

# Teachers Efficacy and Learners Academic Performance in the Division of El Salvador City

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## **Abstract**

This study explored the significant relationship between teacher efficacy and learners' academic performance, a crucial topic in the field of education. Understanding how teacher beliefs and effectiveness impact student outcomes is essential for developing effective teaching strategies and fostering an environment conducive to learning. The study examined teacher efficacy across several domains, including content knowledge and pedagogy, learning environment, learner diversity, curriculum planning, assessment, community linkages, and professional development. It also assessed learners' academic performance in Mathematics, Science, and English. Using descriptive statistics and Pearson Product Moment Correlation Coefficient, the study analyzed data from Grade 3 to Grade 6 teachers in the Division of El Salvador City during the School Year 2022–2023. Total population sampling was used to ensure comprehensive data collection. Results showed that teachers exhibited high levels of efficacy, and learners demonstrated very satisfactory academic performance. A significant positive correlation was found between teacher effectiveness and student academic outcomes. The findings concluded that teacher efficacy plays a vital role in enhancing learners' academic achievement. To further improve performance, it is recommended that teachers actively engage in professional development activities such as seminars, workshops, and training programs to strengthen their skills and effectiveness in the classroom.

**Keywords:** Teachers Efficacy, Academic Performance

## **1. Introduction**

Learners' academic performance is influenced by a variety of factors, including personal challenges, learning difficulties, and the effectiveness of their teachers. In the Division of El Salvador City, addressing these challenges through early intervention, individualized support, and strong home-school collaboration has proven vital to improving student outcomes. Teacher effectiveness shaped by subject mastery, instructional strategies, classroom management, and openness to professional development has a significant impact on learners' motivation, engagement, and academic achievement. Ineffective teaching practices, poor communication, and resistance to growth can hinder student progress, while dedicated and competent educators foster positive learning environments that support holistic development. As education systems adapt to 21st-century demands and reforms like the K to 12 curriculum, teacher quality remains a cornerstone of national development. The Department of Education emphasizes the importance of continuous professional growth, recognizing that high-quality teaching is essential for high-quality

learning. Ultimately, teachers are pivotal to nation-building, shaping learners who are capable, and ready to contribute meaningfully to society.

### **Research Questions**

This study aimed to determine teacher's efficacy and learners' academic performance in the Division of El Salvador City for the School Year 2022 – 2023.

Specifically, it sought to answer the following questions:

1. What is the respondent's level of efficacy considering the content knowledge and pedagogy, learning and environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement and personal growth and professional development?
2. What is the academic performance of the learners in the following subjects Mathematics, Science and English?
3. Is there a significant relationship between the respondent's level of efficacy and the learner's academic performance?

### **Significance**

This study on teacher efficacy and learners' academic performance in El Salvador City provides key insights for education stakeholders. It guides administrators in improving academic outcomes, helps teachers enhance their strategies, benefits learners through improved teaching, encourages parental support, and serves as a reference for future research.

### **Scope and Limitations**

This study assessed teacher efficacy and learner academic performance in El Salvador City, focusing on Grades 3 to 6 teachers and learners. It examined teacher efficacy based on PPST domains and learner performance in Mathematics, Science, and English through their general weighted averages.

## **2. Literature Review**

Teachers' efficacy plays a crucial role in shaping learners' academic performance by influencing their motivation, participation, and overall classroom experience. Highly effective teachers characterized by strong classroom management, subject matter expertise, and the ability to foster positive relationships encourage learners to perform at their best (Akram, 2018). Emotional efficacy, including traits such as joy, compassion, and resilience, also predicts teaching success, particularly during practicum experiences (Blazar et. al, 2018). High levels of teacher efficacy are associated with improved classroom practices, especially in managing behavior and engaging students effectively (Kumar et.al, 2021). Walker (2023) emphasized the importance of personal connection, inclusiveness, respect, forgiveness, and a learner-centered approach as core traits of effective teachers. In the Philippine context, the Department of Education institutionalized the Philippine Professional Standards for Teachers (PPST) through DepEd Order No. 42, s. 2017, to set clear expectations for teaching practices, promote professional growth, and improve educational outcomes. These standards guide teacher development and performance assessments to ensure quality teaching aligned with the evolving needs of 21st-century learners, ultimately supporting national goals for sustainable educational progress and nation-building.

Academic performance reflects how well a learner meets the academic standards of their educational institution, typically measured through grades, test scores, class participation, and subject mastery. It is a key indicator of a student's development and success in learning. However, various challenges such as

poor study habits, lack of motivation, learning difficulties, emotional issues, and an unfavorable learning environment can negatively impact academic achievement (Boland, 2018). The presence of skilled teachers, supportive peers and families, and access to resources also significantly influence performance. Furthermore, psychological factors like academic self-efficacy and self-control are crucial in determining a learner's ability to persist and succeed, especially in higher education (Husaini & Shukor, 2023). Understanding these influences helps educators provide the necessary support and interventions to enhance learners' academic outcomes.

### **3. Methodology**

#### **Research Design**

The descriptive method of research was utilized in this study. In this design, a questionnaire for teachers was used for the purpose of hypothesis testing. This design also allowed the study to describe teacher's efficacy and learners' academic performance in the Division of El Salvador City. This design was primarily used to justify the issues and judgments about this significant relationship based on the data gathered.

#### **Participants**

The respondents of the study were the Grades 3, 4, 5, and 6 teachers and learners in the Division of El Salvador City for the School Year 2022-2023. The study utilized a total population sampling design. Total population sampling enabled researchers to extract comprehensive information from the acquired data, facilitating a detailed description of the broad impact of their results on the general public.

#### **Data Collection**

This study used a questionnaire adapted from the 2017 Philippine Professional Standards for Teachers (DepEd Order via the Teacher Education Council). Part I assessed teacher efficacy across domains such as content knowledge, pedagogy, learning environment, learner diversity, curriculum, assessment, community engagement, and professional growth. Part II focused on learners' academic performance, specifically their general weighted average in Mathematics, Science, and English.

#### **Data Analysis**

After collecting and recording data, the researcher used descriptive statistics (frequency and percentage) to analyze respondents' profiles, and mean and standard deviation to assess teacher efficacy in areas like personal attributes, classroom management, instruction, and monitoring learners. The Pearson Product Moment Correlation Coefficient was applied to examine the relationship between teacher efficacy and the academic performance of Grades 3 to 6 learners.

### **4. Results and Discussions**

**Problem 1. What is the respondent's level of efficacy considering the following: content knowledge and pedagogy, learning and environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development?**

**Table 1**

Summary Distribution of the Teacher-Respondents' Level of Efficacy			
Variables	Mean	SD	Interpretation
Content Knowledge and Pedagogy	3.65	0.766	Effective
Learning Environment	3.77	0.554	Highly Effective
Diversity of Learners	3.63	0.811	Effective
Curriculum and Planning	3.58	0.561	Effective
Assessment and Reporting	3.64	0.777	Effective
Community Linkages and Professional Engagement	3.80	0.719	Highly Effective
Personal Growth and Professional Development	3.78	0.569	Highly Effective
<b>Overall</b>	<b>3.69</b>	<b>0.680</b>	<b>Effective</b>

Table 1 shows that teacher-respondents had an overall efficacy mean of 3.69 (SD = 0.680), interpreted as Effective. This suggests that teachers generally perform well and must apply diverse strategies such as varied teaching methods, strong communication, and ongoing professional growth to meet learners' needs and improve academic outcomes. Quality teaching is essential in shaping values-driven, skilled learners, as emphasized by DepEd Order No. 36, s. 2013. Among the domains, Community Linkages and Professional Engagement received the highest mean (3.80, SD = 0.719), rated Highly Effective. This highlights the importance of involving parents and the community in the learning process to create a supportive, collaborative environment. Baldoza (2021), citing Epstein's framework, emphasized that strong school-community ties help resolve issues and enrich educational programs. Meanwhile, Curriculum and Planning had the lowest mean (3.58, SD = 0.561), though still Highly Effective. This suggests a need for improved curriculum design and lesson planning that considers learner diversity and integrates relevant teaching tools. Harve (2023) and Gupta (2023) both highlighted the role of teachers in creating well-aligned, inclusive, and effective curricula to enhance learner engagement and outcomes.

**Problem 2. What is the academic performance of the learners in the following subjects: Mathematics, Science and English?**

**Table 2**

Summary Distribution of the Learners' Academic Performance in Mathematics, Science, and English			
Variables	Mean	SD	Description
Mathematics	84.93	1.547	Satisfactory
Science	85.33	1.145	Very Satisfactory
English	87.20	1.365	Very Satisfactory

<b>Overall</b>	<b>85.82</b>	<b>1.352</b>	<b>Very Satisfactory</b>
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Table 2 shows that learners achieved an overall mean score of 85.82 (SD = 1.352), interpreted as Very Satisfactory in Mathematics, Science, and English. This suggests learners generally perform well in these core subjects, although achievement varies by subject due to factors like interest, aptitude, and learning support. Educators can enhance learner outcomes through personalized instruction, targeted feedback, and fostering a positive attitude toward the subjects. Among the three, English had the highest mean (87.20, SD = 1.365), also rated Very Satisfactory. This reflects its practical use and accessibility, as learners are exposed to English daily through reading, writing, and communication. Omar (2018) and Tanpoco (2019) noted that using English as a medium of instruction improves both language proficiency and comprehension in other subjects, such as Math and Science.

On the other hand, Mathematics had the lowest mean (84.93, SD = 1.547), described as Satisfactory. Math is perceived as more difficult due to its abstract nature, multi-step processes, and emphasis on precision. Kramba and Gregor (2024) emphasized the complexity of mathematical language and reasoning as barriers to learner understanding. Similarly, Stanley and Ryan (2021) highlighted that mastering Mathematics requires consistent practice and problem-solving skills. Amandeep (2023) added that topics like algebra and category theory are especially demanding for learners. In conclusion, while learners demonstrate strong academic performance, particularly in English, Mathematics remains a challenging area requiring more structured support and skill reinforcement.

**Problem 3. Is there a significant relationship between the respondent's level of efficacy and the learner's academic performance?**

**Table 3**

**Test of Relationship between the Teacher-Respondents' Level of Efficacy and Learner's Academic Performance**

<b>Teacher-Respondent's Level of Effectiveness Indicators</b>	<b>Learner's Academic Performance</b>			<b>OVERALL</b> r-value p-value
	<b>Mathematics</b> r-value p-value	<b>Science</b> r-value p-value	<b>English</b> r-value p-value	
Content Knowledge and Pedagogy	0.512 0.001* S	0.591 0.001* S	0.528 0.001* S	0.523 0.001* S
Learning Environment	0.542 0.001* S	0.533 0.001* S	0.587 0.001* S	0.532 0.001* S
Diversity Learners	0.539 0.001* S	0.523 0.001* S	0.514 0.001* S	0.511 0.001* S

Curriculum and Planning	0.343 0.001* S	0.333 0.001* S	0.306 0.001* S	0.382 0.001* S
Assessment And Reporting	0.525 0.001* S	0.588 0.001* S	0.561 0.001* S	0.555 0.001* S
Community Linkages and Professional Engagement	0.422 0.001* S	0.318 0.001* S	0.378 0.001* S	0.320 0.001* S
Personal Growth And Professional Development	0.217 0.001* S	0.278 0.001* S	0.227 0.001* S	0.312 0.001* S

Table 3 reveals a significant relationship between teacher efficacy and learners' academic performance. Specifically, teacher efficacy in content knowledge and pedagogy, learning environment, diversity of learners, and assessment and reporting showed a moderate significant relationship ( $r$ -value with  $p < 0.05$ ), leading to the rejection of the null hypothesis. This suggests that these aspects of teacher effectiveness contribute meaningfully to learners' academic success. According to Ware (2023), strong content knowledge and pedagogy empower teachers to use varied instructional strategies and deliver complex concepts effectively, increasing learner engagement and comprehension. A well-managed and stimulating classroom environment also boosts academic performance, as supported by Abeysekera (2024) and Segiy (2024), who emphasized the role of physical and psychological settings in shaping learning outcomes. Teachers' understanding of learner diversity also had a moderate positive relationship with academic performance. Addressing individual needs through personalized support and inclusive practices, as noted in Segiy (2024), enhances learner engagement and achievement. Similarly, teacher efficacy in assessment and reporting was positively linked to performance, emphasizing the value of timely feedback, reflective teaching, and transparent communication, as argued by Masters (2021) and Hollingsworth & Weldon (2019).

On the other hand, teacher efficacy in curriculum and planning, community linkages and professional engagement, and personal growth and professional development demonstrated a weak but statistically significant relationship with academic performance. Despite the weaker correlation, these domains still influenced learning outcomes. Abdulsalam (2022) highlighted the importance of curriculum planning in aligning learning objectives and instruction. Fernandez (2021) supported the impact of community-school partnerships in enhancing educational opportunities. Additionally, American University's School of Education (2018) emphasized that ongoing professional development strengthens teaching practices, which indirectly enhances student achievement. In summary, while all areas of teacher efficacy showed a significant relationship with academic performance, those related to instructional delivery (content



knowledge, pedagogy, environment, and assessment) had a stronger influence. Supporting teachers in these areas may lead to greater academic gains for learners.

## **5. Conclusion and Recommendations**

### **Conclusion**

The correlation between teacher's efficacy and learners' academic performance in the Division of El Salvador City was found to be significant. The level of efficacy reported by respondents directly impacted the academic performance of learners. The efficacy of teachers was observed to have a positive influence on learners' academic performance. The efficacy of teachers were not just educators but mentors, motivators, and role models who went above and beyond to ensure the success and well-being of their learners. Their dedication, passion for teaching, and commitment to continuous improvement set the foundation for a supportive and enriching learning environment where learners could thrive and reach their full potential. The dedication and expertise of teachers not only influence learners' academic achievements but also contribute to their holistic development, preparing them for future endeavors and lifelong learning. Teachers were not just educators; they were mentors, facilitators, and champions of learners' success, impacting the lives of those they teach.

## **6. Recommendations**

Teachers should attend timely and relevant seminars and trainings aligned with curriculum planning and ICT use to improve teaching quality and enhance learners' knowledge and behavior.

School administrators must support teachers by implementing programs that encourage participation in seminars, workshops, and LAC sessions focused on Mathematics, helping teachers upgrade their skills and improve learner performance.

Teachers should consistently engage in professional development programs to strengthen teaching efficacy and support learners' academic success.

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