

Teachers' Instructional Practices and Its Effects on Students' Academic Performance

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Abstract— The principal aim of the researcher was to test the impact of instructional practices of teachers on students' academic performance. To achieve this aim, the researcher used a sample size of 55 teachers and 295 students in private schools in the City of Meycauayan, Bulacan during the school year 2018-2019. The primary data gathering tools used in the study was a standardized questionnaire Instructional Practices Survey adopted from Valentine (2000) on determining teachers' instructional practices and a documentary analysis from DepEd Order no.8, s. 2013 also known as the Classroom E-Record to determine the point average of the respondents' status of academic performance. The collected data were analyzed and treated statistically through the use of Statistical Packages for Social Sciences (SPSS). Results revealed that the instructional practices affect the students' academic performance in English, Mathematics, Science, Filipino, and Araling Panlipunan to a varying extent. This means that for every unit improvement in the instructional management practices mentioned could generate a certain increase in students' academic performance. The analysis of variance revealed a greater value than the significance level set at 0.05. We cannot reject the null hypothesis. We may safely conclude that the planning, teaching, and assessment practices of the teachers did not produce significant combined effects on the academic performance of students on the five content subjects in the curriculum. The study recommended that school principals may conduct frequent teachers' assessment, training needs assessment to identify the needs of teachers in terms of their profession.

Keywords—Teachers' Instructional Practice, Students' Academic Performance, Descriptive-correlational Study

I. INTRODUCTION

Teachers use instructional strategies to help students become more independent and tactical learners. These strategies become effective learning strategies when students handpicked the suitable ones and use them to complete tasks. Instructional strategies can stimulate students and help them concentrate and merge information for understanding and remembering [1].

Even as research documents that teachers matter, there is less certainty about the attributes of teachers that make the most difference in raising student achievement [2]. A study showed a promising result in professional and personal attributes and qualities of teachers [3][4]. A handful of individuals have explored whether instructional practices predict student academic achievements. In a particular study, the writers ask what classroom practices differentiate teachers with a high impact from those with a lower impact on student achievement in middle school. The investigators found evidence that high value-added teachers have a different profile of instructional practices than the low value-added ones. The differences were significant for practices, including explicit strategy instruction.

From another study's perspective, the collection and documentation of evidence of students' performance in the classroom is a fundamental component of formative instructional practices. This is also essential for ensuring student success. From the study, the proponents described multiple methods of collecting and documenting evidence of students' academic performance in the classroom. In the study the proponents described the methods which include behavioral observations, rubrics, recording devices, curriculum-based outcome measures, goal-attainment scaling, and graphing performance [5]. Talk about how teachers can use data derived from these assessment methods to make an instructional decision is provided. Another research examined how contextual knowledge and reading accomplishment moderate the effects of a validated intervention [6].

This study's primary focus is on the effects of teachers' instructional practices on students' academic performance. The study sought to answer the following questions:

1. How may the teachers' instructional practices be described in terms of the following indicators:
 - 1.1. planning practices;
 - 1.2. teaching practices; and,
 - 1.3. assessment practices?

2. What is the profile of the students' academic performance of students in the following course subjects:
 - 2.1. English;
 - 2.2. Mathematics;
 - 2.3. Science;
 - 2.4. Filipino; and,
 - 2.5. Araling Panlipunan?
3. Do teachers' instructional practices significantly affect students' academic performance?
4. What management implications can be drawn from the findings of the study to further improve the instructional practices of teachers?

This paper is organized as follows, Section I include the introduction of the study, Section II contains the related works cited in the manuscript, Section III contains the method of the study, Section IV covers the results and discussion of the study, and Section V involves the conclusion and future scope of the study.

II. RELATED WORK

The passage of No Child Left Behind made the data-driven decision making become one of the central foci in schools. This is to achieve and maintain sufficient levels of student academic performance. In the past years, establishing of early childhood education is important and well established. They viewed that language and literacy proficiency in the past years as a leading indicator in children's educational development. This provides schools with the preliminary signs of improvement towards academic achievement. In an article, it described a concept for improving instructional preparation and student outcomes for early childhood language and literacy. This is with the use of data-driven decision making. [7]

Open-ended surveys, transcribed interviews, and lesson plans were coded and analyzed through open and axial coding to generate themes in a study [8]. The findings showed a need for a systematic approach to professional development on differentiated instructional strategies to improve educational growth for students with disabilities. The recommended professional development may contribute to positive social change by increasing co-teachers' impact on the learning environment for special needs students. Related studies have shown positive and general agreement on the perspective of professional development of teachers in different avenues of organization in the academic institutions [9][10][11] This increased impact may lead to higher graduation rates and more self-sufficiency among students. They associated the practices of integrated instruction and the use of abundant texts and resources with the change in achievement [12]. Another study showed a negative association on basal emphasis and comprehension instruction with achievement change from a group of primary school children. The study also provided interpretation, considering existing models of integrated instruction. In addition, the investigators provided enlightenment in the roles of teacher knowledge

in achievement and learning. Also, from survey respondents rated the work attitudes of teachers in terms of efficacy, community, and professionalism very high [13].

From the previous researches, researchers showed that problem-solving skills of students may decide their last exam performance. This is because of the significant difference in student performance in summative assessment tasks with effective perceived problem-solving skills [14]. Besides, students who lack problem-solving skills would see the problems as a threat or a burdensome task to solve. This will lead them to have low confidence in their problem-solving capabilities. The authors also provided implications for educational practice and/or policy: The findings revealed that it is possible to classify students based on problem-solving skills, to achieve prospects to increase student learning based on constructivist learning theory. Assessing student problem-solving skills levels may benefit instructors to improve instructional interventions to increase student academic self-efficacy in learning programming.

However, a current study revealed no effect in the class level of either prior background knowledge or reading success on student content knowledge attainment or content reading understanding results. Classes with variable levels of background knowledge and reading accomplishment executed in promoting adolescents' comprehension of text (PACT) instruction. This finding resulted from the assistances of the PACT instruction found on content knowledge acquisition [5].

Through these gaps found in related studies boarding on the effects of instructional strategies and techniques on students' development and wellness, the researcher purports to evaluate the impact of instructional practices on students' academic performance in another research environment in private elementary schools in the City of Meycauayan, Bulacan.

III. METHODOLOGY

The researchers made use of the descriptive-correlational method of research since this is concerned with the description of the independent and dependent variables. A correlational research design comprises collecting data to determine whether, and to what extent, an effects exist between two or more independent variables and dependent variable [15]. Specifically, this study aims to know if the teachers' instructional practices affect students' academic performance or not.

The primary data gathering tools used in the study was a standardized questionnaire on determining teachers' instructional practices and a documentary analysis from DepEd Order no.8, s. 2013 also known as the Classroom E-Record to determine the point average of the respondents' status of academic performance.

The respondents of the study comprised 55 teachers and 295 students during the school year 2018-2019. For the

sample of the study, the researchers used convenience sampling technique.

To gather the information for this study, the researcher adopted a standardized questionnaire to describe the teachers’ instructional practices. We divide the Instructional Practices Survey into three dimensions: planning strategies, instructional strategies, and assessment practices. It comprised thirty-nine (39) descriptive indicators divided into each dimension. There are ten (10) questions for planning strategies while five (5) questions for instructional strategies and eight (8) questions for assessment practices. Meanwhile, the DepEd Order no.8, s. 2013 also known as the Classroom E-Record was used to determine the point average of the respondents’ status of academic achievement.

The mode of the gathering was the questionnaire method. In gathering the data, the researcher will follow the following procedures:

1. A letter was sent to the school principals and administrators of the selected private elementary schools in the City of Meycauyan, Bulacan to seek permission to conduct the study.
2. With the approval of the school principals and administrators, the researchers then distributed the questionnaires to the respondents personally.
3. The researchers collected the questionnaires from the respondents and checked whether they answered all questions.

IV. RESULTS AND DISCUSSION

Teachers’ Instructional Practices

Instructional practices are techniques that teachers use to help students become independent and strategic learners. These strategies become learning strategies when students select the ones and use them to accomplish tasks or meet goals. In this study, instructional practices were used to describe planning strategies, instructional strategies, and the assessment practices of teachers. Instructional practices are about ongoing interaction between teachers and their students through the elements of teaching and learning [16]. We can understand the concept as all the actions performed by the teacher to create and maintain a learning environment that enables successful instruction. This includes a diversity of techniques, like organizing the physical environment, creating rules and procedures, preserving students’ attention to lessons, and commitment in activities. Instructional practices are a matter of concern among teachers everywhere. From a fresh perspective, we should consider cognitive development as the basis for groupings of students in all curriculum levels. [17]

Table 1. Instructional Practices in terms of Planning Practices

Indicators	Mean	Interpretation
1. When I design my lesson, I consciously select content that needs the district’s curriculum competencies, and/or performance standards	4.44	Frequently

2. When I design my lesson, I consciously select instructions materials based upon my knowledge of my student’s development needs and learning styles	3.91	Frequently
3. When I design my lesson, I consciously select methods and strategies that accommodate individual needs and interest of specific students	3.65	Frequently
4. When I design my lesson, I consciously prepare lessons with high expectations designed to challenge and stimulate all students	3.39	Occasionally
5. When I design my lesson, I consciously consider how to build upon my student’s existing knowledge and experiences	3.47	Occasionally
6. When I design my lesson, I consciously consider how to create active learning experiences for my students	3.52	Frequently
7. When I design my lesson, I consciously consider how to create cooperative learning experiences for my students	3.59	Frequently
8. When I design my lesson, I consciously designs lessons that require integration of content from more than one content area	3.50	Frequently
9. During each lesson, I move among the students, engaging individually and collectively with them during the learning experiences	3.52	Frequently
10. During each lessons, I consciously implement a teaching strategy that stimulates higher-order thinking skills	3.59	Frequently
Average	3.66	Frequently

We may glean in Table 2 that the teachers’ instructional practices in terms of planning practices were “frequently” as shown by the average score of 3.66. They displayed this practice in the following behaviors of teachers whenever they design their lesson. The highest mean score went to statement 1 with a corresponding Likert interpretation of “frequently”. Statement 4 got the lowest mean score with a corresponding Likert interpretation of “occasionally”.

Table 2. Instructional Practices in terms of Teaching Practices

Indicators	Mean	Interpretation
1) During each lesson, I create social interaction among students that enhances learning by requiring students to work as a team with both individual and group responsibilities	4.00	Frequently
2) During each lesson, I vary the size and composition of learning groups	3.85	Frequently
3) During each lessons, I discuss with my students the importance of courtesy and respect and consciously model for my students the types of personal behaviors that promote responsibility and social development among early adolescents	3.74	Frequently
4) During each lesson, I consciously implement two or more learning activities	3.70	Frequently
5) During each lesson, I consciously implement a learning activity that requires students to read or write in my content area	3.65	Frequently
Average	3.79	Frequently

Data analysis in Table 3 showed that the teachers' instructional practice to teach practices is interpreted as "frequently" as shown by the average score. Statement 1 garnered the highest mean score of 4.00 which is interpreted as "frequently" in the Likert scale. However, statement 5 got the lowest mean score but still got the same Likert interpretation of "frequently".

The original strategies and methodologies used by teachers in their day-to-day activity may affect the academic performance of their students. Indexes constructed to summarize how teachers address unfamiliar teaching tasks can quantify the teaching activities' associations with academic results. As mathematics and science are taught by two different teachers at the eighth grade, the results may reveal whether the original strategies used by teachers influence the results of their students. The two other strategies, passive teaching and active assessment, were more often negatively associated than positively associated with student achievement [18]. By providing open-ended questions by the teacher to the class, focusing on performance tasks and associating and differentiating unique perspectives were the most beneficial teaching strategies to foster students' critical thinking skills [19].

Table 3. Instructional Practices in terms of Assessment Practices

Indicators	Mean	Interpretation
1) Conducts pre-test/diagnostic test	4.30	Frequently
2) Keeps and updates class record	4.52	Always
3) Prepares TOS based tests	3.30	Occasionally
4) Uses rubrics when and where applicable	3.50	Frequently
5) Uses written work, Performance tasks, and Quarterly Assessment adequately in evaluation of outcomes	4.55	Always
6) Evaluates learning outcomes through varied means	4.33	Frequently
7) Assists students who are hard-up by re-teaching and remedial	4.26	Frequently
8) Improve learners' achievement level (considers MPS and median)	4.29	Frequently
Average	4.13	Frequently

A closer look at Table 3 would reveal that the teachers' instructional practice regarding assessment practices. As seen, statement 2 got the highest means core with a corresponding interpretation of "always" in the Likert scale. Statement 3 got the lowest mean score of 3.30 which is interpreted as "occasionally" in the Likert Scale. We interpreted the overall average mean score as "frequently" in the Likert scale.

In relation, a study attempted to investigate assessment practices and factors for Grade 8 students score disparity in Regional versus Teacher-made exams. The results showed that teachers applied the traditional pyramid of assessment procedures. The proportion of assessment of learning (Summative Assessment) dominates assessment as learning and assessment for learning. These are vital for better learning and performance. The correlation between students' scores in Regional versus Teacher-made exams was positive but very much lower than the absolute positive correlation coefficient value [20].

Another study also revealed that the experimental group in which they performed the formative assessment practices had a higher academic achievement level and better attitudes toward the class than the students did in the control group. Although the formative assessment had a positive effect regarding the students' self-regulation skills, there was no significant difference found between the experimental and control groups [21].

Students' Academic Performance

Different factors determined students' academic performance like personal factors of the students, school-related factors, and most teacher-related factors. In this view, this highlights the factors related to teachers' pedagogy, style, efficacy, and the likes.

Table 4. Academic Performance in English

Indicators	Frequency	Percentage
90 – 100 (Outstanding)	76	49.0
85 – 89 (Very Satisfactory)	41	26.5
80 – 84 (Satisfactory)	27	17.3
75 – 79 (Fairly Satisfactory)	11	7.1
74 and below (Did not meet Expectations)	0	0.0
Total	155	100.0

Table 4 showed the frequency distribution of the academic performance of the students in English. As observed, there are more students who fall under the category of "outstanding" in terms of their performance on the subject of English. This means that somehow these students excel that much in their class, standing for the subject of English. It is notable that no students belonged to "did not meet expectations" so the class is heterogeneous.

Table 5. Academic Performance in Mathematics

Indicators	Frequency	Percentage
90 – 100 (Outstanding)	67	43.3
85 – 89 (Very Satisfactory)	48	31.1
80 – 84 (Satisfactory)	26	16.8
75 – 79 (Fairly Satisfactory)	14	9.0
74 and below (Did not meet Expectations)	0	0.0
Total	155	100.0

Analysis of data in Table 5 presented the students' academic performance in Mathematics. As seen, it is interesting to note that there are more students who perform "outstanding" in the subject of Mathematics. Also, there are no students that "did not meet expectations" in the same subject.

A study showed that a sense of belonging at school, instrumental motivation for mathematics, mathematics, self-efficacy, and attitudes toward school to learn outcomes and learning activities are predictors of teacher support in Turkey. It was predicted that teacher support has different set of variables. These include mathematics teacher's instructional strategies, teacher behavior in terms of student orientation, interest in mathematics, attitude toward school to learn outcomes, mathematics self-efficacy, and educational resources at home [22].

Table 6. Academic Performance in Science

Indicators	Frequency	Percentage
90 – 100 (Outstanding)	75	48.4
85 – 89 (Very Satisfactory)	40	25.8
80 – 84 (Satisfactory)	31	19.9
75 – 79 (Fairly Satisfactory)	9	5.6
74 and below (Did not meet Expectations)	0	0.0
Total	155	100.0

Table 6 revealed the frequency distribution of the academic performance of the students in Science subject. As observed, again, there are more students who are performing outstandingly in their Science classes. It is also important to note that no student belonged to “did not meet expectations” which means everyone is trying their best to perform at their best in their class.

Table 7. Academic Performance in Filipino

Indicators	Frequency	Percentage
90 – 100 (Outstanding)	75	48.4
85 – 89 (Very Satisfactory)	40	25.8
80 – 84 (Satisfactory)	31	19.9
75 – 79 (Fairly Satisfactory)	9	5.6
74 and below (Did not meet Expectations)	0	0.0
Total	155	100.0

Table 7 showed the performance of students on the subject of Filipino. As described, there are more students who were “outstanding” in their class performance in the subject. It is also notable to mention that there is no student to “did not meet the expectations” for the said subject, considering that this is a local and national language of the country.

Table 8. Academic Performance in Araling Panlipunan

Indicators	Frequency	Percentage
90 – 100 (Outstanding)	78	50.5
85 – 89 (Very Satisfactory)	42	27.2
80 – 84 (Satisfactory)	27	17.4
75 – 79 (Fairly Satisfactory)	8	4.5
74 and below (Did not meet Expectations)	0	0.0
Total	155	100.0

Data analysis in Table 8 showed the frequency distribution of the academic performance of the students in the subject Araling Panlipunan. As seen, there are more students belonging to the “outstanding” category than the other categories on the table. Also, there are no students which fall under the category of “did not meet the expectations.”

Overall, the study found that the respondents have an “outstanding” performance in their respective subjects. And the rest who did not perform outstandingly fell under the categories of “very satisfactory” and “satisfactory”. And there are no students who belonged to the category of “did not meet expectations”.

Effects of Instructional Practices on Students’ Academic Performance

In this study, we hypothesized that teachers’ instructional practices do not affect students’ academic performance. To determine the extent of effects of instructional practices of

teachers on the academic performance of teachers, we subjected the data to multiple correlations and regression analysis.

Table 9. Regression Analysis of Instructional Practices on Academic Performance in English

Variables	B	Std. Error	Beta	t	Sig.
(Constant)	69.563	7.398		9.402	0.000
Planning Practices	0.528	2.433	0.037	0.217	0.829
Teaching Practices	0.781	2.368	0.058	0.33	0.743
Assessment practices	3.155	1.715	0.26	1.839	0.071
R-squared = .099					
F-value = 2.270					

Results of the regression analysis in Table 10 showed that all the three variables of instructional practices affect the students’ academic performance in English in varying extent as shown by the got B Coefficients 0.528 (planning practices), 0.781 (teaching practices), and 3.155 (assessment practices). This means that for every unit improvement in the instructional management practices mentioned could generate a 0.52, 0.78, and 3.15 increases on students’ academic performance in English. A closer look at the got Beta Coefficients, one could deduce that of the three instructional practices, it was the assessment practices that exert a greatest influence (Beta=0.26) on the academic performance in English.

Results of analysis of variance revealed an F ratio equal to 2.270 with an associated probability equal to .089. Since the p value is greater than the significance level set at 0.05, we cannot reject the null hypothesis. We may safely conclude that the planning, teaching, and assessment practices of the teachers did not produce significant combined effects on the academic performance of students in English.

Table 10. Regression Analysis of Instructional Practices on Academic Performance in Mathematics

Variables	B	Std. Error	Beta	t	Sig.
(Constant)	65.988	7.065		9.34	0
Planning Practices	3.023	2.323	0.221	1.301	0.198
Teaching Practices	0.716	2.262	0.055	0.317	0.753
Assessment practices	1.486	1.638	0.127	0.907	0.368
R-squared = .117					
F-value = 2.749					

Analysis of data in Table 11 revealed that all the three variables of instructional practices affect the students’ academic performance in Mathematics in varying extent as shown by the got B Coefficients 3.023 (planning practices), 0.716 (teaching practices), and 1.486 (assessment practices). This means that for every unit improvement in the instructional management practices

mentioned could generate a 3.02, 0.71, and 1.48 increases on students' academic performance in Mathematics. A closer look at the got Beta Coefficients, one could deduce that of the three instructional practices, it was the planning practices that exert a greatest influence (Beta=0.22) on the academic performance in Mathematics.

Results of analysis of variance revealed an F ratio equal to 2.749 with an associated probability equal to .050. Since the p value is greater than the significance level set at 0.05, we cannot reject the null hypothesis. We may conclude that the planning, teaching, and assessment practices of the teachers did not produce significant combined effects on the academic performance of students in Mathematics.

Table 11. Regression analysis of Instructional Management on Academic Performance in Science

Variables	B	Std. Error	Beta	t	Sig.
(Constant)	68.104	6.598		10.323	0
Planning Practices	0.639	2.17	0.049	0.294	0.769
Instructional Practices	1.463	2.112	0.12	0.693	0.491
Assessment practices	2.917	1.53	0.263	1.907	0.061
R-squared = .138					
F-value = 3.295					

It may be gleaned in the Table 12 that all the three variables of instructional practices affect the students' academic performance in Science in varying extent as shown by the got B Coefficients 0.639 (planning practices), 1.463 (teaching practices), and 2.917 (assessment practices). This means that for every unit improvement in the instructional management practices mentioned could generate a 0.63, 1.46, and 2.91 increases on students' academic performance in Science. A closer look at the got Beta Coefficients, one could deduce that of the three instructional practices, it was the assessment practices that exert a greatest influence (Beta=0.26) on the academic performance in Science.

Results of analysis of variance revealed an F ratio equal to 3.295 with an associated probability equal to .026. Since the p value is greater than the significance level set at 0.05, we cannot reject the null hypothesis. We may conclude that the planning, teaching, and assessment practices of the teachers did not produce significant combined effects on the academic performance of students in Science.

Table 12. Regression Analysis of Instructional Practices on Academic Performance in Filipino

Variables	B	Std. Error	Beta	t	Sig.
(Constant)	70.39	5.715		12.32	0
Planning Practices	0.503	1.879	0.045	0.268	0.790
Teaching Practices	1.568	1.83	0.147	0.857	0.395
Assessment practices	2.412	1.325	0.251	1.82	0.074
R-squared = .143					
F-value = 3.443					

Table 13 depicted that the three variables of instructional practices affect the students' academic performance in Filipino in varying extent as shown by the got B Coefficients 0.503 (planning practices), 1.568 (teaching practices), and 2.412 (assessment practices). This means that for every unit improvement in the instructional management practices mentioned could generate a 0.50, 1.56, and 2.41 increase on students' academic performance in Filipino. A closer look at the got Beta Coefficients, one could deduce that of the three instructional practices, it was the assessment practices that exert a greatest influence (Beta=0.25) on the academic performance in Filipino.

Results of analysis of variance revealed an F ratio equal to 3.443 with an associated probability equal to .022. Since the p value is greater than the significance level set at 0.05, we cannot reject the null hypothesis. We may conclude that the planning, teaching, and assessment practices of the teachers did not produce significant combined effects on the academic performance of students in Filipino.

Table 13. Regression Analysis of Instructional Practices on Academic Performance in Araling Panlipunan

Variables	B	Std. Error	Beta	t	Sig.
(Constant)	78.53	6.534		12.02	0
Planning Practices	0.833	2.149	0.068	0.388	0.699
Teaching Practices	0.494	2.092	0.043	0.236	0.814
Assessment practices	2.254	1.515	0.215	1.488	0.142
R-squared = .053					
F-value = 1.154					

It may be perused in Table 14 that the three variables of instructional practices affect the students' academic performance in Araling Panlipunan in varying extent as shown by the got B Coefficients 0.833 (planning practices), 0.494 (teaching practices), and 2.254 (assessment practices). This means that for every unit improvement in the instructional management practices mentioned could generate a 0.83, 0.49, and 2.25 increases on students' academic performance in Araling Panlipunan. A closer look at the got Beta Coefficients, one could deduce that of the three instructional practices, it was the assessment practices that exert a greatest influence (Beta=0.21) on the academic performance in Araling Panlipunan.

Results of analysis of variance revealed an F ratio equal to 1.154 with an associated probability equal to .335. Since the p value is greater than the significance level set at 0.05, we cannot reject the null hypothesis. We may conclude that the planning, teaching, and assessment practices of the teachers did not produce significant combined effects on the academic performance of students in Araling Panlipunan.

V. CONCLUSION

Based from the findings of the study, we drew the following conclusions: first; the instructional practices of

teachers were described as “frequently”; second, the status of the academic performance of the students was shown as “Very Satisfactory” however for Filipino subject, students got a “Satisfactory” rating which showed that teachers could bring about desired outcomes of the student engagement and learning process; third, the teachers’ instructional management practices in terms of planning, teaching, and assessment practices affect the students’ academic performance in varying extent but did not produce a significant combined effect; fourth, significant management implications were drawn from the findings of the study: (1) the challenge to exert more active engagements to their teachers through proper mentoring and coaching, (2) the call to maintain good and harmonious relationship with the students by giving them more avenues for learning, (3) the challenge to showcase intellectual and motivational supports to teachers in improving their planning and teaching practices. (4) the enhancing of teachers’ competencies by intensifying faculty development program which may define the vision-mission statement of the school, in providing good and quality education.

Based from the findings and conclusions of the study, the researchers offer the following scope for future research: (1) reward and incentive system to encourage teachers to further pursue their education, (2) look for steps in attaining or achieving a better academic performance for students, (3) teachers’ assessment, training needs assessment to identify the needs of teachers in terms of their profession, and (4) research-based management implications drawn from the study.

For the limitation of the study, first, is the population sample. We suggest considering a larger number of teachers and students to be involved to make the result more justifiable and reliable. Next, the respondents should also include other students from the neighboring provinces or region. In addition, the study is a surveyed type, we suggest considering a unique research design like that of a mixed method and trying to triangulate the variables of the study. This study also needs a more sophisticated statistical treatment like confirmatory factor analysis or structural equation modelling.

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