THE Influence of Student Engagement and Teacher Effectiveness on Grade 7 Students' Academic Performance in Edukasyon sa PAGPAPAKATAO

Christine S. San Juan[1], Rhodora S. Gamboa[2]

[1]Head Teacher II, Nieves Villarica National High School, IGACOS
chrsitine.sanjuan@deped.gov.ph

[2]University of the Immaculate Conception, Davao City
rgamboal@uic.edu.ph

ABSTRACT

This study investigated the influence of student engagement and teacher effectiveness on the academic performance of Grade 7 students in Edukasyon sa Pagpapakatao (EsP) within selected schools in the Island Garden City of Samal, Philippines. The researcher used a descriptive-correlational research design that examined student engagement and teacher effectiveness. Data were gathered using adapted survey questionnaires and the students' academic performance in the first quarter of the subject. It was then analyzed using statistical tools, including the Mean, Standard Deviation, and Spearman's rho. The findings revealed a generally high level of both student engagement and teacher effectiveness in the Edukasyon sa Pagpapakatao subject. However, despite these positive indicators, the statistical analysis demonstrated no significant relationship between either student engagement or teacher effectiveness and students' academic performance. This suggested that, while students were actively involved and teachers were perceived as effective, other factors may play a more crucial role in influencing Edukasyon sa Pagpapakatao achievement. The study concluded by emphasizing the need for further research to explore these additional variables and recommends that educators and stakeholders consider a broader range of influences on student outcomes in values education.

KEYWORDS: *Student engagement, teacher effectiveness, academic performance, correlation, Philippines.*

INTRODUCTION

Academic performance remains a cornerstone of educational success, serving as a vital indicator of student learning outcomes and institutional effectiveness (Behanu, 2011). Moreover, it has been underscored as the central force driving the entire educational system, as it directly reflects the quality of instruction, student engagement, and the overall performance of schools (Abaidoo, 2018). In fact, the success or failure of academic institutions largely depends on their students' academic achievements (Narad and Abdullah, 2016). However, despite these sustained efforts, academic achievement continues to decline, which is both alarming and deeply discouraging (Abaidoo, 2018). To Hill (2010), the continued decline in academic performance is largely attributed to educators' insufficient content knowledge and inadequate pedagogical skills, which significantly hinder effective instruction and student comprehension and ultimately reflect a systemic failure that demands urgent and targeted intervention.

Globally, academic performance in Values Education has been steadily declining. In the United States, this decline has been evident since 1977, particularly in public schools, despite efforts to incorporate character education into both formal and informal instruction (Eskew, 2004; Diggs & Akos, 2016). A major concern among educators is identifying which values should be taught to effectively address complex issues related to race and ethnicity, culture, class, politics, sexuality and gender, and religion, all of which significantly influence academic performance. In Peshawar, Pakistan, internal examination results in Values Education among private school students have remained relatively low, with parenting styles and socio-demographic factors identified as key contributing influences (Muffari, 2022). Similarly, in West Africa, academic achievement at the secondary level has continued to decline since 2009. For the West African Examination Council (2012), the Basic Education Certificate Examination (BECE) results demonstrate this trend: in 2008, 50.21 percent of students passed, rising to 62.16 percent in 2009, but declining again to 49.12 percent in 2010 and further to 46.93 percent in 2011.

In the Philippines, Edukasyon sa Pagpapakatao (ESP), a values education-based subject, has not been given importance by most students in some public schools in Quezon City, leading to skipping classes and resulting in very low academic performance (Salamanca, 2019). However, in other academic areas, such as Mathematics, Science, and English, students' performance is not

particularly high. In fact, among the 58 countries included in the Trends in International Mathematics and Science Study (TIMSS) 2019 report, Grade 4 children had the lowest Math and Science scores. It demonstrates a noticeable decline from 2013 to 2019. (Villegas, 2021). The Math and Science success scores for the Philippines decreased from 358 in 2003 to 297 in 2010 and from 332 in 2003 to 249 in 2010, respectively. According to the OECD (2018), in a different international test, the Southeast Asia Primary Learning Metrics (SEA-PLM) Program 2019 Main Regional Report, just 10 percent of Grade 5 students achieved competency levels in Reading, 2 percent in Writing, and 17 percent in Mathematics. Additionally, the Program for International Student Assessment (PISA) Math results for 2018 showed that Filipino students underperformed, scoring 353 points against the 489 norm.

The regional 2018 National Achievement Test (NAT) results for Grade 10 students show an overall Mean Percentage Score (MPS) of 45.74 percent, indicating that the students' mastery level index is average mastery, which denotes that they performed significantly below the MPS that is considered acceptable (Regional Memorandum, 003, 2019). This finding is addressed in Sobejana's (2016) study, which links educational technology to the academic success of 252 BSIT college students in Davao del Sur. The researcher became interested in conducting the study because the aforementioned students have below-average proficiency in Basic English. However, it was found out that only learner-faculty interaction is significantly correlated with academic performance.

Consequently, in Laguna, Manaig et al. (2024) found a significant positive relationship between teachers' effectiveness, specifically in pedagogy, instructional planning, and assessment, and students' academic achievement in blended learning environments. While the learning environment scored highest, lower ratings in instructional and assessment practices suggest targeted improvements in these areas could enhance overall academic performance. On the one hand, in a study conducted in Surigao del Sur, Nemino (2022) found that female college students performed significantly better than male students, with teacher effectiveness and gender serving as key predictors of academic performance. However, hierarchical regression analysis revealed that gender did not moderate the relationship between teaching effectiveness and academic performance. Underscored by Empasis et al. (2025), the need for continuous innovation in teaching strategies.

It was for this purpose that the researcher embarked on this study, aiming to have a significant societal impact by enhancing students' learning experiences, ultimately leading to improved academic outcomes and personal growth. Exploring the three variables, the student engagement, teacher's effectiveness, and academic performance in Edukasyon sa Pagpapakatao (ESP) among secondary schools in Davao del Norte will help identify effective teachers' teaching practices and student engagement strategies useful for educational reforms and classroom innovations that directly benefit learners. In the long term, these improvements help build a more competent, responsible, and values-driven citizenry capable of positively impacting their communities.

Statement of the Problem

1. What is the level of students' engagement in school in terms of cognitive, behavioral, and affective? What is the level of students' engagement in school in terms of cognitive, behavioral, and affective?
2. What is the level of teacher's effectiveness in terms of subject matter knowledge, instructional planning and strategies; assessment; learning environment; and effective communication?
3. What is the level of students' academic performance in Edukasyo sa Pagpapakatao (EsP)?
4. Is there a significant relationship between: student engagement and academic performance in Edukasyon sa Pagpapakatao; and teacher effectiveness and academic performance in Edukasyon sa Pagpapakatao?

METHODOLOGY

Research Design. The study employed a quantitative, descriptive, correlational design to examine the relationships among student engagement, teacher effectiveness, and academic performance. This approach enabled the researcher to assess the strength and direction of associations between these variables without manipulating them. The study was conducted in the Island Garden City of Samal (IGACOS), Davao del Norte, focusing on Grade 7 students from three public high schools in the city's first district. These schools, classified as large and medium-sized based on student population, were selected for their accessibility, adequate number of Grade 7 learners, and relevance to the study's criteria.

Respondents of the Study. The study involved Grade 7 students from the Island Garden City of Samal for the school year 2024-2025, aged 12 to 13, who were selected for their developmental traits and learning curiosity. Stratified

random sampling was used to ensure representation across sections, and the sample size was calculated using Slovin's formula with a 5 percent margin of error. After the selection, participants were invited to complete a survey.

Research Instruments. This study employed an adapted and validated questionnaire to measure the key constructs. Three instruments were used: the Student Engagement in School Questionnaire (Hart et al., 2011), the School Teacher Effectiveness Questionnaire (Akram, 2018), and students' First Quarter Grades. These instruments were modified to better align with the current and local educational context, ensuring greater relevance and applicability to the study's setting.

Statistical Tools. The study utilized mean, standard deviation, and Spearman's rank correlation coefficient to interpret and analyze the data. The mean represents the central value of the dataset, summarizing the overall data. Standard deviation measures the dispersion of data from the mean, indicating variability. Spearman's rank correlation coefficient determines whether a statistically significant monotonic relationship exists between students' engagement in school and their academic performance in Edukasyon sa Pagpapakatao (EsP), and separately, between teacher effectiveness (ranked) and students' academic performance in EsP. This study was submitted to the Research Ethics Committee of the University of the Immaculate Conception. Upon careful consideration, the study was deemed ethically sound and received ethical clearance to proceed.

RESULTS AND DISCUSSION

Students' Engagement towards ESP in School

Shown in Table 1 is the level of student engagement of Grade 7 students. Its dimensions include the cognitive, behavioral, and affective levels. The result yields an overall mean score of 4.34, which is described as very high, indicating that Student engagement in school is always evident. This means that learners are consistently involved in their academic tasks, demonstrate strong behavioral participation, and exhibit positive emotional connections to learning. Their engagement is clearly visible in both academic and extracurricular contexts, and it appears deeply integrated into their school life. Further, the responses are homogeneous, as indicated by a standard deviation of 0.40.

Table 1
Students' Engagement towards ESP in School

Indicators	Mean	SD	Description
Cognitive Level	4.31	0.69	Very High
Behavioral Level	4.28	0.45	Very High
Affective Level	4.45	0.47	Very High
Overall Mean	**4.34**	**0.40**	**Very High**

Students demonstrated a very high level of engagement across all dimensions. The cognitive level had a mean of 4.31, indicating active mental involvement, particularly in connecting lessons to personal experiences. This suggests that students are intellectually engaged and capable of applying course content in meaningful ways. Further, the behavioral level averaged 4.28, showing strong participation in academic tasks, though slightly lower involvement in school-wide activities. This means students are generally diligent in class-related tasks but less active in extracurricular participation. Furthermore, the affective level was highest at 4.45, reflecting students' strong emotional connection, pride, and enthusiasm for their school. This implies that students have a positive attitude toward school and feel a strong sense of belonging.

Teacher Effectiveness in Teaching ESP

Shown in Table 2 is the level of teacher effectiveness in teaching Edukasyon sa Pagpapakatao (EsP), as measured through five key domains: Subject Matter Knowledge, Instructional Planning and Strategies, Assessment,

Table 2
Teacher Effectiveness in Teaching ESP

Indicators	Mean	SD	Description
Subject Matter Knowledge	4.47	0.53	Very High
Instructional Planning and Strategies	4.50	0.45	Very High
Assessment	4.52	0.42	Very High
Learning Environment	4.65	0.42	Very High
Effective Communication	4.60	0.44	Very High
Overall Mean	**4.55**	**0.38**	**Very High**

Learning Environment, and Effective Communication. The result yields an overall mean score of 4.55, which is described as very high, indicating that

teacher effectiveness is always manifested. This implies that the teaching practices students perceive are consistently strong and manifest across various instructional aspects. Further, the responses are homogeneous, as evidenced by the overall standard deviation of 0.38.

The study revealed very high levels of teacher effectiveness across five key indicators. Subject Matter Knowledge scored a mean of 4.47, reflecting teachers' strong mastery of content and their ability to connect lessons to real-life situations. Instructional Planning and Strategies had a mean of 4.50, indicating effective use of diverse teaching methods that address individual student needs and sustain engagement. The assessment scored 4.52, indicating that teachers use varied and meaningful assessments to monitor progress and motivate improvement. Learning Environment recorded the highest mean of 4.65, demonstrating that teachers create inclusive, well-managed classrooms that support student success. Lastly, Effective Communication got a mean of 4.60, suggesting that teachers use clear, age-appropriate language and encourage active student participation through responsive communication.

Students' Academic Performance in ESP

The results in Table 3 indicate that the overall academic performance of students in Edukasyon sa Pagpapakatao (EsP) during the first quarter is very satisfactory, with an average grade of 88.50, indicating that learners demonstrate very good performance and frequently meet expectations. However, this outcome does not marginally meet the threshold for statistical confidence at the 95% level, suggesting a potential variance or inconsistency across schools.

Table 3
Students' Academic Performance in ESP

Academic Performance (First Quarter)		
Schools	**Average Grade**	**Description**
School A	91.05	Outstanding
School B	84.83	Satisfactory
School C	89.93	Very Satisfactory
Overall Academic Performance	**88.50**	**Very Satisfactory**

While School A achieved an outstanding performance, School B lagged with only a satisfactory performance, possibly contributing to the diminished

overall reliability of the average score. This deviation implies that while performance is generally strong, the data may not be fully generalizable across the population due to variability among schools.

Relationship between Student Engagement and Teacher Effectiveness towards Academic Performance

The findings of Table 4 show that there is no significant relationship between students' engagement and teacher's effectiveness with academic performance in Edukasyon sa Pagpapakatao (EsP), as evidenced by the p-values of 0.34 and 0.74, and r-values of 0.10 and 0.03, respectively. This shows that there is no strong evidence that students' engagement and teacher's effectiveness affect the academic performance of students.

Table 4

Relationship between Student Engagement and Teacher Effectiveness towards Academic Performance

	Academic Performance			
	n	Spearman 's rho	***p***	**Remarks**
Students' Engagement	100	0.10	0.34	Not Significant
Teacher's Effectiveness	100	0.03	0.74	Not Significant

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