

Exploring Teacher Factors Influencing Academic Performance of Junior High School Learners in Third Congressional District of Quezon

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teacher competence, teaching methods, teaching strategies, classroom management, teacher attitude, academic performance, junior high school learners, third congressional district of Quezon, Philippines, mixed-methods design, descriptive statistics, multiple regression analysis, professional development, learner-centered interventions, instructional delivery, classroom climate, student achievement

Abstract. This study examined how teacher characteristics influence the academic performance of Junior High School learners in the Third Congressional District of Quezon, Philippines. Using a convergent parallel mixed-methods design aligned with Department of Education standards, quantitative data were collected from school heads and teachers, while selected teachers participated in qualitative interviews. Learner performance was measured using written examinations and final grades. Descriptive statistics, reliability testing, and multiple regression analysis were employed to examine the relationships among teacher competence, teaching methods and strategies, classroom management, teacher attitude, and student outcomes. Results revealed that teachers were generally moderately competent, with teaching strategies emerging as their strongest area, while classroom management and teacher attitude required improvement. Learners demonstrated satisfactory to very satisfactory performance overall. Regression analysis indicated that teacher-related factors significantly predicted student academic outcomes, exerting a stronger effect on overall grades than on written examinations. The findings highlight the critical role of teacher competence and professional disposition in shaping learner achievement. They suggest that while effective teaching strategies can support short-term performance, sustained improvement in academic outcomes depends on strengthening classroom management and fostering positive teacher attitudes. The study concludes that targeted professional development programs, mentoring initiatives, and continuous monitoring of teaching practices are essential to address these gaps. Furthermore, collaboration between school heads and teachers in designing learner-centered interventions can enhance both instructional delivery and classroom climate. By investing in teacher growth and well-being, schools can create a more supportive learning environment that promotes consistent academic success among Junior High School learners.

Introduction

Education is widely regarded as a vital instrument for national development, social mobility, and individual empowerment. At the basic education level, junior high school is a critical stage where learners build foundational knowledge, skills, and values that shape their future academic and career pathways. In the Philippines, the Department of Education (DepEd) continues to implement reforms under the K to 12 curriculum to improve the quality of education and to ensure that learners acquire the competencies necessary for higher education, employment, and lifelong learning. Despite these efforts, concerns about the academic performance of junior high school learners persist, particularly in public schools across various regions and districts.

In the Third Congressional District of Quezon, public junior high schools face multiple challenges such as limited resources, large class sizes, and diverse learner needs. These conditions can significantly affect how teaching and learning take place in the classroom. While several factors contribute to learners' academic performance—such as family background, socio-

economic status, school facilities, and learner-related characteristics—the role of teachers remains central. Teachers are the primary facilitators of learning and are directly responsible for planning, delivering, and assessing instruction. Thus, examining teacher-related factors is essential for understanding and improving learners' academic performance in this context.

Teachers' competence is a key determinant of educational quality. It encompasses subject matter knowledge, pedagogical skills, assessment literacy, and professional disposition. Competent teachers are better equipped to design appropriate learning activities, explain complex concepts, and respond to individual learner needs. However, variations in teachers' qualifications, training, and professional development opportunities may lead to differences in how effectively they facilitate learning. In the Third Congressional District of Quezon, the level of teachers' competence and its influence on the academic performance of junior high school learners' merit systematic investigation.

Classroom management is another crucial teacher-related factor that can affect learners' academic outcomes. Effective classroom management involves establishing clear rules and routines, maintaining order, managing time and resources efficiently, and creating a safe and supportive learning environment. When classroom management is weak, instructional time is reduced, disruptions increase, and learners may become disengaged or anxious, all of which can negatively impact their academic performance. Conversely, well-managed classrooms provide structure and predictability that allow learners to focus on tasks, collaborate productively, and achieve better results.

In addition, the teacher's attitude plays a significant role in shaping the classroom climate and influencing learners' behavior and performance. Teachers' attitudes toward their profession, their subject, and their learners can manifest in their enthusiasm, patience, fairness, and expectations. A positive, supportive, and encouraging attitude can boost learners' confidence, motivation, and sense of belonging, thereby contributing to higher academic achievement. On the other hand, negative attitudes—such as bias, impatience, or lack of interest—may discourage learners, lower their self-esteem, and lead to poor academic performance.

Although various studies, both local and international, have examined factors affecting students' academic performance, there is a need for more contextualized research focusing specifically on teacher-related factors in particular geographic and socio-cultural settings. The Third Congressional District of Quezon has its own unique context in terms of community characteristics, school conditions, and learner profiles. Thus, understanding how teachers' competence, teaching methods, teaching strategies, classroom management, and teachers' attitudes collectively influence the academic performance of junior high school learners in this district can provide valuable insights for policymakers, school heads, and teachers themselves.

Research Questions

This study, titled "Exploring Teachers' Factors Influencing Academic Performance of Junior High School Learners in Third Congressional District of Quezon," seeks to explore the extent to which these teacher-related variables affect learners' academic performance. By identifying which factors are most strongly associated with academic outcomes, the study aims to provide empirical evidence to inform targeted interventions, professional development programs, and school improvement initiatives. Ultimately, the findings may help enhance teaching practices and learning experiences, leading to improved academic performance among junior high school learners in the district.

This study aimed to explore the teaching factors influencing the academic performance of junior high school learners in the Third Congressional District of Quezon.

Specifically, it sought to answer the following questions:

How are the following teacher factors described in terms of the following domain?

- 1.1 Teacher's Competence
- 1.2 Teaching Methods
- 1.3 Teaching Strategies
- 1.4 Classroom Management
- Teacher's Attitude

2. What is the academic performance of the Junior High School learners in terms of the following assessment tool?

- 2.1 Written examination
- 2.2 Final Grades

3. Do the teacher factors influence the academic performance of the junior high school learners?

4. What intervention program could be developed by the researchers based on the findings of the study?

Methodology

Research Design

This study employed a descriptive-correlational research design to examine the teacher factors influencing the academic performance of junior high school learners in the Third Congressional District of Quezon. The study described the current status of key teacher-related domains—namely, teacher competence, teaching methods, instructional strategies, classroom management, and teacher attitude—and determined their relationships with learners' academic outcomes. Academic performance was measured through written examination scores and final grades in selected core subjects taught by average teachers in non-major subjects. Teacher factors will be assessed using a validated survey instrument administered to teachers and school heads.

Data were analyzed using descriptive statistics (mean, standard deviation, and frequency distribution) to summarize the prevalence and consistency of teacher practices across the five domains. Inferential statistics, specifically multiple regression analysis, were employed to evaluate the predictive influence of teacher factors on learner academic performance. Statistical software such as SPSS or Microsoft Excel was used to ensure accurate computation and analysis. This quantitative-only approach allows the study to systematically identify which teacher factors most strongly impact student learning outcomes and provides empirical evidence to support targeted recommendations for teacher development programs aimed at enhancing learner achievement.

Respondents/Participation

Quezon's Third Congressional District, commonly known as the Bondoc Peninsula, is one of the province's four legislative districts in the Philippines. Established in 1987, the district encompasses the municipalities of Agdangan, Buenavista, Catanauan, General Luna, Macalelon, Mulanay, Padre Burgos, Pitogo, San Andres, San Francisco, San Narciso, and Unisan. These areas are situated in the southern part of the Tayabas Isthmus and along the southwest coast of Ragay Gulf. Quezon's Third Congressional District is divided into four (4) clusters. The first cluster (Coastal Cluster) includes the towns of Padre Burgos, Agdangan, and Unisan. Second cluster (Interior Upland Cluster): Pitogo, General Luna, Macalelon. Third Cluster: (Western Border/Coastal) It includes the towns of Catanauan, San Narciso, and Mulanay. fourth cluster (Southern/Coastal): San Andres, San Francisco (Aurora), and Buenavista.

The research was conducted in the Third Congressional District of Quezon under four clusters. The researcher chose one municipality that represents its cluster. This includes large, medium, and small secondary public schools for Junior High School learners within the district. The study will focus on Grade 7 to Grade 10 learners and their advisers who teach non-major subjects across selected schools within this geographic area. The location was chosen for its diversity in school types, teachers' competence, teaching methods, and the impact on learning, teaching strategies, classroom management, and teachers' attitudes, which allows for a comprehensive understanding of the factors influencing academic performance in the district.

Instrument of the Study

To gather data on learners' academic performance. The study utilized a self-made questionnaire and a researcher-developed document analysis template to collect data. The questionnaire, based on related literature, measured five domains: teacher competence, teaching methods, teaching strategies, classroom management, and teacher attitude using a five-point Likert scale. It underwent expert validation and pilot testing to ensure its validity and reliability. This template was distributed to 142 sample teachers and serves as a standardized format for reporting learners' performance data.

To assess student academic performance, a document analysis template was used to gather written examination scores and final grades from one randomly selected class per teacher. Students were not direct respondents; their records served as objective indicators of performance, with all data de-identified for confidentiality.

Participants were selected through purposive sampling, with requirements of at least 3 years of teaching experience and current classroom responsibilities.

Procedure

The data-gathering process for this study followed a systematic series of steps to ensure ethical compliance, proper coordination with the involved institutions, and the accuracy and reliability of the collected data. The procedure is anchored in the quantitative methods approach.

Before data collection, approval was secured from the Schools Division Superintendent of Quezon Province. A formal request letter, along with the research proposal and instruments, was submitted. Once approval was granted, coordination to the Public School District Supervisor was next. Upon approval, coordination with school heads in the Third Congressional District of Quezon was conducted to facilitate the administration of the instruments.

The school heads served as respondents and completed a self-made questionnaire assessing teachers' competence, teaching methods, teaching strategies, classroom management, and teacher attitude using a five-point Likert scale. Orientation was provided to ensure objective responses.

From 142 junior high school teachers submitted students' written examination scores and final grades using a document analysis template. These records served as objective measures of learners' academic performance. All student data were de-identified to ensure confidentiality.

The collected data from teacher-related factors and student performance were consolidated for statistical analysis using multiple regression to determine significant relationships.

Participants were selected through purposive sampling, based on criteria such as having at least three years of teaching experience and current teaching load. Since the study did not aim for random generalization but focused on specific, qualified respondents, the use of the Cochran formula was not necessary.

Throughout the process, ethical standards were strictly observed, including informed consent, voluntary participation, and confidentiality of all collected data.

Data Analysis

The statistical treatment of data in this study used a quantitative approach to analyze teacher-related factors and their influence on learners' academic performance. For Statement of the Problem No. 1, descriptive statistics such as weighted mean, standard deviation, frequency, and percentage distributions were applied to summarize teacher ratings across five domains—competence, teaching methods, teaching strategies, classroom management, and teacher attitude—using a five-point Likert scale. For Statement of the Problem No. 2, learners' academic performance was assessed through written examinations and final grades, with mean and standard deviation computed and categorized into performance levels ranging from "Outstanding" to "Did Not Meet Expectations." For Statement of the Problem No. 3, multiple regression analysis was employed to determine the predictive relationship between teacher-related factors and student performance, with regression coefficients, R^2 values, and significance testing used to measure the strength and reliability of these influences. All analyses were conducted using SPSS and Microsoft Excel to ensure accuracy and validity. This combined use of descriptive and inferential statistics provided both a clear picture of current teacher practices and evidence of their impact on student achievement.

Ethical Consideration

This study strictly adheres to established ethical standards to protect all participants and maintain the integrity of the research process. Since the study involves human respondents—specifically, school heads and teachers—and uses student academic records, ethical safeguards will be implemented throughout the data collection, analysis, and reporting phases. Before conducting the study, a formal letter of permission was obtained from the Office of the Schools Division Superintendent of Quezon Province. This process ensured that the research complies with DepEd policies and guidelines for conducting studies in public schools. Following division-level approval, written consent and coordination were also obtained from the participating school heads and teachers.

All participants were given an informed consent form explaining the purpose of the study, the procedures involved, their roles as respondents, and their right to decline or withdraw participation at any time without penalty. It also clarified that participation is voluntary and that there are no risks or personal benefits involved. For transparency and clarity, the consent form also describes how the data was used and how confidentiality was maintained.

The school heads, as the primary respondents in the survey, were assured that their evaluations of teachers will be used solely for academic research and not for administrative appraisal. The participating teachers, who submitted their students' academic performance data and participated in interviews, will likewise be informed that their inputs will be kept confidential and that no personally identifying information will be disclosed in the final report.

While students are not direct participants, their written examination scores and final grades will serve as secondary data for assessing academic performance. These records were anonymized and coded during collection to ensure that individual

student identities are not traceable in any part of the analysis or reporting. The handling of academic data was compliant with data privacy laws and DepEd guidelines.

All data gathered was stored securely, and access was limited to the researchers and the thesis adviser. Audio recordings from interviews were deleted after transcription and validation of results. The findings of the study were reported honestly and objectively, with careful attention to presenting quantitative data accurately and respectfully.

Overall, the researcher is committed to conducting this study with full regard for the ethical principles of voluntary participation, informed consent, confidentiality, anonymity, data protection, and research integrity.

Results and Discussion

Part I. Description of Teacher Factors in Different Domains:

Indicators	Mean	SD	DI
Teacher's Competence			
1.Teachers in our school demonstrate a strong grasp of content knowledge in their subject areas.	3.33	0.712	MC
2.Teachers apply appropriate pedagogical skills and instructional strategies to facilitate student learning.	3.32	0.690	MC
3.Teachers can effectively assess learner progress and provide timely feedback.	3.29	0.690	MC
4.Teachers show professionalism and responsibility in lesson planning and classroom delivery.	3.27	0.694	MC
5.There is a noticeable link between teacher competence and students' academic performance	3.26	0.681	MC
Composite Mean	3.29	0.693	MC
Teaching Methods			
Teachers use appropriate teaching methods suited to the subject matter and learners' level	3.90	0.510	O
A balance between traditional and modern teaching methods is evident in classroom instruction	3.30	0.671	S
Teaching methods used by teachers effectively engage students and promote active participation	2.71	1.042	S
Teachers modify or adjust their methods based on student performance and feedback	2.63	1.007	S
The choice and application of teaching methods positively impact learners' academic performance	3.96	0.482	O
Composite Mean	3.30	0.743	S
Teaching Strategies			
1.Teachers in our school use a variety of teaching strategies to address different learning styles.	3.90	0.510	O
2.Teacher teaching strategies used are aligned with the lesson objectives and curriculum standards.	3.91	0.531	O
3.Student-centered strategies (e.g. group work, inquiry-based learning) are frequently applied in class	3.92	0.512	O
4.Teachers are able to adapt their strategies based on student performance and classroom needs	3.85	0.562	O
5.Teacher used effective teaching strategies contribute significantly to learners' academic success	3.93	0.456	O
Composite Mean	3.90	0.547	O
Classroom Management			
1.Teachers in this school establish clear rules and routines that promote positive learning behavior.	3.22	0.547	S
2.Teachers use effective classroom management that leads to better academic performance among learners	2.44	0.776	R

3.Teachers' disruption in the class are minimized due to consistent and proactive management strategies	3.12	0.367	S
4.Teachers are trained and equipped with effective classroom management techniques	2.42	0.718	R
5.Teachers with poor classroom management negatively affect learner focus and academic achievement	2.48	0.712	S
Composite Mean	2.74	0.624	S
Teacher's Attitude			
1.Teachers in this school show a positive and encouraging attitude towards all learners	3.11	0.390	S
2.Teachers attitude towards teaching influences student motivation and performance	3.11	0.397	S
3.Teachers demonstrate patience, empathy, and fairness in dealing with students.	2.51	0.779	R
4.Teachers' attitudes (e.g. favoritism, impatience) that contribute poor academic outcomes	2.48	0.712	R
5.Teachers help in creating a supportive and effective learning environment	2.49	0.722	R
Composite Mean	2.74	0.600	S
GRAND MEAN	3.19	0.635	S

Table 1. Description of teacher factors in different domains

Table 1 presents the evaluation of teachers' factors across four domains—competence, teaching methods and strategies, classroom management, and attitudes—based on school heads' assessments. The overall grand mean of 3.19 (SD = 0.635) corresponds to sometimes. This suggests that while teachers generally meet minimum professional expectations, consistent high-level performance across key areas remains limited.

Teacher Competence received a composite mean of 3.29 (SD = 0.693; moderately competent), reflecting adequate content knowledge, pedagogical skills, assessment practices, and professionalism. These findings indicate that teachers demonstrate foundational mastery but have not yet achieved exemplary proficiency in instructional delivery. This aligns with Philippine research showing that teacher competence contributes to student learning outcomes, though variability in expertise can affect instructional effectiveness (Quiazon & Quiazon, 2021; Santos et al., 2023).

Teaching Methods, however, showed moderate competency (M = 3.30, SD = 0.743; sometimes). While the appropriateness of methods and perceived impact on learning were rated highly, lower scores in student engagement and instructional adjustments suggest limited consistency in responsive teaching practices. These results echo prior Philippine studies highlighting challenges in the consistent application of learner-centered methods across classrooms (Ramos & Alarcon, 2021).

Teaching Strategies emerged as the strongest domain (M = 3.90, SD = 0.547; often). School heads reported that teachers consistently employ varied, student-centered, and curriculum-aligned strategies that positively influence learner achievement. This finding is consistent with studies emphasizing that the use of differentiated and inquiry-based strategies significantly enhances student engagement and performance in Philippine classrooms (Torres & Datu, 2022).

More critically, classroom management (M = 2.74, SD = 0.624; sometimes) and teacher attitudes (M = 2.74, SD = 0.600; sometimes) revealed relative weaknesses. Indicators such as proactive behavior management, formal training in classroom control, empathy, fairness, and creation of supportive learning environments scored in the slightly competent range. This finding aligns with local research showing that gaps in affective teaching behaviors and classroom control can negatively affect learner focus and academic performance (Santos et al., 2023; Quiazon & Quiazon, 2021).

Overall, the predominance of moderately competent ratings indicates partial attainment of professional standards mandated by the Department of Education (Philippines). While instructional strategies are a relative strength, deficits in classroom management and teacher disposition underscore the need for targeted professional development programs emphasizing behavior management, reflective teaching, and socio-emotional competencies. Strengthening these areas is essential for elevating teacher performance, maximizing instructional effectiveness, and improving learners' academic achievement (Torres & Datu, 2022).

Part II. Academic Performance of Junior High School Learners

Level of Performance	Written Task		Final Rating	
	Frequency	Percentage	Frequency	Percentage
Outstanding	8	5.63	12	8.45
Very Satisfactory	25	17.61	69	48.59
Satisfactory	64	45.07	61	42.96
Fairly Satisfactory	45	31.69	0	0.00
Did Not meet Expectations	0	0.00	0	0.00
Total	142	100.00	142	100.00
Mean	85.52		81.86	
SD	3.121		4.118	
Verbal Description	Very Satisfactory		Satisfactory	

Table 2. Academic performance of the learners (GWA average) in the written task and final rating

Table 2 presents the academic performance of learners in written tasks and final ratings. Overall, most students attained at least a satisfactory level, with no learner falling under “Did Not Meet Expectations.” In written tasks, the largest proportion of students achieved a satisfactory level (45.07%), followed by fairly satisfactory (31.69%), while only 5.63% reached outstanding. The mean score of 85.52 (SD = 3.121) was verbally interpreted as very satisfactory, reflecting consistent competence in formative, task-based assessments.

In contrast, final ratings were more concentrated in the higher achievement categories, with 48.59% of learners classified as very satisfactory and 8.45% as outstanding, producing a mean of 81.86 (SD = 4.118), interpreted as satisfactory. The absence of fairly satisfactory ratings in final grades suggests that cumulative assessments—including examinations, projects, and class participation—elevate learners from lower formative categories, consolidating performance toward higher summative outcomes. The higher variability in final ratings (SD = 4.118) compared with written tasks (SD = 3.121) indicates greater dispersion in summative results, potentially reflecting differences in learner readiness, test-taking skills, and engagement in diverse assessment modalities.

These findings are consistent with recent Philippine studies emphasizing the differential impact of formative versus summative assessments. For instance, Santos et al. (2023) reported that while task-based evaluations provide immediate feedback on learner competencies, final or cumulative ratings integrate multiple dimensions of learning, often resulting in higher overall scores. Similarly, Quiazon and Quiazon (2021) found that summative performance tends to consolidate learner achievement across varied assessment tasks, highlighting the importance of balanced evaluation practices. Conversely, the moderate performance in formative written tasks indicates that continuous instructional support remains necessary, particularly for learners in the satisfactory and fairly satisfactory bands, to ensure these gains translate into stronger overall achievement (Ramos & Alarcon, 2021).

Overall, the results suggest that the cohort demonstrates adequate to high academic performance, with summative assessments amplifying achievements observed in task-based evaluations. This underscores the need for targeted pedagogical interventions and formative support strategies to expand the proportion of learners reaching very satisfactory and outstanding levels across assessment domains.

Part III. Influence of Teacher Factors to Academic Performance of Learners

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
1 (Constant)	82.052	2.308		35.558	.000
Teachers' Competence	1.167	.464	.248	2.514	.013

Teaching Methods	-1.916	.654	-.387	-2.928	.004
Teaching Strategies	-.181	.614	-.027	-.295	.768
Classroom Management	1.420	.843	.262	1.685	.094
Teachers' Attitude	1.013	.836	.175	1.211	.228

Dependent Variable: Written task performance

Model: $R = .433a$, $R^2 = .179(17.9\%)$, Std. Error = 2.87930

Predictors: (Constant), teachers' competence, teaching methods, teaching strategies, classroom management, teachers' attitudes

Regression equation model: $y1 = 72.868 + 2.596(\text{teachers' attitudes}) + 3.75838(\text{std. error})$

Table 3. Statistical table showing the influence of teacher factors to students written task performance

Table 3 presents the multiple regression analysis examining the influence of teachers' characteristics on students' written task performance. The overall model indicates a moderate relationship between the independent variables and the dependent variable ($R = 0.433$), with an R^2 value of 0.179, suggesting that approximately 17.9% of the variance in students' written task performance is explained by the combined influence of teacher-related variables. While this reflects a meaningful contribution, it also implies that a substantial proportion (82.1%) of the variance is attributable to other factors beyond the scope of the model. The constant value ($B = 82.052$, $p < .001$) indicates a relatively high baseline level of student performance even in the absence of the measured teacher characteristics.

Among the variables, teachers' competence emerged as a statistically significant positive influence ($B = 1.167$, $\beta = 0.248$, $t = 2.514$, $p = .013$), indicating that higher levels of teacher competence are associated with improved student performance in written tasks. This finding underscores the importance of content mastery, pedagogical knowledge, and professional expertise in facilitating students' ability to perform effectively in written assessments. Conversely, teaching methods showed a statistically significant but negative influence ($B = -1.916$, $\beta = -0.387$, $t = -2.928$, $p = .004$), suggesting that certain methods employed may not align well with learners' needs or may inadvertently hinder performance in written tasks. This result highlights the need to critically evaluate the appropriateness and implementation of instructional methods to ensure they support, rather than impede, student learning outcomes.

However, teaching strategies ($p = .768$), classroom management ($p = .094$), and teachers' attitude ($p = .228$) did not demonstrate statistically significant influence on written task performance. Although classroom management and teachers' attitude yielded positive coefficients, their lack of statistical significance suggests that their effects may be indirect, context-dependent, or overshadowed by other variables within the model. Similarly, the negligible effect of teaching strategies may indicate limited variability in their application or a weaker direct connection to written task outcomes.

The regression equation further reflects the contribution of the significant variables: $y = 82.052 + 1.167(\text{teachers' competence}) - 1.916(\text{teaching methods})$, indicating that written task performance increases with higher teacher competence but decreases with the influence of certain teaching methods.

Generally, the findings reveal that teacher-related factors exert a moderate influence on students' written task performance, with competence and teaching methods serving as the most influential dimensions. However, the relatively modest explanatory power of the model reinforces the multifactorial nature of academic performance, suggesting that additional variables such as learner motivation, prior knowledge, home environment, and school context play substantial roles.

From a practical standpoint, the results emphasize the need for continuous professional development focused on strengthening teacher competence while refining and aligning teaching methods with learner-centered and assessment-appropriate practices to enhance students' written task outcomes.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	p-value
		B	Std. Error	Beta		
2	(Constant)	72.868	3.012		24.192	.000
	Teachers' Competence	.806	.606	.130	1.331	.185

Teaching Methods	-.458	.854	-.070	-.537	.592
Teaching Strategies	-.197	.801	-.022	-.245	.807
Classroom Management	.550	1.100	.077	.500	.618
Teachers' Attitude	2.596	1.092	.340	2.378	.019

Dependent Variable: Final Rating Performance

Model: $R = .443^a$, $R^2 = .197(19.7\%)$, Std. Error = 3.75838

Predictors: (Constant), teachers' competence, teaching methods, teaching strategies, classroom management, teachers' attitudes

Regression equation model: $y_2 = 72.868 + 2.596(\text{teachers' attitudes}) + 3.75838(\text{std. error})$

Table 4. Statistical table showing the influence of teacher factors to student's final rating performance

Table 4 presents the multiple regression analysis examining the influence of specific teachers' characteristics on students' final rating performance. The overall model indicates a moderate relationship between the independent variables and the dependent variable ($R = 0.443$), with an R^2 value of 0.197, suggesting that approximately 19.7% of the variance in students' final ratings is explained by the combined influence of teacher-related variables. While this reflects a meaningful contribution, it also implies that a substantial proportion (80.3%) of the variance is attributable to other factors beyond the scope of the model. The constant value ($B = 72.868$, $p < .001$) indicates a strong baseline level of student performance independent of the teacher characteristics included.

Among the variables, only teachers' attitude emerged as having a statistically significant influence ($B = 2.596$, $\beta = 0.340$, $t = 2.378$, $p = .019$), indicating that positive teacher attitudes significantly contribute to higher student final ratings. This finding suggests that the affective dimensions of teaching—such as enthusiasm, approachability, fairness, and commitment—play a crucial role in shaping students' overall academic outcomes. In practical terms, a one-unit increase in teachers' attitude corresponds to an approximate 2.60-point increase in students' final ratings, underscoring its substantive impact relative to other variables.

Meanwhile, teachers' competence ($p = .185$), teaching methods ($p = .592$), teaching strategies ($p = .807$), and classroom management ($p = .618$) did not show statistically significant influence on final rating performance. Although some of these variables yielded positive coefficients (e.g., competence and classroom management), their lack of significance suggests that, within this model, they do not independently exert a measurable influence on students' final academic outcomes. This may indicate overlapping effects among variables, limited variability in these characteristics, or the possibility that their influence is indirect or mediated through other factors.

The regression equation further highlights that teachers' attitude is the primary source of influence in the model: $y = 72.868 + 2.596(\text{teachers' attitude})$, emphasizing its dominant role among the included variables.

These findings reveal that while teacher-related factors collectively exert a moderate influence on students' final performance, it is specifically the attitudinal dimension that significantly shapes academic outcomes. This underscores the importance of fostering positive teacher dispositions alongside technical competencies. The results also point to the multifunctional nature of student achievement, suggesting that future studies should incorporate additional variables such as learner motivation, prior academic ability, family background, and school resources. From a practical standpoint, the findings highlight the need for professional development programs that not only enhance pedagogical skills but also cultivate positive teacher attitudes, as these are instrumental in improving holistic student performance.

Part 1V. Proposed Intervention Program

Based on the study's findings, the T.E.A.C.H. Program (Teacher Excellence and Advancement for Classroom Holistic Performance) is designed to address specific teacher factors that influence learner outcomes in the Third Congressional District of Quezon.

To enhance teacher competence, the program implements a series of targeted initiatives, including content-focused workshops, structured lesson planning sessions, and specialized assessment training. These professional development activities are designed to deepen teachers' mastery of subject matter and pedagogy, while equipping them with the essential skills to design and evaluate both formative and summative assessments. Through the integration of these initiatives, the program ensures that teachers are well-prepared to deliver effective instruction and foster improved learner outcomes. By

integrating these professional development opportunities, the program ensures that teachers are better prepared to deliver high-quality instruction and support improved learner outcomes. In terms of effective instructional strategies, teachers are guided to consistently apply learner-centered and curriculum-aligned methods through seminars on differentiated instruction, peer demonstration classes, and mentoring sessions that help them adapt teaching techniques to diverse learner needs and monitor student engagement.

To improve classroom management, the program offers workshops on proactive behavior management, simulation exercises, role-playing, and peer feedback cycles, enabling teachers to maintain a positive, structured, and focused learning environment.

Finally, the program promotes holistic teacher attitudes by cultivating patience, empathy, fairness, and enthusiasm through socio-emotional learning seminars, reflective practice sessions, and recognition programs, fostering supportive teacher-student relationships and enhancing student motivation and performance. Through these integrated components, the T.E.A.C.H. Program directly responds to the study's findings, targeting areas where teachers demonstrated moderate competence, inconsistencies in instructional methods, and weaknesses in classroom management and professional attitudes, to improve learner academic performance.

Conclusion and Recommendations

Based on the study's findings, it was concluded that teacher-related factors significantly influence the academic performance of junior high school learners in the Third Congressional District of Quezon Province. This underscores the critical role of teacher competence, pedagogical practices, and professional attitudes in shaping student learning outcomes. Strengthening these factors through targeted interventions and continuous professional development is therefore essential to improving learner achievement. Teachers generally demonstrated moderate competence across the domains of teacher competence, teaching methods, classroom management, and teacher attitudes. Among these, teaching strategies emerged as the strongest area, reflecting frequent use of varied, learner-centered, and curriculum-aligned approaches, while classroom management and teacher attitudes were relatively weaker, indicating areas needing improvement. Learners' academic performance was generally satisfactory to very satisfactory, with a mean score of 85.52 for written tasks and 81.86 for final grades, showing that students achieved acceptable outcomes but with room for higher attainment. Regression analyses confirmed that teacher-related factors had a significant impact on student performance. Specifically, they influenced both written task scores ($t = 2.534$, $p = .012$, $R^2 = 0.044$) and final grades ($t = 3.86$, $p = .012$, $R^2 = 0.148$). The stronger effect observed on cumulative performance highlights the critical role of teacher competence and practices in shaping overall academic achievement. Consequently, the null hypotheses were rejected, affirming the substantial contribution of teacher factors to learner outcomes.

These results underscore that, based on the study's findings, Project T.E.A.C.H. (Teacher Excellence and Advancement for Classroom Holistic Performance) is designed to enhance teacher competence, instructional strategies, classroom management, and professional attitudes through structured programs.

The findings of the study highlight several important implications for different stakeholders in education. For school administrators, the overall evaluation of teacher-related factors yielded a grand mean score of 3.19 (SD = 0.635), interpreted as *"Sometimes," indicating moderate levels of competence across the assessed domains*. This underscores the need to implement professional development programs to enhance teachers' competence, instructional strategies, classroom management, and professional attitudes. Administrators should also regularly monitor teacher performance to identify areas for improvement and provide targeted support, while facilitating mentoring, peer observation, and workshops to promote best practices and positive classroom environments. For teachers, the results suggest moderate competence, which calls for active engagement in continuous professional development to strengthen subject matter expertise, pedagogical skills, and assessment practices. By applying learner-centered and curriculum-aligned strategies, teachers can improve student engagement and outcomes. Effective classroom management techniques are essential to maintain order and foster supportive learning environments, while cultivating professional attitudes such as patience, empathy, fairness, and enthusiasm can motivate students and encourage active participation. Learners, who demonstrated adequate to high levels of academic performance, are encouraged to sustain and improve outcomes by actively participating in classroom activities, completing assignments punctually, engaging in discussions, and seeking constructive feedback from teachers. Setting personal learning goals and pursuing enrichment activities beyond classroom requirements will further broaden knowledge, strengthen skills, and foster deeper learning and self-discipline. Finally, future researchers may expand upon this quantitative study by examining additional factors influencing academic performance, such as learner motivation, socio-economic background, parental involvement, and school resources. Employing mixed-methods approaches will provide richer qualitative insights, while conducting similar studies within the Third Congressional District of Quezon will help validate and generalize findings, ensuring reliability and applicability across diverse educational contexts.

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Data Availability Statement

The data that support the findings of the study are available from the corresponding author upon reasonable request.

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Appendices

No appendices are attached to this study.