students' academic performance. It was recommended that a proper evaluation of teachers based on examination and supervision should be well organized before promotion and appointment. A situation where mass promotion based on year of graduation does not occur well for good academic performance of students.

Methodology

This study focused on the performance in the National Achievement Test (NAT) of selected secondary schools in the Division of Zamboanga City specifically the Physical Education teachers. The performance of teachers was gauged using the survey questionnaires while the performance of students in the National Achievement Test was considered of school year 2013 – 2014. The study was participated by 372 fourth year students of selected secondary schools in Zamboanga City Division. The research locale approximately has 64% population consists of the native families of the old Zamboanga who are significantly inclined to Spanish way of life especially the language. However 36% of the city's population is composed of the cultural minority members (Saavedra & Karanain, 2022).

This research study used the survey questionnaires and the results of the students in the National Achievement Test (NAT). The survey questionnaire consist of their instructional competence perceived by their students. The instructional competence is measured in terms of lesson planning, assessment, management of time and learning environment, learners' achievement, and school – home and community involvement.

This survey questionnaire was prepared by the researcher based on the Performance Appraisal System for Teachers (PAST) and referred to the adviser for comments. Then this was submitted to a panel of experts who evaluated the items in terms of suitability, relevance and appropriateness. A validation form was provided to the validators where they indicated their remarks and suggestions. Before the final draft of the questionnaire was reproduced, the suggestions and remarks of the validators were incorporated.

For reliability, twenty-five (25) copies of the questionnaires were administered to non – respondent - students who have similar characteristics with the respondents. The data obtained from them were computed using cronbach alpha. The reliability coefficient generated from the data was 0.832 which can be said that the questionnaire was highly reliable.

On the other hand, the data used to determine the performance of the students were the National Achievement Test results of the fourth year students who took the aforesaid examination.

Permission was sought from the Schools Division Superintendent, Division of Zamboanga City to secure the National Achievement Test results. The approved letter was forwarded to the office of the School Principal of the selected schools to secure the NAT results. The NAT results were photocopied and the original copies were returned to the office concerned and were selected based on the number of student-respondents of the schools.

Discussion

On the Level of Physical Education Teachers' Performance in terms of Instructional Competencies in Terms of Lesson Planning

Table 1. shows the data analysis on the teachers' performance in terms of lesson planning. It reveals that the teachers rated two statements on lesson planning within the scale of 4.50 – 5.00 described as excellent, and eight statements on the same construct are rated within the scale of 3.50 – 4.49 described as very satisfactory. The same table further reveals that teachers gave the highest weighted mean (4.60) in relating new lesson with previous knowledge/skills. It implies that teachers were very excellent in connecting new lessons with the past lessons. In the same manner, teachers were excellent in presenting and developing lesson plans because they have adequate knowledge and have honed their skills in lesson planning.

On the other hand, the same group of teachers was very satisfactory in addressing individual differences. It can be inferred that teachers highly considered the characteristics of the students in lesson preparation. They see to it that the lessons they will prepare will suit to the needs of the students. In addition, they were very satisfactory in utilizing the art of questioning to develop higher level of thinking. It can be deduced that these teachers are used to ask questions that stimulate critical among their students. They also reported that they were very satisfactory in providing motivation to students. This is because they have been accustomed to motivating students since it is an important part in lesson presentation. In the same manner, they described themselves as very satisfactory in conveying ideas clearly. It can be deduced that teachers have the knowledge on the appropriate techniques and methods to use in conveying knowledge. They also disclosed that they were very satisfactory in presenting subject matter to the class.

The average weighted mean of the teachers' responses on teachers' teaching performance in terms of lesson planning is 4.38 described as very satisfactory. It

can be inferred that teachers were very satisfactory in lesson planning. They manifested good knowledge and skills in lesson planning because of their experiences. Teachers were excellent in organization of lessons and routine classroom activities and very satisfactory in communication and questioning techniques (Eyo, 2013).

Table 1
Teachers' Performance in terms of Lesson Planning

Statement	Weighted Mean	Sd	Description
1. Selects adequate content and prepares appropriate instructional materials/teaching aids.	4.22	.82	Very satisfactory
2. Selects teaching methods/strategies suitable to learning ability of students.	4.26	.73	Very satisfactory
3. Relates new lesson with previous knowledge/skills.	4.60	.59	Excellent
4. Provides appropriate motivation.	4.34	.69	Very satisfactory
5. Presents and develops lessons.	4.50	.71	Excellent
6. Convey ideas clearly.	4.34	.58	Very satisfactory
7. Utilizes the art of questioning to develop higher level of thinking.	4.42	.65	Very satisfactory
8. Ensures students' participation.	4.37	.69	Very satisfactory
9. Addresses individual differences.	4.40	.71	Very satisfactory
10. Shows mastery of the subject matter.	4.35	.69	Very satisfactory
Average Weighted Mean	4.38		Very satisfactory
4.50 – 5.00 = excellent	1.50 – 2.49 = poor		
3.50 – 4.49 = very satisfactory	1.00 – 1.49 = need improvement		
2.50 – 3.49 = moderately satisfactory			

On the Level of Physical Education Teachers' Performance in terms of Instructional Competencies in Terms of Assessment

Table 2. below presents the data analysis on teachers' performance in terms of assessment. The data reveals that the teachers described themselves very satisfactory in assessing lessons in determining desired outcomes within the allotted time. They have the skills select concepts and formulate questions enough to evaluate performance of the students. They also said that they were very satisfactory in evaluating learning outcomes. This means that they can interpret results which are relevant to the evaluation of their learning outcomes. In addition, they described themselves as very satisfactory in analyzing learners' needs.

The average weighted mean of the teachers' responses on their teaching performance in terms of assessment is 4.19 described as very satisfactory. This suggests that teachers have very satisfactory performance in assessing students' learning outcome. It can be deduced that they have sufficient knowledge and skills in evaluating students' performance and outcomes.

Table 2
Teachers' Performance in terms of Assessment

Statement	Weighted Mean	Sd	Description
1. Diagnoses learner's needs.	4.12	.71	Very satisfactory
2. Evaluates learning outcomes.	4.19	.79	Very satisfactory
3. Assesses lesson to determine desired outcomes within the allotted time.	4.28	.67	Very satisfactory
Weighted Mean	4.19		Very satisfactory
4.50 – 5.00 = excellent		1.50 – 2.49 = poor	
3.50 – 4.49 = very satisfactory		1.00 – 1.49 = need improvement	
2.50 – 3.49 = moderately satisfactory			

On the Level of Physical Education Teachers' Performance in terms of Instructional Competencies in Terms of Management of Time and Learning Environment

The data analysis of the teachers' performance in terms of management time and learning environment is presented in table 3. It can be seen in table that teachers yielded the highest weighted mean (4.50) described as excellent in advising students to report to class on time. It implies that teachers consistently remind students to come to class on time. It can be deduced that teachers want that students will make punctuality as a habit. On the other hand, they claimed that they have very satisfactory performance in maintaining clean and orderly classroom. It can be inferred that teachers are very concern of the classroom cleanliness and order. Because they believe that it can positively affects students' learning. Similarly, they described their performance as very satisfactory in maintaining conducive classroom learning. They want that conducive learning environment will be maintained so that students will have greater amount to learn the lessons. Furthermore, they described their performance as very satisfactory in maximizing instructional time and in managing time.

The average weighted mean of the teachers' responses on teaching performance in terms of management of time and learning environment is 4.44 described as very satisfactory. It implies that teachers were very concerned in time management because they want that instructional time will be optimally used. In the same manner, they want that classrooms will be favorable for learning.

Table 4
Teachers' Performance in terms of Management of Time and Learning Environment

Statement	Weighted Mean	Sd	Description
1. Maintains clean and orderly classroom.	4.48	.67	Very satisfactory
2. Maintains a conducive classroom for learning.	4.45	.65	Very satisfactory
3. Maximizes the use of instructional time.	4.39	.69	Very satisfactory
4. Starts and dismisses the class on time.	4.39	.72	Very satisfactory
5. Advises students to come to class on time.	4.50	.764	Excellent
Weighted Mean	4.44		Very satisfactory
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4.50 – 5.00 = excellent	1.50 – 2.49 = poor		
3.50 – 4.49 = very satisfactory	1.00 – 1.49 = need improvement		
2.50 – 3.49 = moderately satisfactory			

On the level of physical education teachers' performance in terms of instructional competencies in terms of learners' achievement

Table 5. below presents the data analysis on the teachers' performance in terms of learners' achievement. It can be gleaned in Table 12 that the teachers generated the highest weighted mean (4.59) in conducting dialogue to students with grade- related problems. It implies that they manifested an excellent performance in discussing with students regarding problems on grades. On the other hand, they rated themselves very satisfactory in improving learners' achievement level over pre-test. It can be inferred that teachers were teaching very hard to improve students' performance. They wanted that students' performance in the posttest will be better than in their pre-test. Similarly, they claimed that they were very satisfactory in advising students to give much time to their studies. It can be deduced that teachers are concerned with the studies of their students that they constantly remind their students to give time to their studies. Furthermore, they rated themselves very satisfactory in designing challenging activities that stimulate students' interest for learning. It means that teachers explore for better strategies and techniques to arouse students' interest for learning. Teachers believe that they can only be successful with their teaching when students are motivated to learn. In the same way, they reported that they were very satisfactory in monitoring constantly students with poor academic performance. It implies that teachers were keeping in touch with students who need help from them. They give time to students who are deficient with their studies.

The students yielded an average weighted mean of 4.49 described as very satisfactory in learners' achievement. Teachers were convinced that they very satisfactorily performed to enhance students' achievement. They adopted effective

strategies and use motivation to arouse students' interest. They also strived hard to monitor and helped students who are slow learners.

Table 5
Teachers' Performance in terms of Learners' Achievement

Statement	Weighted Mean	Sd	Description
1. Improves learners' achievement level over pre-test.	4.49	.70	Very satisfactory
2. Advises students to give much time to their studies.	4.48	.59	Very satisfactory
3. Designs challenging activities that stimulate students' interest for learning.	4.46	.60	Very satisfactory
4. Conducts dialogue to students with grade- related problems.	4.59	.65	Excellent
5. Monitors constantly students with poor academic performance.	4.46	.68	Very satisfactory
Weighted Mean	4.49		Very satisfactory

4.50 – 5.00 = excellent

3.50 – 4.49 = very satisfactory

2.50 – 3.49 = moderately satisfactory

School – Home and Community Involvement

1.50 – 2.49 = poor

1.00 – 1.49 = need improvement

On the level of physical education teachers' performance in terms of instructional competencies in terms of school – home and community involvement

The data analysis on the teachers' performance of school-home community involvement is presented in table 6. The table shows that students generated the highest weighted mean (4.56) in conducting homeroom PTA meeting. It implies that teachers have an excellent performance in conducting homeroom PTA meetings. It can be deduced that they carry out the meeting with parents effectively. They were prepared and were able to discuss with the parents the agenda of the meeting. They also rated themselves as excellent in encouraging involvement of parents in school programs. It can be construed that teachers were effective in convincing parents to participate in school programs. They tried to get the support of parents by supporting school – sponsored programs. In addition, they claimed that they have excellent performance in promoting shared accountability for students' achievement. Teachers have strong commitment in the enhancement of students' achievement.

On the other hand, teachers rated themselves very satisfactory in encouraging involvement of the parents in the school. Teachers carried out this task because they believed that parents are willing to support and are able to help much in the school projects. In addition, they were very excellent in organizing and maintaining a functional homeroom PTA. They were convinced that they have the capability to make their homeroom PTA functional.

The average weighted mean of the teachers' responses on their performance in terms of school – home and community involvement is 4.45 described as very satisfactory. This suggests that teachers have very satisfactory performance in involving themselves in school – home and community program. It can be deduced that teachers involved themselves in many activities involving the school, home and the community.

Table 6
Teachers' Performance in terms of School – Home and Community Involvement

Statement	Weighted Mean	Sd	Description
1. Organizes and maintains functional homeroom/PTA	4.48	.61	Very satisfactory
2. Conducts Homeroom/PTA meetings.	4.56	.59	Very satisfactory
3. Report learner's progress to the parents.	4.45	.67	Very satisfactory
4. Disseminates school policies/plans/programs/.	4.42	.59	Very satisfactory
5. Reports accomplishment to school's clientele.	4.35	.64	Very satisfactory
6. Participates in community projects and in civic organizations.	4.30	.64	Very satisfactory
7. Encourages involvement of parents in school programs.	4.55	.67	Excellent
8. Involves in civic actions in the community.	4.47	.69	Very satisfactory
9. Encourages involvement in the school.	4.49	.59	Very satisfactory
10. Promotes shared accountability for the students' achievement.	4.59	.59	Excellent
Average Weighted Mean	4.45		Very satisfactory
4.50 – 5.00 = excellent	1.50 – 2.49 = poor		
3.50 – 4.49 = very satisfactory	1.00 – 1.49 = need improvement		
2.50 – 3.49 = moderately satisfactory			

On the performance level of the students in the National Achievement Test (NAT)

Table 7. presents the data analysis on students' performance in the National Achievement Test (NAT) in the different subject areas such as, Filipino, Math, English, Science, Araling Panlipunan and Critical Thinking. This table shows the results that were obtained from selected students in public schools who took the NAT in 2013 in the different subject areas such as, Filipino, Math, English, Science, Araling Panlipunan and Critical Thinking. The performance of the students in the National Achievement Test is described as follows: 96 and above =

full mastery, 91 – 95 = nearly full mastery, 86 – 90 = mastery, 81 – 85 = near mastery, 75 – 80 = low mastery and 74 and below = no mastery.

The same table indicates that the performance of the students in the 2014 National Achievement Test is described as no mastery since their mean across all areas taken individually is 74 and below. It implies that students have not achieved mastery in all subject areas covered in the National Achievement Test. Students need to strive very hard to achieve the minimum competency level of 75. Similarly, teachers have to enhance their teaching competence so that they can carry out their teaching tasks effectively.

Furthermore, the table reveals that the students obtained the highest mean in Araling Panlipunan (57.01), followed in English (55.05) and Math (52.70). On the other hand, they achieved the lowest mean score in Critical Thinking (43.98), followed in Science (49.07) and Filipino (52.42). Based on their standard deviations, the students manifested a large variation in their performance in Math (20.82) followed in Science (14.69); however, a small variation is seen in their NAT performance in Filipino (7.75), and English (11.27). The study suggests that students vary in their performances in Math. They were students who obtained very high scores in the test while some achieved very low scores in the same subject. On the other hand, students manifested similar performances in Filipino. It can be inferred that students across all schools have similar level of knowledge content in Filipino. This result is supported by previous study that the NAT performance of the students is described as no mastery (Lai, 2007).

Table 7
Students' Performance in the National Achievement Test

Subject Area	Mean	Sd	Description
Filipino	52.42	7.75	No mastery
Math	52.70	20.82	No mastery
English	55.05	11.27	No mastery
Science	49.07	14.69	No mastery
Aralin Panlipunan	57.01	11.67	No mastery
Critical Thinking	43.98	10.82	No mastery

On the influence of physical education teachers' performance on students' performance in the national achievement test in Filipino

Table 8. presents data analysis on the results of the regression analysis. The independent variables are the dimensions of the teachers' performance and the dependent variable is the Students' Performance in the National Achievement Test in Filipino.

The data shows the correlation coefficient ($r = 0.193$) suggests that there is a low relationship between the dimensions of teachers' performance taken collectively and the students' performance in the National Achievement Test in Filipino. The coefficient of determination ($r^2=0.037$) implies that 3.7% of the variance of the students' performance in the National Achievement Test in Filipino is explained by the dimensions of teachers' performance taken collectively. The F - Obs with

the p-Value greater than the alpha level ($p\text{-Value} > .05$) implies that there is no significant relationship between the dimensions of teachers' performance and students' performance in the National Achievement Test in Filipino.

When the dimensions of the Teachers' performance are taken individually, courtesy as a variable significantly influences students' performance in the National Achievement Test in Filipino. Other dimensions of teachers' performance do not significantly influence students' performance in the National Achievement Test in Filipino.

Table 8
Influence of Teachers' Performance on National Achievement Test in Filipino On the
Influence of Physical Education Teachers' Performance on Students' Performance
in the National Achievement Test in Mathematics

Independent	R	R ²	F- Obs	p- Value	t- Obs	p- Value	Interpretation
Lesson Planning and Delivery Assessment	.193	.037	.890	.576	-.012	.990	Not Significant
					.650	.516	Not Significant
Management of Time and Learning Environment					.010	.992	Not Significant
Learner's Achievement					.685	.494	Not Significant
School - Home and Community involvement					-.587	.557	Not Significant

The data analysis on influence of teachers' performance on National Achievement Test (NAT) in Mathematics is presented in table 9. The data shows that a low relationship exists between the different dimensions of teachers' performance and students' performance in the National Achievement Test in Math ($r = 0.205$). The coefficient of determination ($r^2 = 0.042$) suggests that 4.2% of the variance of the students' performance in the National Achievement Test in Math is explained by the dimensions of teachers' performance. It further implies that 95.8% of the factors that contribute to students' performance in the National Achievement Test in Math are not discussed in this study. The F - Obs with the probability value greater than the alpha level ($p\text{-Value} > .05$) implies that the low relationship between the dimensions of teachers' performance and students' performance in the National Achievement Test in Math is not significant.

When the dimensions of teachers' performance were taken individually, not one significantly influences students' performance in the National; Achievement Test in Math.

Table 9
Influence of Teachers' Performance on National Achievement Test in Math

Independent	R	R ²	F-Obs	p-Value	t-Obs	p-Value	Interpretation
Lesson Planning and Delivery	.205	.042	1.007	.447	-.211	.833	Not Significant
Assessment					-.065	.948	Not Significant
Management of Time and Learning Environment					-.850	.396	Not Significant
Learner's Achievement					-	.153	Not Significant
School – Home and Community involvement					1.434		Significant
					1.881	.061	Not Significant

On the influence of physical education teachers' performance on students' performance in the national achievement test in English

The data analysis on teachers' performance on National Achievement Test (NAT) in English is presented in table 10. It can be gleaned in Table 10 that the correlation coefficient ($r = 0.220$) implies that a low relationship exists between the different dimensions of teachers' performance taken collectively and students' performance in the National Achievement Test in English. The coefficient of determination ($r^2 = 0.049$) implies that only 4.9% of the variance of the students' performance in the National Achievement Test in English is explained by the dimensions of teachers' performance. It further means that 95.1% of the factors which contributed to the students' performance in the National Achievement Test in English are not discussed in this study. The same table reveals that the F – Obs with the probability value greater than the level of significance ($p\text{-Value} > .05$) suggests that there is no significant relationship between the dimensions of teachers' performance and students' performance in the National Achievement Test in English.

When the different dimensions of teachers' performance were taken individually, only assessment significantly influences students' performance in the National Achievement Test in English. Other dimensions were found to have no significant influence on students' performance in the same test.

Table 10
Influence of Teachers' Performance on National Achievement Test in English

Independent	R	R ²	F-Obs	p-Value	t-Obs	p-Value	Interpretation
Lesson Planning and Delivery	.220	.049	1.170	.293	-.533	.594	Not Significant

Assessment	2.543	.011	Significant
Management of Time and Learning Environment	-	.075	Not Significant
Learner's Achievement	1.784		Significant
School – Home and Community involvement	.756	.450	Not Significant
	-.227	.820	Not Significant

On the influence of physical education teachers' performance on students' performance in the national achievement test in Science

Table 11 presents the data analysis on influence of teachers' performance on National Achievement Test (NAT) in Science. It can be seen in Table 11 that there is a low relationship between the dimensions of the teachers' performance taken collectively and students' performance in the National Achievement Test in Science as shown in the correlation coefficient ($r = 0.201$). The coefficient of determination ($r^2 = 0.040$) implies that 4% of the variance of the students' performance in the National Achievement Test in Science is explained by the dimensions of the teachers' performance taken collectively. It further suggests that 96% of the factors that contributed to the students' performance in the National Achievement Test in Science are not discussed in this study. The F-Obs with the p-Value greater than the alpha level ($p\text{-Value} > .05$) indicates that there is no significant relationship between the dimensions of the teachers' performance taken collectively and students' performance in the National Achievement Test in Science.

When the dimensions of the teachers' performance are taken individually, resourcefulness and initiative significantly influences the students' performance in the National Achievement Test in Science. There are other dimensions of teachers' performance taken individually did not significantly influence students' performance in the National Achievement Test in Science.

Table 11
Influence of Teachers' Performance on National Achievement Test in Science

Independent	R	R ²	F- Obs	p- Value	t-Obs	p- Value	Interpretation
Lesson Planning and Delivery	.201(a)	.040	.961	.496(a)	.058	.954	Not Significant
Assessment					.263	.793	Not Significant
Management of Time and Learning Environment					.493	.623	Not Significant
Learner's Achievement					-	.093	Not Significant
School – Home and Community involvement					1.685	.658	Not Significant

On the influence of physical education teachers' performance on students' performance in the national achievement test in Araling Panlipunan

Table 12 presents the data and analysis on influence of teachers' performance on National Achievement Test in Araling Panlipunan. It can be gleaned in Table 12 that the correlation coefficient ($r = 0.207$) suggests that there is a low relationship between the dimensions of the teachers' performance taken collectively and students' performance in the national achievement test in Araling Panlipunan. The coefficient of determination ($r^2 = 0.043$) implies that 4.3% of the variance of the performance of the students in the National Achievement Test in Araling Panlipunan is explained by the dimensions of the teachers' performance taken collectively. It further implies that 95.7% of the factors which contributed to the students' performance in the National Achievement Test is not included in the study. The F – Obs with the p-Value greater than the alpha level (p-Value.050) suggests that there is no significant relationship between the dimensions of the teachers' performance taken collectively and students' performance in the National Achievement Test in Araling Panlipunan.

When the dimensions of teachers' performance are taken individually, not one significantly affects the students' performance in the National Achievement Test in Araling Panlipunan.

Table 12
Influence of Teachers' Performance on National Achievement Test in Araling Panlipunan

Independent	R	R ²	F-Obs	p-Value	t-Obs	p-Value	Interpretation
Lesson Planning and Delivery Assessment	.207	.043	1.023	.430	-.692	.489	Not Significant
Management of Time and Learning Environment					-.120	.905	Not Significant
Learner's Achievement					.799	.425	Not Significant
School – Home and Community involvement					-.531	.596	Not Significant

On the influence of physical education teachers' performance on students' performance in the national achievement test in critical thinking

Table 13 presents the data analysis on influence of teachers' performance on National Achievement Test in Critical Thinking. Table 13 indicates that a low relationship exists between the dimensions of teachers' performance taken collectively and students' performance on the National Achievement Test in Critical Thinking as shown in the coefficient r ($r = 0.191$). The coefficient of determination ($r^2 = 0.036$) implies that only 3.6% of the variance of the students'

performance in the National Achievement Test in Critical Thinking is explained by the dimensions of teachers' performance taken collectively. It can be deduced that 96.4% of the factors which contributed to the students' performance in the National Achievement Test in Critical Thinking is not discussed in this study. The F –Obs with the p-Value greater than the alpha level ($p\text{-Value} > .05$) suggests that there is no significant relationship between the dimensions of teachers' performance and the performance of the students in the National Achievement test in critical thinking.

When the dimensions of the teachers' performance were taken individually, not one significantly influences students' performance in the National Achievement Test in Critical Thinking as indicated in the p-Value which are all greater than the alpha level ($p\text{-Values} > .05$).

Table 13. Influence of Teachers' Performance on National Achievement Test in Critical Thinking

Independent	r	r ²	F- Obs	p- Value	t-Obs	p- Val ue	Interpretatio n
Lesson Planning and Delivery Assessment	.191(a)	.03 6	.86 4	.606(a)	.212	.832	Not Significant
Management of Time and Learning Environment Learner's Achievement					-1.436	.152	Not Significant
School – Home and Community involvement Decisiveness					.934	.351	Not Significant
					-0.537	.592	Not Significant
					-0.312	.755	Not Significant
					-0.362	.718	Not Significant

Conclusion

Analyzing using the collected data, this study concludes that the Physical Education teachers in public secondary schools have a very satisfactory performance in lesson planning, assessment, management of time and learning environment, learners' achievement, school – home and home involvement. Although it's sad to note, the students manifested no mastery of the concepts in all subject areas in the National Achievement Test, it is good to point out that Physical education teachers manifested a high teaching performance level. This further implies that teachers' ratings on their teaching performance and their influenced on students' performance in the National Achievement Test (NAT) across all areas suggest that K to 12 will only be a repeat of the 2002 Basic Education Curriculum. It means that the K to 12 Program will produce the same quality of students since the very high ratings of teachers do not significantly influence students' performance.

Teachers should be trained in areas where their teaching performance can affect positively and significantly to their school performance. A closer scrutiny on the types of training should be introduced to the teachers so that they can effectively affect optimal learning to students. The knowledge and skills learned from the training should be implemented and closely monitored and evaluated by concerned authorities to have genuine implementation.

Therefore, the study recommends that school principals may encourage teachers to maintain their teaching performance or even improve to excellence so that they will help attain the goals and objectives of their respective schools. More so, teachers' technological advancement should be prioritized to further their pedagogical competence.

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