

TEACHER Effectiveness, Classroom Climate and Academic Performance in English of Grade 11 STUDENTS

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ABSTRACT

Students' academic performance in English is vital to fulfill the demands of global trends. However, numerous schools worldwide have been experiencing difficulties in their students' academic performance, which may be caused by teacher effectiveness and classroom climate. Specifically, Davao City has low performing students in English. It was observed that most students have limited vocabulary knowledge and difficulty constructing sentences. Moreover, many of them cannot even read English words correctly. This study determined the significant influence of teacher effectiveness and classroom climate on the academic performance in English of Grade 11 students from the secondary schools of Marilog District. Moreover, this study was anchored on the Social Cognitive Theory of Albert Bandura (1986) and the Theory of Educational Productivity by Herbert Walberg (1982). The research is quantitative with a descriptive correlational approach. Further, the study employed two questionnaires, the Teacher Effectiveness Scale in Higher Education (TESHE) and the Classroom Climate Scale. Data showed that the level of teacher effectiveness is always evident and classroom climate is oftentimes evident. However, results also indicated that students' academic performance in English is still in the developing level. It can be inferred that teacher effectiveness and classroom climate do not significantly influence students' academic performance in English. This indicates that factors other than teacher effectiveness and classroom climate could have a substantial impact on the academic performance in English. Therefore, it is recommended that additional research be conducted to identify the variables that could significantly impact students' academic performance in English.

KEYWORDS: *English performance, teacher effectiveness, classroom climate, academic performance, senior high school*

INTRODUCTION

Students' success has always been associated with skills and knowledge. One way to measure these is by looking at their academic performance. Briones et al. (2022) state that academic performance measures student achievement across various academic subjects, including English. In particular, Calixtro (2022) stated that students' academic performance in English is vital to fulfilling global trends' demands. They will have many options to pursue a fulfilling career if they have strong academic English. In fact, Crystal (2018) showed that one billion students are learning English worldwide, and numerous educational institutions offer English courses to produce globally competitive students. However, according to several authors, different schools worldwide have been experiencing academic performance difficulties in English, particularly lack of vocabulary, grammar and pronunciation problems, and poor proficiency.

In Pakistan, Alam and Uddin (2013) stated that as English language students get better at communicating, they still struggle with grammar and correctly constructing sentences when speaking. They also misused the relative pronouns "who, which, whose, and that" in their sentences, presenting another issue. Students did not make these mistakes when honing their writing skills because they needed more time to consider their sentences before writing them down. Meanwhile, In Indonesia, Rahayu (2015), revealed that students' fear of making mistakes, poor pronunciation, ignorance of grammatical patterns, and limited vocabulary mastery are some of the issues they face when speaking English in a daily language program. In addition, in Sulawesi Selatan, Indonesia, Nuraeni (2019) presented that the students faced various challenges, categorized into three main themes: grammatical, pronunciation, and academic writing issues. Likewise, Suryanto and Sari (2015) indicated that students in Indonesia needed help learning English because they had a deficiency in vocabulary, grammatical problems, trouble pronouncing words correctly, and poor speaking and listening skills.

In the Philippines, Leaño et al. (2019) found that indigenous students struggled to articulate their ideas. They had difficulty expressing their feelings about entities using English since this language is already considered their third language. These speaking problems are due to their minimal engagement with English, particularly in oral activities. Lacking early exposure to the English language may cause the weaker intellectual capacity of indigenous learners to acquire skills to speak English.

Further, as reported by Jumud (2022), during the conduct of Pedagogical Retooling in Mathematics, Languages, and Science for Junior High School untrained teachers, the National Achievement Test Result (NAT) in the

Division of Davao City showed a low level in the mean percentage score in English during the School Year 2021-2022. One of its schools, Marilog National High School, has low-performing students in English.

In light of these realities, to the researcher's knowledge, only few studies have examined how teacher effectiveness and classroom climate influence students' academic performance, particularly in English. Additionally, the researcher has yet to locate papers that give data on all three factors from the same geographical region. And, since some identified schools in Davao City showed a low academic performance in English, examining factors such as teacher effectiveness, classroom climate, and students' academic performance in English is necessary to address the problem.

Moreover, this research aimed to fill this information vacuum by investigating the dynamics at play between the quality of classroom instruction and learners' success. The study's results would aspire to help English teachers better understand the methods and techniques they should develop to meet their students' unique academic requirements. Also, this study's findings would be disseminated to public and private institutions to equip teachers to foster productive learning environments for their students. Moreover, the results of this study will be shared to different forums and will be published internationally.

This study is anchored on the Social Cognitive Theory of Albert Bandura (1986) and the Theory of Educational Productivity proposed by Herbert Walberg (1982). The theory is correlated to the first independent variable, teacher effectiveness, because students' acquired knowledge, skills, and performance in English depend on what they previously learned from their English teachers. Since students see English teachers as role models, they observe, imitate, and follow these teachers who have a significant social influence on them.

Also, the theory is associated with the second independent variable since the social context, specifically the classroom climate influences students' academic performance in English. The interaction between English teachers and students, among students, environment, and behavior all create the classroom climate and eventually affect learning.

METHODS

Research Design

The design of this research was quantitative in nature, particularly descriptive-correlational. According to Creswell (1994), quantitative research collects numeric data from many people using instruments with preset questions and responses to explain how one variable affects another. The present study

determined how teacher effectiveness and classroom climate influence students' academic performance in English. Meanwhile, Descriptive-Correlational design determines if two or more variables influence each other (Creswell, 1994). The researcher used correlational statistics to describe and measure the degree of relationship between teacher effectiveness and academic performance, and classroom climate and academic performance, and that any changes to the environment relevant to the study will not be caused by the researcher directly interacting with it.

Respondents

The respondents of the study consisted 169 Grade 11 students from School A, 73 Grade 11 students from School B, and 50 Grade 11 students from School C with a total of 292 Grade 11 Senior High School students enrolled in the Academic Year 2023-2024. The study utilized cluster sampling in choosing the respondents who were appropriate to the nature of the study. The inclusion criteria limits that the respondents must be Grade 11 students with an Oral Communication subject. Second, they must be enrolled in Schools A, B, and C for the Academic Year 2023-2024.

RESULTS AND DISCUSSION

Level of Teacher Effectiveness

Table 1 presents the level of teacher effectiveness as measured in four indicators: teaching-related behavior, subject matter expertise, relational expertise, and personality. Based on the table, the teacher effectiveness level is “very high”, with an overall mean of 4.32, which indicates that the teacher effectiveness level as perceived by Grade 11 students is always evident. The category mean value of all indicators under teacher effectiveness ranges from 4.26 to 4.58. This result affirms the study of Akram (2019) who found that students believed that their English teachers frequently showed effectiveness in the classroom. Also, Agsalud (2017) found that teachers' level of teaching effectiveness is very high, indicating that they are certified professionals with the highest level of education and employment eligibility.

Table 1

Level of Teacher Effectiveness

Indicators	Mean	Description
Relational Expertise	4.58	Very High

Teaching-Related Behavior	4.26	Very High
Overall mean	4.32	Very High

Among the four indicators, relational expertise has the highest category mean of 4.58, interpreted as "Very High", which means that the teachers have strong interpersonal skills. This result is supported by the study of Leaming (2020) who found that a teacher possessed several qualities, including patience, kindness, a sense of fun, supportiveness, and understanding. Moreover, Padillo et al. (2021) found that teachers cultivate a learning atmosphere with kindness that is free from intimidation or fear. Conversely, the category mean for teaching-related behavior is the lowest at 4.26, but is still considered "Very High." This is supported by the study of Pajarillo-Aquino (2019) who revealed that the teacher follows fair procedures and rules in the school.

Level of Classroom Climate

Table 2 displays the degree of classroom climate assessed by four indicators: physical environment, teacher-student interactions, peer relationships, and teachers' orientation towards learning. According to the table, the classroom climate level is "High," with an overall mean of 4.15 which implies that the classroom climate level as perceived by Grade 11 students is oftentimes evident. This result is supported by the study of Gentova and Madrigal (2020) who discovered that the degree of classroom climate is high as perceived by the students in public school. Hikmawati (2018) revealed that the classroom climate in the tenth grade was high.

Table 2

Level of Classroom Climate

Indicators	Mean	Description
Teachers' Orientation Towards Learning	4.25	Very High
Peer Relationships	4.02	High
Overall mean	4.15	High

Among the four indicators, teachers' orientation towards learning received the highest category mean of 4.25, described as "Very High." This indicates that teachers demonstrate a commendable commitment to facilitating learning. In contrast, the indicator peer relationships had the lowest category

mean of 4.02, interpreted as "High." This finding shows positive engagement between peers or classmates in class. They exchange ideas well, get along with one another, and collaborate in doing tasks. The finding suggests that issues in the classroom are resolved through pleasant and proper communication. In the study of Polat (2009), it was found that proper communication resolves conflicts in the classroom. Similarly, according to Valente et al. (2022), responsible decision-making, cooperation, and good communication resolve problems or conflicts among students.

Level of Academic Performance in English

Table 3 presents the level of academic performance of Grade 11 students in English combined among three schools in the same cluster as measured in two indicators: General Scholastic Average and Proficiency Level. Based on the table, the level of academic performance has an overall mean of 77.76%. This finding indicates that students are still at the "Developing" level (second to the lowest), meaning they have merely acquired basic knowledge, abilities, and fundamental understandings. This result is supported by the study of Capinding (2021) who discovered that students' academic performance ranges from 75-79% in the first and second semester. This means that students are at the fair or developing level. Likewise, Urmatan (2021) found in his study that students' academic performance in English is "fairly satisfactory" or in "developing level" only ranging from 75-79%.

Specifically, the General Scholastic Average in School A is 81.25%, School B is 74.13%, and School C is 96.85% which resulted in a category mean of 84.08% interpreted as "approaching proficiency." Cano (2022) found that the academic performance or average grades of Grade 11 and 12 HUMSS learners exposed to traditional face-to-face learning modality were both considered "approaching proficiency." Also, Ensoy and Lavega (2015) revealed that the majority of students performed averagely equivalent to "approaching proficiency" as indicated by their grades. On the other hand, the Proficiency Level of School A is 61.54%, School B is 85.16% and School C is 67.58% which is equivalent to a category mean of 71.43% interpreted as "beginning." In the study of Leyaley (2016), students were labeled as "Beginners." A "silent stage" may be experienced by students at the beginning language competency level, during which they are unable to comprehend or generate English independently.

Table 3

Indicators	Category Mean	Description
General Scholastic Average	84.08%	Approaching Proficiency
Proficiency Level	71.43%	Beginning
Overall mean	77.76%	Developing

Significance of the Relationship of Teacher Effectiveness and Classroom Climate to Academic Performance in English

As to the teacher effectiveness and students' academic performance in English, the p-value is .445, which is insignificant. This means that the effectiveness of the teacher does not significantly affect the students' academic performance in English. This finding is supported by Akiri and Ugborugbo (2009) who revealed no significant difference in the average performance of students taught by ineffective and highly effective teachers. In contrast, the result opposes the findings of Akram (2019) who revealed that a moderate substantial positive correlation exists between students' academic performance and teacher effectiveness. Meanwhile, the relationship between classroom climate and academic performance resulted in a p-value of .655, indicating that the relationship is not statistically significant. This result implies that the students' academic performance in English is not significantly affected by the classroom climate they are in. In their study, Peters and Corrales (2019) discovered no statistically significant positive correlation between a student's perception of the material surrounding the classroom climate component and their academic performance. Also, Randelović and Dimić (2019) found that there is no statistically significant relationship between the key components of classroom climate (emotional climate, teacher-student interaction, social climate, fear of failure) and academic performance.

Significance of the Influence of Teacher Effectiveness and Classroom Climate on the Academic Performance in English

Table 5 shows the result of the regression analysis, which demonstrates the impact of teacher effectiveness and classroom climate on the academic performance in English. All the examined variables have no significant influence on the academic performance in English at a p-value greater than .05. Further,

the regression model, with an r^2 value of .002 indicates 0.2% of the variation in academic performance can be explained by the combined influence of teacher effectiveness and classroom climate influence. However, it is important to note that there are other factors not included in the study that may account for the remaining 99.8% of variation in academic performance. This result negates Social Cognitive Theory of Albert Bandura (1986) and Walberg's (1982) Theory of Educational Productivity as students' academic performance is not significantly influenced by teacher effectiveness and classroom climate contradicting to their claims that teachers and classroom climate are part of the students' social and learning environment which significantly affect their performance.

CONCLUSION

The findings indicate that the level of teacher effectiveness is very high. This suggests that teachers who exhibit appropriate teaching behavior, possess subject-matter expertise, maintain harmonious relationships with students and others, and have good personalities are always evident. In addition, it is determined that the classroom climate is high, as seen by the favorable portrayal of the students' physical setting, interactions between teachers and students, relationships among peers, and teachers' orientation towards learning. This indicates that the students are delighted with the climate of the classroom they are currently in. Further, since academic performance of grade 11 students in English is at a developing level, it means that students have only obtained minimal information, skills, and core understandings, which implies that they need support when doing actual tasks. Finally, the results indicated that there is no significant correlation between teacher effectiveness and academic performance in English, as well as between classroom climate and academic performance in English. Thus, it can be inferred that the teacher and classroom climate factors are not the primary reasons for the students' low academic performance in English. This shows that other factors could have a substantial impact on the students' academic performance in English.

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